Academic Program: Undergraduate Degree in Education

Course Name: **Goals of Contemporary Education**	Course Code AE404

Location in the curricular map First Semester

Course description: This course can be considered the first one for this academic program. This is the introduction to the education field, in a folow-up to what in research methodological focus is identified as: problematic environment What can we find in the education world? What it that we can look in it? From where we can look at it? How the educative phenomenon is percieved from the classroom? Why we educate for? This group of questions is the fundamental of this course. At the same time and further ahead, the student will recognize the science of education from the focus of other disciplines. Thus, today's task is that the student see education from his experience and from the point of view of some authors that look from the daily issues.

General Learning Outomes: At the completion of this course, the student is expected to: • Will be able to write a document that will show the conceptual use of education goals, confronted with the recovery of some signs of the educative reality that he has lived on.

Thematic Content:

	Hours
1.- The fundamentals of a good education 1.1 The role of values 1.2 the role of inteligence 1.3 Skills development	16 16
2. The goals of education from the environment 2.1 Family and education 2.2 State, family and education	16
3. Education as an utopia 3.1 Education as a factor of universal environment 3.2 Education for life 3.3 The World, risks and education	
4. The goals from the teaching point of view 4.1. The sounds of the classroom 4.2 The role of hope 4.3 Vocation and moral upbringing 4. 4 How do we become educators?	16

Learning Activities guided by the professor:

- Group discussions
- Teams discussions
- Teacher presentations
- Collaborative work using different didactic strategies
- Students presentations
- Making of graphic organizers

Independent Learning Activities::
- To do research
- To solve homework exercises, based on questions
- Making of presentations
- Electronic and bibliographic research
- Conduct observations in diferente educative centers
- To prepare essays and written projects

Criteria and procedures of evaluation

Each of the four units of this course will worth 25%

In each of the units, the following elementos will be observed:

a) Individual projects (reading reports, research, final Project)
b) Team projects (presentations, making graphic organizers. Discussions, case solving)
c) Making of technical files with history of the life in the classrorom
d) Written test

Bibliography

	Type	Title	Author	Editorial	Year
1	Reference	Hope in Times of Crisis	Laín Entralgo Pedro	Galaxia Gutenberg	1994
2	Reference	The Roads for Freedom, Ethic and Education	Savater Fernando	Ariel ITESM	1999
3	Reference	The Value of Education	Savater Fernando	Inst. Estudios Educativos de América	1997
4.	Reference	Education Entails a Treasure	Delors Jacques y otros	Ediciones UNESCO	1997
5	Reference	To Touch the silences of the classroom	Gárate Rivera Alberto	Edic CETYS	2000
6	Reference	Voices of the classroom	Gárate Rivera Alberto	Edic CETYS	2006

Academic Program: Undergraduate Degree in Education

Course Name:	Course Code:
Advanced Communication in Spanish	CS400

Location in the curricular map
First Semester

Course Description
This course is offered under a workshop format, the planning of different types of written papers and speeches and the oral presentation befote various publics, with the intention of informing, motivate and convince them.

General Learning Outcomes:
At the completion of this course, the student is expected to: **Know and apply** his/her habilities in respect to planning and structuring of suitable written documents, to be able to comunícate with a specific public, pursuing specific goals. **Structure** information from different trustworthy sources that support an oral presentation before specific publics. Oral and body language communication with informative, motivational and persuasive speeches. **Design** oral presentations that will reflect the learning process of this course. **Prepare** an oral individual public presentation, utilizing verbal and visual support. **Develop** an análysis outline based on cases, exercises, videos and other dinamics thechniques that will enhance his/her communication skills.

Thematic Content:	**Hours**
1. Introduction, framing and background 1.1. The Human Communication Process 1.2. Purpose and Nature of this course 1.3. Importante and usefulness of this course for the college student 1.4. Application video	**10**
2. Creative Planning of a Speech	**14**

2.1. Specification of the purpose 2.2. Theme selection 2.3. Drafting and writting a speech 2.4. Role of the introduction and conclusion in a speech 2.5. Application Video **3. Writing speeches with different purposes** 3.1. The speech with information purposes 3.2. The speech with motivational purposes 3.3. The speech with convincing purposes 3.4. Application Video **4. Supports for the communicator and his/her speech** 4.1. Verbal supports 4.2. Visual supports 4.3. Visual Communication 4.4. Application Video **5. Characteristics of a good communicator** 5.1. Credibility 5.2. Honesty 5.3. To know how to listen 5.4. To improvise 5.5. Persuasión Ethics 5.6. Application case	**14** **14** **12**

Learning Activities:
The learning experiences of this course for the students, will be working as an individual or on a team, some of theses activities will be guided by the professor and some of them will be performed by the students outside the classroom
The activities performed by the students will have the following profile:

1. Collaborative work performed inside the classroom to analyze and to debate about different contents and under the professor's guidance.
2. Case Method, to learn how to apply and evaluate the limitations and expectations of the contents of this course.
3. Cooperative work outside the classroom for case analysis and problem solving.
4. Learning based on structured and non-structured problems so students learn to formulate problems and apply the contents of the course in the generation of solutions, as much from individual efforts as of the result of a team work using the brainstorm strategy.
5. Presentations of different contents by the professor, avoiding the implementation of this didactic strategy for the whole course.
6. Learning based on application projects, so that the students learn how to work on a team, and apply their knowledge on projects of their own preference.

Bibliography

	Type	Títle	Author	Editorial	Year
1	Text	Comunícate!	Rudolph F. Verderber	Thomson	1999
2	Reference	Oral Communication, the art and the science of public speaking	Hielen McEntee de Madero	Alambra Mexicana	1992
3	Reference	Non-Verbal Communication	Mark Knapp L.	Paidós	1997

Academic Program: Undergraduate Degree in Education

Course Name:	Course Code
Information Literacy	AE428

Location in the curricular map:
First Semester

Course Description:
The goal of this course is that students undertand that obtaining skills in information litaracy is the base to a continuous learning througout their lives and applicable to all disciplines and levels of education.

General Learning Outcomes
At the completion of this course, the student is expected to: Will know and apply the norms of information literacy Will comprehend the importance of information literacy and education Will carefully consider ethic and legal issues in the use of information

Thematic Content:

Themes and sub-themes of each unit	Hours
1. Printed information sources	16
2. On-line information sources	18
3. High level reading	16
4. High level writing	14

Learning Activities:
1. Basic Bibliography reading **2.** Individual or group discussions on readings assigned by the instructor **3.** Group Discussions on Blackboard **4.** Search of information in different sources, printed or electronic **5.** Analysis of different information sources **6.** Instructor's presentation in class **7.** Students' presentation in class

Criteria and procedures for evaluation:

1. Written test for each unit
2. Case analysis and team presentation
3. Delivery of a readings report
4. Delivery of an Academic Essay, proposing a new learning issue for this course.

Bibliography

	Type	Títle	Author	Editorial	Year
1	Basic	Norms on Information Literacy	Asociación Andaluza de Bibliotecarios Sobre Bibliotecas Universitarias (AAB)	AAB	2001
2	Basic	Writing, reading and learning in the university	Paula Carlino	FCE	2005
3	Básica	E-activities	Julio Cabrero y Pedro Román	Eduforma	2006

Academic Program: Undergraduate Degree in Education

Course Name	Course Code
Philosophy of Education I	CS456

Location in the curricular map:
This course is located in the first semester of the Undergraduate Program in Sciences of Education of CETYS University, although this couse does not demand serial location in the curricular map with respect to any other course, is recommended as a background to Philosophy of Education II.

Course Description:

Philosophy of Education I is the first of two courses that CETYS has proposed for the students of the degree in Sciences of the Education as part of the core concerning the Foundations of education. These two courses pretend to offer to the student the identification of the main ideas that have characterized the different moments through which it has passed history of the human race and how these ideas had a profound impact in the human performance, in special, to the educative field.

This course, in particular, focus on educational concepts in the history of thinking used in the old era, taking into consideration the first civilizations, and therefore approach the Greek and Roman world.
Later on, during the Christianity era, with its main thinkers, this course will approach the beginning of universities up to the Renaissance borders.

It requires of the student the abilities of reading comprehension, as well as to write essays and reports of readings, capacity of oral communication in public as well as ability and tolerance to work on a team. At level of knowledge is recommendable that the student knows clearly the basic contents about the history of the philosophical thinking

General Learning Outcomes

At the completion of this course, the student is expected to:

- Will write an essay explaining the main ideas of the old era that are currently used in education.
- Will make a comparative study frame between the main concepts that identify the Greek and Roman worlds.
- Will deliver a written project demonstrating the ideas proposed by one of the Christianity era thinkers.
- Will build a graphic timeline of the thinking from the old era up to the Renaissance.

Thematic Content:

	Hours
Unit I: Pre-Socrates Age 1.1 Orient 1.2 Old Civilizations: China and India 1.3 The greeks and the mythical thinking 1.4 The Pre-Socratics 1.5 The Sophists	16
Unit II: The Greek World 2.1 Socrates 2.2 Platon 2.3 Aristotle 2.4 Other forms of thinking in Greece 2.5 From Greece to Rome	16
Unit III: Christianity 3.1 The Patristic and the Christianity 3.2 Agustín de Hipona 3.3 Medieval Age	16
Unit IV: The Scholastic 4.1 The Universities 4.2 The scholastic and the Arab influence 4.3 Tomás de Aquino 4.4 The Franciscan School 4.5 XIV Century	16

Learning Activities:

Under the guidance of the professor:
- Group discussions
- Team discussions
- Presentations by the professor
- Collaborative work using different didactical strategies
- Students presentations
- Making of graphic organizers

Independent Activities:
- To conduct research projects
- To solve homework based on questions
- Preparare presentations
- Conduct bibligraphical and electronic research
- To build a timeline
- Prepare essays and written projects

Criteria and procedures of evaluation:

Each of the four units of this course worth 25%
On each of the units, the following elements will be taken into consideration:

    e) Individual projects (readings reports, research reports, final project).
    f) Team projects (presentations, graphic organizers, discussions, case solving).
    g) Self-performance evaluation
    h) Peer evaluation

Bibliography

	Type	Títle	Author	Editorial	Year
1	Book	History of Pedagogy	ABBAGNANO, N y A. Visalberghi	F.C.E.	2003
2	Book	History of the Philosophical and Scientific Thinking	REALE, Giovanni	Herder	2001
3	Book	History of Philosophy	COPLESTON, Frederick	Ariel	1999

Academic Program: Undergraduate Degree in Education

Course Name:	Course Code:
Thinking abilities	CS401

Location in the curricular map:
First Semester

Course Description:
This course is of nature theoretic-life experience and it permits to enhance the cognitives abilities of the students by means of specific strategies that favor the development of their critical and creative thinking for the solution of problems, in such a way that it experiences direct repercussions in the performance of the different subjets that contemplate the curriculum of their professional career as well as in their daily life. It is a subject that by its thematic and formative contents is located in the first semester of all the academic programs.

General Learning Outcomes
At the completion of this course, the student is expected to: **Know and understand:** The concepts of intelligence, creativity, innovation, the basic operation of the brain, divergent thought, convergent thought and emotional intelligence, as well as the formal operations of thinking. **Know:** To elaborate in individual form a self-diagnosis on each one of the types of intelligence according to Gardner. To elaborate a personal program directed to develop the components of the Emotional Intelligence that indicates Goleman. To elaborate and to present/display a team innovation project. To apply the creative process to the solution of problems. **Develop** his/her capacity to work on a team, ina a responsible and organized way

Thematic Content:	Hours
1. Thought and brain. 1.1. Introduction and frame of the course. 1.2. Historical background of intelligence. 1.3. Definitions of intelligence. 1.4 Neurophysiology	**10**

	Hours
2. . Types of intelligence. 2.1. Cerebral hemispheres. 2.2. Convergent thought. 2.3. Divergent thought. 2.4. Emotional intelligence.	**10**
3. Emotional intelligence. 3.1. Factors according to Goleman: 3.1.1. Self-conscience 3.1.2. Self.control 3.1.3. Motivation. 3.1.4. Empathy. 3.2. Handling of relations.	**14**
4. 4. Convergent thought. 4.1. Program of instrumental enrichment. 4.2. Organization (algorism thought). 4.3. Classifications. 4.4. Numerical progressions and syllogisms.	**14**
5. Divergent thought. 5.1. What is creativity? 5.2. Where is my creativity? 5.3. The creativity of the daily living. 5.4. Advantages of being creative. 5.5. Myths of creativity. 5.6. Phases of the creative process. 5.7. Criteria for the valuation of creativity. 5.8. Perception. 5.9. Recovery of the creative power.	**16**

Learning Activities:
The learning experiences of this course will be, of individual character and group, those that are performed inside of the classroom will be directed by the professor and others will be of independent character to be performed by the students outside the classroom. The generic forms of learning activities that will be performed by the students are:
1. Collaborative work inside the classroom to analyze and to debate on different contents, under the guidance of the professor.
2. Method of cases to apply and to evaluate the reaches and limitations of the contents of the course.
3. Cooperative work outside the classroom for the analysis of cases and the solution of problems.
4. Learning based on structured and non-structured problems so students learn to formulate problems and apply the contents of the course in the generation of solutions, as much from individual efforts as of the result of a team work using the brainstorm strategy.

5. Presentations of different contents by the professor, avoiding the implementation of this didactic strategy for the whole course.
6. Learning based on application projects, so that the students learn how to work on a team, and apply their knowledge on projects of their own preference.

Criteria and procedures of evaluation:

The performance of the students on this course will be based on the following criteria:

(1) The availability and cooperation, demonstrated with concrete actions, to obtain the learning outcomes in each of the units, and the general outcome of this course.

(2) the commitment, the showed honesty, seriousness, responsibility, quality, participation and the creativity in the execution of all the learning activities that will be developed during this course.
(3) The ability and the skills showed to solve specific problems included in the content of this course.

Taking into account the criteria before mentioned, the following form of evaluation sets out:

Form	Instrument	Percentage
Interrogation and problem solving	Individual and team homeworks in the form of questionnaires, essays, summaries, structured problems to solve bibliographical research or on the Internet.	35%
Problem Solving	Individual objective tests: partial tests and final test	45%
Product Request	Application Project, document research or field research and team report of the project.	20%
	TOTAL	**100%**

Bibliography

	Type	Títle	Author	Editorial	Year
1	Text	Intelligence Reframed: Multiple Intelligences for the 21st Century	Howard Gardner	Basic Books	2000
2	Reference	Six Hats to Think	Edward De Bono	Ediciones Garnica	1999
3	Reference	Emotional Intelligence	Daniel P. Goleman	Bantam Books	1997

Academic Program: Undergraduate Degree in Education

Course Name:	Course Code:
Administration	AD400

Location in the curricular map:
Second Semester

Course Description:
Study of the organizations, its administration and evolution, social and ethical responsibility of the companies and the businessmen. Understanding the different functions from any organization – production, human resources, marketing, accounting and finances- as well as the different phases of the administration process - planning, organization, integration, direction and control, to facilitate the optimization of material, human, physical, financial resources involved in the administration.

General Learning Outcomes:
At the completion of this course, the student is expected to: **Know and apply** the phases of the administration process and the functional areas of the company by means of the use of exercises and cases. **Design** manual of organization, manual of policies, organizational charts, systems of selection and integration of personnel, plan of motivation, algorithms for the solution of problems of numerical type and handling of characters. **Prepare** with the acquired knowledge the Business Plan for a company or for a project.

	Hours
1. Thematic content: **1. The company and the administration** 1.1. Concept, evolution. Manager and organizations. Role of the manager. 1.2. The external environment. 1.3. Social and ethical responsibility 1.4. Development of administrative thinking 1.5. Decision making 1.6. Application Cases.	**6**
2. Planning 2.1. Foundation of planning. 2.2. Planning and strategic administration 2.3. International administration	**12**

2.4. Tools and techniques of planning 2.5. Application Cases	
3. Organization and integration of the personnel 3.1. Structure of organization 3.2 Administration of human resources 3.3. Administration of change and innovation. 3.4. Organization with response capacity 3.5. Administration of diverse workforce 3.6. Application Cases	**14**
4. Direction 4.1. Foundations of the behavior 4.2. Informal organization, groups and work teams 4.3. Motivation 4.4. Communication 4.5. Leadership 4.6. Application Cases	**12**
5. Control 5.1. Foundations of the control 5.2. Administration of operations 5.3. Tools and techniques of control 5.4. Management control 5.5. Administration of technology and innovation 5.6. Future world-wide class 5.7. Application Cases	**10**
6. Functional areas of the company. 6.1. The accounting function 6.2. The financial function 6.3. The production function 6.4. The marketing function 6.5. The function of human resources 6.7. Application Cases	**10**

Learning Activities:
The learning experiences of this course will be, of individual character and group, those that are performed inside of the classroom will be directed by the professor and others will be of independent character to be performed by the students outside the classroom. The generic forms of learning activities that will be performed by the students are:
   1. Collaborative work inside the classroom to analyze and to debate on different contents, under the guidance of the professor.
   2. Method of cases to apply and to evaluate the reaches and limitations of the contents of the course.
   3. Cooperative work outside the classroom for the analysis of cases and the solution of

problems.

4. Learning based on structured and non-structured problems so students learn to formulate problems and apply the contents of the course in the generation of solutions, as much from individual efforts as of the result of a team work using the brainstorm strategy.

5. Presentations of different contents by the professor, avoiding the implementation of this didactic strategy for the whole course.

6. Learning based on application projects, so that the students learn how to work on a team, and apply their knowledge on projects of their own preference.

Criteria and procedures of evaluation:

The performance of the students on this course will be based on the following criteria:

(1) The availability and cooperation, demonstrated with concrete actions, to obtain the learning outcomes in each of the units, and the general outcome of this course.

(2) the commitment, the showed honesty, seriousness, responsibility, quality, participation and the creativity in the execution of all the learning activities that will be developed during this course.
(3) The ability and the skills showed to solve specific problems included in the content of this course.

Taking into account the criteria before mentioned, the following form of evaluation sets out:

Form	Instrument	Percentage
Interrogation and problem solving	Individual and team homeworks in the form of questionnaires, essays, summaries, structured problems to solve bibliographical research or on the Internet.	35%
Problem Solving	Individual objective tests: partial tests and final test	45%
Product Request	Application Project, document research or field research and team report of the project.	20%
	TOTAL	**100%**

Bibliography

	Type	Títle	Author	Editorial	Year
1	Text	Administration	Thomas S. Baterman, Scott A. Snell	McGraw Hill	1999
2	Reference	Administration	Stephen P. Robbins, Mary Coulter	Prentice Hall	2000
3	Reference	Administration	Harold Koontz – Heinz Weihrich	McGraw Hill	1999

Academic Program: Undergraduate Degree in Education

Course Name	Course Code
Philosophy of Education II	CS459

Location in the curricular map:
This course is located in the second semester of the undergraduate degree in Sciences of Education of the CETYS University; although this course does not deman serial location in the curricular map with respect to any other course is recommended after to have attended Philosophy of Education I.

This course is located in the first semester of the Undergraduate Program in Sciences of Education of CETYS University, although this couse does not demand serial location in the curricular map with respect to any other course, is recommended as a background to Philosophy of Education II.

Course Description:
Philosophy of Education II is the second of two courses that CETYS has proposed for the students of the degree in Sciences of the Education as part of the core concerning the Foundations of education. These two courses try to offer to the student the identification of the main ideas that have characterized the different moments through which it has passed history of the human race and how these ideas had a profound impact in the human performance, in special, to the educative field.
This course, in individual, puts attention to the educative concepts that characterized the time in history of the thought identified as Renaissance, to extend the reflection by the humanist tradition, the rationalism and the illustration until the German thought represented by I. Kant. Soon the contemporary time with its main representatives is approached until touching the threshold of the postmodernism. Finally, a last unit is added to integrate the main concepts when speaking of the Philosophy of the Education.

It requires of the student the abilities of reading comprehension, as well as to write essays and reports of readings, capacity of oral communication in public as well as ability and tolerance to work on a team. At level of knowledge is recommendable that the student knows clearly the basic contents about the history of the philosophical thinking.

General Learning Outcomes:
At the conclussion of this course the student:

• A graph will elaborate through as it will expose the main ideas of the modern time.
• Will make a written work where he/she will show the analysis of reality, and will be able to solidly argue the form in which the main educative ideas of the contemporary time continue in effect.
• Will present in a creative way, an integration of the proposed ideas by the main thinkers of XX Century.
• By means of a concrete product the student will show his/her own integration of each one of the concepts referred in the fourth unit identifying the main theoreticians of influence, as much in this semester as of the previous one.

Thematic Content:

	Hours
Unit I: Modern Era 1.1 The Renaissance 1,2 Humanism 1.3 The Reform 1,4 Rationalism and idealism: Descartes 1.5 The Illustration 1.6 I. Kant	16
Unit II: Contemporary Era 2.1 The Romanticism 2,2 Marxism 2,3 Positivism 2,4 Contemporary Idealism	16
Unit III: XX Century 3,1 Existentialism 3,2 Neopositivism and Phenomenology 3,3 John Dewey 3,4 Schools of XX Century	16
Unit IV: Fundamental concepts in Education 4.1 The human person 4,2 Education as a concept 4,3 Educative communication 4,4 Education, society and freedom 4.5 The ethical obligation in	16

Learning Activities:

Under the guidance of the professor:
- Group discussions
- Team discussions
- Presentations by the professor
- Collaborative work using different didactical strategies
- Students presentations
- Making of graphic organizers

Independent Activities:
- To conduct research projects
- To solve homework based on questions
- Preparare presentations
- Conduct bibligraphical and electronic research
- To build a timeline
- Prepare essays and written projects

Criteria and procedures of evaluation:

Each of the four units of this course worth 25%
On each of the units, the following elements will be taken into consideration:

- i) Individual projects (readings reports, research reports, final project).
- j) Team projects (presentations, graphic organizers, discussions, case solving).
- k) Self-performance evaluation
- l) Peer evaluation

Bibliography

	Type	Títle	Author	Editorial	Year
1	Book	History of the Pedagogy	ABBAGNANO, N y A. Visalberghi	F.C.E.	2003
2	Book	History of the Philosophical and Scientific Thought	REALE, Giovanni	Herder	2001
3	Book	History of the Philosophy	COPLESTON, Frederick	Ariel	1999

Academic Program: Undergraduate Degree in Education

Course Name:	Course Code
Psychology of Educación I	AE405

Location in the curricular map:
Second Semester

Course Description:
The psychology of education has been enriched thanks to the simultaneous influence of a plurality of alternative paradigms, each one of which proposes a particular way to understand the educative phenomenon in all its dimensions. Throughout this program, the essential distinguishing characteristics of the psychological paradigms with educative implications, as well as their problematic ones, and consequences of their application will be analyzed. The course is a general introduction to the psychological paradigms, focused on education with emphasis in historical and the epistemologic issues, of configurations of beliefs, methodologic values and theoretical assumptions. Some of these psychological paradigms with educative implications are: the conductista, the humanist, the cognitive, the psychogenetic constructivist or piagetian and the vigotskyan or sociocultural.

General Learning Outcomes At the conclussion of this course, the student will be able to: Describe the diverse psychological paradigms that take part directly in the educative phenomenon, identifying the problematic one, the epistemologic foundations, theoretical assumptions and implication of application of each one of the paradigms.

Thematic Content:

Themes and sub-themes of each unit	Hours
Unit I: Historical and epistemologic context of the psychology of education	14
Unit II: Conductist paradigm and its educative applications and implications	10
Unit III: Humanist Paradigm and its educative applications and implications	10
Unit IV: Cognitive paradigm and its educative applications and implications	10
Unit V: Conductist Psychogenetic paradigm and its educative applications and implications	10
Unit VI: Sociocultural paradigm and its educative applications and implications.	10

Learning Activities:
1. Reading of specialized text books.
2. Analysis and discussion of the practical implications of paradigms.
3. Elaboration of projects of synthesis and analysis of information.
4. Presentation in class by the instructor
5. Presentation in class by the student
6. Work on a team in order to analyze information and to prepare short presentations.

Criteria and procedures of evaluation:
1. A written test per unit
2. Analysis of paradigms and group presentation
3. Delivery of Report of Readings or works of synthesis and analysis of information.
4. Delivery of an academic essay where the analysis around the paradigms is demonstrated and its implications in education.

Bibliography

	Type	Title	Author	Editorial	Year
1	Text	Paradigms in Psychology of Education	Gerardo Hernández Rojas	Paidós Educador	1998 (Last Edition)
2	Reference	History of Psychology	Hothersall	Mc Graw Hill	2002 (3rd Edition)
3	Reference	Psychological systems and Contemporary theories	Marx, M, H. W.A. Hillix	Paidós	(1983) 7th Edition

CETYS
UNIVERSIDAD

Academic Program: Undergraduate Degree in Education

Course Name:	Course Code
The Human Being and the Environment	HU400

Location in the curricular map:
Second Semester

Course Desription:
Course centered in the reflection of how the man is related to his natural surroundings and analyzes the modifications that the environment suffers as a result of the different activities developed by the human being, hopes to allow the participants to look for and to develop the regulatory mechanisms for these changes, to perceive the capacity of self-regulation of the planet, and value themselves like individuals able to modify the environment in different directives; the fundamental values to promote are the observation, the tolerance, the dialogue and the respect by which they are different from us.

General Learning Outcomes:
At the conclussion of this course is expected that the studet will: **Know** the impacts that the human being causes in the environment when of he is taken by the model of prevailing development **and applies** a proposal of environmental education that allows to improve the relation man-society-nature in a certain space **Design** alternating models of development to value and to obtain a suitable sustainability in the social occupation of the natural spaces. **Construct** a commitment formula that reflects its personal and professional responsibility in the transformation of the surroundings. **Develop** one serious and deep criticism of the context, can freely establish the priorities as an individual part of a society always looking for the common well-being and to become a person able to approach more his society and his environment.

Thematic Content:		Hours
Unit 1 Approach to regional environment		20

Thematic Content:

Unit 1 Approach to regional environment — Hours: 20

1 Natural Landscape
- Regional ecosystems
- Value of the regional ecosystems

2 Transformation of the landscape
- The first decades of the city
- Expansion and development
- Present situation

3 Environmental Crisis
- Growth of the population
- Economic diversity and environment
- Environmental impact

4 Some solutions to the crisis of environment
- Protected Natural areas (ANP)

	Hours	
Unit 2 Critical environmental problems of modernity		28

1 Historical Appropriation of the natural space
- Superior Paleolític
- Neolithic and beginning of the environmental crisis
- The message of the Seattle Head
- The entrance to modernity

2 Environmental Crisis of modernity
- Human population
- Human consumption
- Loss of biodiversity
- Climatic manifestations

3 Habitability
- Characteristics
- Cases of inhabitable cities

Unit 3 Environmental Education for a sustainable development — 16

1 Environmental Education
- International encounter
- Characteristics of the environmental education
- Environmental projects

2 Sustainable Development
- Approaches on sustentabilidad: economic, ecological and social-political
- Role of the government
- The case of a sustainable culture: the Mayans

3 Environmental Values

Learning Activities:

The learning experiences of this course will be, of individual character and group, those that are performed inside of the classroom will be directed by the professor and others will be of independent character to be performed by the students outside the classroom. The generic forms of learning activities that will be performed by the students are:

1. Collaborative work inside the classroom to analyze and to debate on different contents, under the guidance of the professor.
2. Method of cases to apply and to evaluate the reaches and limitations of the contents of the course.
3. Cooperative work outside the classroom for the analysis of cases and the solution of problems.
4. Learning based on structured and non-structured problems so students learn to formulate problems and apply the contents of the course in the generation of solutions, as much from individual efforts as of the result of a team work using the brainstorm strategy.
5. Presentations of different contents by the professor, avoiding the implementation of this didactic strategy for the whole course.
6. Learning based on application projects, so that the students learn how to work on a team, and apply their knowledge on projects of their own preference.

Bibliography

	Type	Títtle	Author	Editorial	Year
1	Text 1	Environmental sciences. Ecology and sustainable development	Bernard Nebel, Richard Wright	Pearson Prentice Hall	1999
2	Text 2	Environmental science and sustainable development	Ernesto Enkerlin	Thomson	1997
3	Text 3	Environmental science. Let us preserve the Earth	G. Tyler Miller	Thomson	2002
4	Reference	Ecology and environment	G. Tyler Miller	Iberoamericana	1994

Academic Program: Undergraduate Degree in Education

Course Name:	Course Code
Learning Theories	AE406

Location in the curricular map:
Second Semester

Course Description:
This course characterizes by being a space of reflection and set-up for common use.

General Learning Outcomes
At the conslussion of this course the students will be able to: • Locate the concepts, principles and theoretical assumptions of the cognitive learning approach.   •Understand the implications of this approach for the educative task.

Thematic Content:

Themes and sub-themes of each unit	Hours
Subjects and subsubjects of each unit UNIT I: Why teach how to think?	12
Metacognition UNIT II: Schemes of thought	13
The thought as the foundation in the school Dialogue thought UNIT III: Information processing and teaching models	13
Knowledge as design How the brain-mind learns? UNIT IV: What is crompehension?	13
Critical thinking A taxonomy of abilities and dispositions of critical thinking UNIT V:	13

Multiple intelligences	
Description of the cognitive paradigm and its educative applications and implications	

Learning Activities:
- Product of analysis and synthesis of readings (mental maps, summaries, etc.)
- Individual and group reading
- Active participation in reflections during the class.
- Activities and group dynamics
- Reflection essays and approach evaluation
- Proposal for an application project.

Criteria and procedures of evaluation
- Product of analysis and synthesis of readings (mental maps, summaries, etc.)
- Active participation in reflections during the class.
- Reflection essays and approach evaluation
- Proposal for an application project.

Bibliography

	Type	Títle	Author	Editorial	Year
1	Reference	Teaching thinking skills	Stenberg, R.	W.H. Freeman and Company	1987
2	Reference	Dimensions of thinking	Marzano, R.	Traducción A.S.C.D.	1988
3	Reference	Schemes of Thought	Perkins, D.N.	W.H. Freeman and Company	1987
4	Reference	Thought dialogue	Paul, R.	Traducción A.S.C.D.	1988
5	Reference	Educational strategies. Education of curricular contents	Eggen, P.	Fondo de Cultura Económica de Argentina	
6	Reference	Knowledge as design	Perkins, D.N.	W.H. Freeman and Company	1987
7	Reference	Education on the age of possibility	Caine, R.N. & Caine, G.	Traducción A.S.C.D.	1997
8	Reference	Education for the understanding	Perkins, D.	Paidós	1999
9	Reference	A taxonomy of abilities and dispositions of critical thinking.	Ennis, R.Lipman, M.	Traducción A.S.C.D.	1988
10	Reference	Multiple intelligences	Gardner, H.	Paidós	1997

| 11 | Reference | Paradigms in psychology of education | Rojas, G. | Paidós | 1998 |

CETYS
UNIVERSIDAD

Academic Program: Undergraduate Degrerr in Education

Course Name:	Course Code:
Cultural I	CS403

Location in the curricular map:
Second semester

Course Description:
This course is orchestrated in all the 2004 academic programs of undergaduate degrees with the purpose that the students, without concerning the academic program subject of their study, they are exposed to an integral vision of the history of art, the history of thinking and the history of culture, in such way that they develop a sensitivity for the artistic expressions. This course is not designed for the students to acquire or develop some artistic ability, but rather to know and understand the way arts function, their impact in culture and in the society in general. Nevertheless to be albe to obtain that comprehension and understanding of what art is, it is possible to be come off a sense of appreciation and value of art, thought and culture in its diverse expressions, by which a profesional acquires an integral formation and a more complete and diverse thought structure.

General Learning Outcomes:
At the conclussion of this course it is expected that the student will: **Know:** The state-of-the-art of culture (at conceptual level) The importance of culture in the society. The diverse stages of the development of art and their impact in society The diverse phases of the development of thought and ideas. **Identify:** The culture like inherent part to all the social processes. The art as daily manifestation of the human life The art as cultural manifestation and as act of communication. The context of generation and transmission of knowledge. Criteria for appreciation of art that go beyond beauty, expression and balance. **Develop:** Capacity of analysis of the diverse cultural and artistic manifestations in the present society. Conceptual frame of the development of knowledge

A sensitivity and appreciation of the artistic expressions that motivate the student to continue enjoying those modalities of art of his preference.
Conceptual frame of art and its expressions.
An ability to communicate in oral and written form

Thematic Content:	Hours
1. 1. Theory of culture 1.1. Introduction and frame of the course 1.2. Towards a concept of culture 1.3. Culture and communication 1.4. Virtual culture and cultural dynamics 1.5. Cultural rights in the globalización	**12**
2. History of the thought of ideas 2.1. Waking up of the human being 2.2. From the old era to the medieval era 2.3. From1492 to XX Century 2.4. Postmodernismo and was of the information	**10**
3. History of the Art 3.1. Classic and the traditional one 3,2 Old art 3.3. The Renaissance 3,4 Modern and contemporary art.	**10**

Learning Activities:
The learning experiences of this course will be, of individual character and group, those that are performed inside of the classroom will be directed by the professor and others will be of independent character to be performed by the students outside the classroom. The generic forms of learning activities that will be performed by the students are:
  1. Collaborative work inside the classroom to analyze and to debate on different contents, under the guidance of the professor.
  2. Method of cases to apply and to evaluate the reaches and limitations of the contents of the course.
  3. Cooperative work outside the classroom for the analysis of cases and the solution of problems.
  4. Learning based on structured and non-structured problems so students learn to formulate problems and apply the contents of the course in the generation of solutions, as much from individual efforts as of the result of a team work using the brainstorm strategy.
  5.   Presentations of different contents by the professor, avoiding the implementation of this didactic strategy for the whole course.
  6.   Learning based on application projects, so that the students learn how to work on a team, and apply their knowledge on projects of their own preference.

Criteria and procedures of evaluation:
The performance of the students on this course will be based on the following criteria:

(1) The availability and cooperation, demonstrated with concrete actions, to obtain the learning outcomes in each of the units, and the general outcome of this course.

(2) the commitment, the showed honesty, seriousness, responsibility, quality, participation and the creativity in the execution of all the learning activities that will be developed during this course.
(3) The ability and the skills showed to solve specific problems included in the content of this course.

Form	Instrument	Percentage
Interrogation and problem solving	Individual and team homeworks in the form of questionnaires, essays, summaries, structured problems to solve bibliographical research or on the Internet.	45%
Problem Solving	Individual objective tests: partial tests and final test	25%
Product Request	Application Project, document research or field research and team report of the project.	30%
	TOTAL	**100%**

Bibliography

	Type	Títle	Author	Editorial	Year
1	Text	History of art: Slipcased	Anthony H. W. Y Janson Janson	Harry N Abrams	2001
2	Referente	Hybrid cultures	Néstor García Canclini	Paidos	2000
3	Reference	Life and death of ideas: Shortl history of the western thought	José María Valverde	Ariel	2003

Programa de curso:

Course Name:	**Course Code**
Epistemology of Education	AE408

Location in the curricular map:
Third Semester

Course Description:
This course-workshop is a space where the diverse theoretical, methodological and practical elements of education that the participants have accumulated until this moment and will be able to converge and to continue enriching in the semester.

General Learning Outcomes
At the conclussion of this course the student will be able: To analyze the accumulation of knowledge, theoretical-methodologic abilities and habits about education from the philosophical perspective deepening specially in the epistemologic aspect.

Thematic Content:

Temas y subtemas de cada unidad	Hours

Unit I: Introduction to reflection
  - Inquiry, reflection and detection of baggage
  - Identification and systematization of the nature of elements
	24

Unit II: Application of knowledge acquired by means of analysis	20
Unit III: Reflection and integration	20

Actividades de aprendizaje:
• Presentations/explanations by the professor • Discussions and analysis of directed readings • Reading and synthesis of documents • Individual and group presentations • Reviews and essays

Criteria and procedures of evaluation
1. Participation in each session
2. Partial written tests
3. Individual and group projects of analysis and reflection
4. Delivery of reviews and essays
5. Individual and group presentations
6. Final project based on a theme studied during the course

Bibliography

	Type	Títle	Author	Editorial	Year
1	Reference	Philosophy of Education	Cirigliano, Gustavo F.J.	Humanitas	1979, Buenos Aires
2	Refrence	What is that thing called science?	Chalmers, Alan F.	Siglo XXI	1987, Madrid
3	Reference	The seven fundamentals of education	Morin, Edgar	Unesco	Internet
4	Reference	Philosophy of praxis	Sánchez, Vázquez, Adolfo	Grijalbo	1973, México
5	Reference	Philosophy of education	Villalpando, José Manuel	Porrúa	1981, México

Academic Program: **Undergraduate Degree in Education**

Course Name:	**Course Code:**
Advanced Communication in English	ID400

Location in the curricular map:
Third Semester

Course Description:
This course represents another space of the curriculum through the shade of Internationalization which is promoted in all academic programs offered at CETYS University. In the case of this subjet the study object is the English language, but from the perspective of the professional exercise. In this subjet the students will have the opportunity to improve substantially their domain of the English language, mainly by means of an intensive approach to speak and to write in this language. The course involves a series of learning activities by means of which the students will have to make use of the English language in conditions and typical activities of the exercise of their professional career, as well as social interaction, looking for the way to improve oral and written expression as well as to increase the handling of the conventional vocabulary associated to their career. On the other hand, this course is critical for the students who are looking to participate in exchange of academic programs with foreign universities where the official language is English. The course demands to the participants a positive attitude towards the colaborative and cooperative learning, ability to work on a team and a commitment with the continuous improvement of the domain of the English language.

General Learning Outcomes:
At the conclusion of this course, it is expected the student:

Will have a good command of the English language as far as his/her ability to speak it and to write it correctly, in such a way that students can continue improving in the use of this language.
Understand the importance that specifically has the handling of the English language in the professional exercise of their professional career and in what activities of the exercise of their career usually they would need to use the English language.
Use the information sources that can help him/her to maintain an effective and updated technical vocabulary, used in englihs in their professional career.
Apply the terminology, in English, associated to the professional exercise of their career.
Follow-up on a job interview conducted in English, as well as meetings and presentations in this language.
Formulate a professional resume English language, as well as other legal and work documents related to the exercise of their professional career.

Thematic Content:	Hours
Unit 1. English in the work place, people and the organizations.	**16**
1,1 Introduction and frame of the course.	
1,2 Structures of the organizations.	
1.3 The work place, the forms of work and people at work.	
1,4 Directive styles and leaders in businesses.	
1,5 Recruitment and selection of personnel: Abilities and competitions.	
Unit 2. English in the functional areas of an organization.	**16**
2,1 Marketing, markets and the competition.	
2.2 Product design, innovation and development.	
2,3 Materials, suppliers and production.	
2.4 Money, finances and the economy.	
2,5 Philosophies of businesses.	
Unit 3. English within personal abilities and in businesses.	**16**
3.1 Time and its administration.	
3.2 Stress and its administration.	
3.3 Meetings, teamwork and presentations.	
3,4 Negotiation abilities.	
3,5 Telephone calls, fax and electronic mail.	
Unit 4. English within culture and in the organizacional values.	**16**
4.1 Cultures and the organizacional culture.	
4.2 Handling power and the distance between cultures.	
4,3 Practices of transculturales businesses.	
4,4 Corporative acquisitions and alliances.	
4,5 Corporative image and product image.	

Learning Activities:
The learning experiences of this course will be, of individual character and group, those that are performed inside of the classroom will be directed by the professor and others will be of independent character to be performed by the students outside the classroom. The generic forms of learning activities that will be performed by the students are:
1. Collaborative work inside the classroom to analyze and to debate on different contents, under the guidance of the professor.
2. Method of cases to apply and to evaluate the reaches and limitations of the contents of the course.
3. Cooperative work outside the classroom for the analysis of cases and the solution of problems.
4. Learning based on structured and non-structured problems so students learn to formulate problems and apply the contents of the course in the generation of solutions, as much from individual efforts as of the result of a team work using the brainstorm strategy.
5. Presentations of different contents by the professor, avoiding the implementation of this didactic strategy for the whole course.
6. Learning based on application projects, so that the students learn how to work on a team, and apply their knowledge on projects of their own preference.

Criteria and procedures of evaluation:
The performance of the students on this course will be based on the following criteria:

(1) The availability and cooperation, demonstrated with concrete actions, to obtain the learning outcomes in each of the units, and the general outcome of this course.

(2) the commitment, the showed honesty, seriousness, responsibility, quality, participation and the creativity in the execution of all the learning activities that will be developed during this course.
(3) The ability and the skills showed to solve specific problems included in the content of this course.

Taking into account the criteria before mentioned, the following form of evaluation sets out

Form	Instrument	Percentage
Interrogation and problem solving	Individual and team homeworks in the form of questionnaires, essays, summaries, structured problems to solve bibliographical research or on the Internet.	35%
Problem Solving	Individual objective tests: partial tests and final test	45%
Product Request	Application Project, document research or field research and team report of the project.	20%
	TOTAL	**100%**

Bibliography

	Type	Títle	Author	Editorial	Year
1	Text	Business Vocabulary in Use Advanced.	Bill Mascull.	Cambridge University Press.	2004.
2	Reference	Business Vocabulary in Use intermediate.	Bill Mascull.	Cambridge University Press.	2002.
3	Reference	Common American Phrases in Everyday Contexts: A Detailed Guide to Real-Life Conversation and Small Talk.	Richard A. Spears.	McGraw-Hill, segunda edición.	2002.

Academic Program: Undergraduate Degree in Education

Course Name:	Course Code
History of Education in Mexico I	CS460

Location in the curricular map:
Third Semester

36	36	72	4.5
Hours under academic direction	Independient Hours	Total hours	Credits

Course Description:
This course has been designed to start off of the selection of some main thematic lines and of a differentiated treatment from periods. It does not include all the subjects which generally comprise the programs of history of education, in which a detailed chronological revision is done of a variety of aspects that go from the currents of the social thinking, the political speech, the ideological and pedagogical debates, the biographies of outstanding educators, until the re-count of precise actions.

General Learning Outcomes:

At the conclussion of this course it is expected that students:
1. Know the historical process that it followed the formation of the Mexican educative system and the magisterial profession, in special, the construction of its legal and philosophical principles, the pedagogical thinking, the scholastic practices and the living and working conditions of the teachers.
2. Know the proposals, social experiences and educative ideas that have exerted greater influence in the formation of the national educative system and historical unfolding of education in Mexico.
3. Establish relations between the sprouting of the initiatives and educative experiences with transformations of the society in every historical time, the political fights and the ideological debates.

Thematic Content:

Themes and sub-themes of each unit:	Horas
1. The education in pre-Hispanic Mexico 1.1. Temporary location and general characteristics of this period. 1.2. Conception of the universe and life between the old Mexicans. 1.3. Religious and military education. Education for women. 1.4. Moral education: 'huehuetlatoli' (old people's word) 1.5. Centers of systematic education.	16
2. The education at the colonial time 2.1. Temporary location and general characteristics of this period. 2.2. Evangelization of the Indians. Educative mission of the religious orders. 2.3. Teachers and scholastic practices. Schools of first letters for children (boys and girls). 2.4. The movement of Illustration and its influence in education during the XVIII century.	16
3. The education in the XIX century, 1821-1867 3.1. Temporary location and general characteristics of this period. 3.2. The faith of the elite illustrated in education. 3.3. The educative reform of 1833 -1834. The relevance of the reform as backgrounf for future projects to organize and to disseminate the primary public education. 3.4. The 1857 Constituent Congress and the freedom of teaching. The Third Constitutionalist Article. 3.5.Schools, teachers and scholastic practices. Importance of the lancasterian schools in the diffusion of elemental instruction.	16
4. The education in the 1867-1910 period 4.1. Temporary location and general characteristics of this period. 4.2. Debate on public, secular, gratuitous and obligatory instruction. 4.3. Towards the formation of the national education system: the national congresses of public instruction, 1889 -1891. Diffusion of the normal education. 4.4. Historical background of pre-school education. 4.5. Schools, teachers and scholastics practices. 4.6. Public education at the end of the 'porfiriato'. Achievements and failures .	16

Learning Activities:
1. **The education in pre-Hispanic Mexico**
1. To read the text of Lopez Austin, to elaborate a brief description about the type of education distributed in *telpochcalli* and in *calmécac*, considering the following aspects: educative purposes, social groups, offering ceremonies, discipline, punishments, religion, etc. To read the descriptions to the rest of the group and to elaborate conclusions on the subject.
2. To write a brief essay about the main characteristics of education between the old Mexicans. With the reference texts a collective anthology will be able to be elaborated.

2. The education at the colonial time

1**.** To read texts of Gonzalbo and Kobayashi:
To explain the educative purposes of the Spanish missionaries and the methods used for evangelization.

2**.** To elaborate a brief description of the scholastic practices and the working conditions of the teachers of first letters. For this activity it is required to do the following readings: "The teachers " and "The scholastic life".

3**.** To write a brief essay in which one of the following subjects is approached:
a) the development of education in the colonial time,
b) the education of the Indians,
c) the elementary education in the colonial time: teachers and scholastic practices, and
d) the novohispanic education in the XVIII century.

3. The education in the XIX century, 1821-1867

1. To read the text deVázquez, "Education, unique way ", and to elaborate an explanation about the conditions that prevented accomplishing specific educative projects during the XIX century. To present and comment in plenary the obtained conclusions.

2. Using cards, write a brief essay about the educative reform. To organize a colloquy to comment and to deliberate on the main ideas contained on the essays.

3**.** To make some collective work (newspaper, anthology, colloquy, mural newspaper) that summarizes the fundamental aspects of the studied period. The article of Sanchez offers a panoramic vision on this period, and it can be useful for the fulfillment of this activity.

4. The education in the 1867-1910 period

1. The free education, laicism and obligatory nature of the primary instruction constituted essential part of the educative debate of the XIX century. To read the speech of Altamirano, "the principle of the instruction… ", and to indicate the paragraphs in which he makes reference to these principles and to comment in plenary its content. To write conclusions on this issue.

2**.** Based on texts of Altamirano (" The School Teacher "), Arnaut and Bazant ("tTecahing Popularity") write a monograph on the origin and development of the magisterial profession. Particularly it is suggested to emphasize the most significant transformations and the characteristics of continuity of the profession and the scholastic practices during the period of study.

Using the recommended texts an anthology can be elaborated and a cycle of conferences can be organized.

Criteria and procedures of evaluation

1. The final projects of each thematic unit will worth 20 points, adding 80. The remaining 20 points will be applied to a final written test.

2. The means and instruments of evaluation can be diversified in order to have several sources of information: the texts or essays written by the students, the research conducted by the students, the observation of the processes that are developed in the classroom (interest, arguments expressed in class, formulated questions) and different types of tests.

Many times, the participation of the students reveals the degree level of understanding

of studied events and processes, their capacity to relate them and to reflect on them, their abilities to process data and to tie it with present situations, etc. The observation of the attitudes of the group is important not only to evaluate the students, but also to the teacher to use the appropriate strategies.

Bibliography

	Type	Títle	Author	Editorial	Year
1	Reference Text	*Education and ideology in old Mexico*.	Pablo Escalante	SEP/El Caballito	1985
2	Referente Text	*Ideas, values and traditions. Essays on history of the education in Mexico*.	Mílada Bazant	El Colegio Mexiquense	1996
3	Referente Text	*The humanism and the education in the New Spain*.	Gonzalbo, Pilar	SEP/El Caballito	1985
4	Referente Text	*The education as a conquest*.	Kobayashi, José María	El Colegio de México	1985
5	Referente Text	*Nationalism and education*.	Vázquez, Josefina Z.	El Colegio de México	1979
6	Text	*Compared history of the education in Mexico*	Larroyo, Francisco	Porrúa	1986
7	Ext	*Liberalism and Education*, t. I.	Abraham Talavera	SEP	1973

Academic Program: Unfergraduate Degree in Education

Course Name	Course Code
Curriculum and Post-modernity	AE409

Location in the curricular map:
Third Semester

Course Description:
This is the subjet that initiates the core of design, application and curricular evaluation. It fundamentally orients to the identification of the curricular models within the framework of the globalización and the post-modernity. The student already has a background in philosophy and psychology of education, and this will make the way easier to understand the pedagogical dimension of the curriculum.

General learning Outcomes:

At the conclussion of this course, the student:

• Will understand the importance of the processes of the educative planning in the development of the curriculum, as well as the necessity to value the present elements in the context that are related to its design and implementation.
• Will be able to elaborate a curricular planning that fulfills the requirements of one of the selected curricular models, weighing the paper of the academic administration

Thematic Content:

Themes and sub-themes of each unit:	Hours

1. - Distinction between education and schooling
    1.1. - Problematic of the present world
    1.2. – Background of higher education in Mexico
    1.3. - Main problems of higher education in Baja California
	16

2.- Society and curriculum
    2.1. - Social and phenomenon trends and their influence in the universities
    2.2. - Education - Employment
    2.3. - The challenges of higher education
	16

3.- Curriculum in the institutional context
    3.1. - Analysis of the teaching practice
    3.2. - The scholastic structure
    3.3. - The educative programs
	16

4.- Foundation and instrumentation of the curriculum
    4.1. - Analysis of the reality
    4.2. - Theoretical Foundation
    4.3. - Curricular objectives/learning outcomes
    4.4. - Entrance/Exit profiles
    4.5. - Professor's profile
    4.6. - Subjects: contents, credits, sequence, congruence, methodology
    4.7. - Requirements for the operation
    4.8. - Evaluation models
	16

Learning Activities:

Under the guidance of the professor:
- Group discussions
- Team discussions
- Presentations by the professor
- Collaborative work using different didactical strategies
- Students presentations
- Making of graphic organizers

Independent Activities:
- To conduct research projects
- To solve homework based on questions
- Preparare presentations
- Conduct bibligraphical and electronic research
- To build a timeline
- Prepare essays and written projects

Criteria and procedures of evaluation

Each of the four units of this course worth 25%
On each of the units, the following elements will be taken into consideration:

- m) Individual projects (readings reports, research reports, final project).
- n) Team projects (presentations, graphic organizers, discussions, case solving).
- o) Self-performance evaluation
- p) Life in the classroom chronology
- q) Peer evaluation
- r) Written test

Bibliography

	Type	Títle	Author	Editorial	Year
1	Reference	Statistical yearbooks of ANUIES	Asociación Nacional de Universidades e Instituciones de Educación Superior	ANUIES	
2	Reference	Analytical elements of evaluation of the higher education system in Mexico.	Huascar Taborga y Jorge Hannel del valle	ANUIES	1990
3	Reference	Planning of educative Systems	Roger Kaufman	Trillas	1988
4	Reference	Society and University: Changes and challenges	J.J. Brunner	Fondo de cultura económica	1994

Academia Program: Undergraduate Degree in Education

Course Name:	Course Code
Pychology of Education II	AE429

Location in the curricular map:
Third Semestre

Course Description:
Throughout the course, the processes of human development are reviewed: birth, early childhood, intermediate childhood, adolescence, youth, mature age, old age and concludes with death. This course is the foundation to approach, from the psychological educative point of view, different problematicals and educative processes in each stage of the human being.

General learning outcomes:
At the conclussion of this course, the student will be able to: Identify and compare, between the diverse stages of the human development, as well as the necessities and main characteristicses in each one.

Thematic Content:

Themes and sub-themes of each unit	Sessions
Unit I: BIRTH, GROWTH AND DEVELOPMENT	3
Unit II: ENTERING SCHOOL	3
Unit III: STAGE OF THE ADOLESCENCE	3
Unit IV: THE ADULTS	3
Unit V: DEVELOPMENT IN THE OLD AGE	3

Learning Activities:
1. Reading of specialized text books.
2. Analysis and discussion of the practical implications of paradigms.
3. Elaboration of projects of synthesis and analysis of information.
4. Presentation in class by the instructor
5. Presentation in class by the student
6. Work on a team in order to analyze information and to prepare short presentations.

Criteria and procedures of evaluation
1. Written test for each unit
2. Analysis of paradigms and group presentation
3. Delivery of Report of Readings or works of synthesis and analysis of information.
4. Delivery of an academic essay where the analysis around the paradigms is demonstrated and his implications in education.

Bibliography

	Type	Títle	Author	Editorial	Year
1	Text	Human Development	Papalia, Diane	Mc Graw Hill	1995
2	Reference	Psychological Development	Craig Grace. J	Pearson Educación	2001, 8th Edition
3	Reference	The Formation of the Adults	Knoll Joachim	Ed. Roca	1979
4	Reference	Agony, death and mourning	Flores Sonia	Ed. Manual Moderno	1992
5	Reference	How to take care of old people	Ardila Alfredo	Ed. Prensa Médica	1986
6	Reference	The Third Age	Hooker Susana	Ed. Gedisa Mexicana	1993

Academic Program: Undergaduate Degree in Education

Course Name:	Course Code:
Cultural II	CS404

Location in the curricular map:
Third Semester

Características del curso:
This course is orchestrated in all the 2004 academic programs of undergaduate degrees with the purpose that the students, without concerning the academic program subject of their study, they are exposed to an integral vision of the history of art, the history of thinking and the history of culture, in such way that they develop a sensitivity for the artistic expressions. This course is not designed for the students to acquire or develop some artistic ability, but rather to know and understand the way arts function, their impact in culture and in the society in general. Nevertheless to be albe to obtain that comprehension and understanding of what art is, it is possible to be come off a sense of appreciation and value of art, thought and culture in its diverse expressions, by which a profesional acquires an integral formation and a more complete and diverse thought structure.

General Learning Outcomes:

At the conclussion of this course it is expected that the student:
Know:
* The four great aspects of art.
* The social context and development of the artistic disciplines and identify:
    * The different artistic disciplines
    * The diverse genres of artistic disciplines
    * The main aesthetic proposals
    * The semantic, formal and cultural level of an art work and/or artistic manifestation.
Develop:
* An artistic appreciation for the aspects and expressions of their interest.
* Opinions and points of view on artistic expressions that go beyond the aesthetic appreciation.
* A corporal language.
* An oral and written communication.
 	
* Su comunicación oral y escrita.

Thematic Content:	Hours
1. Scenic arts. 1.1. Introduction and frame of the course. 1.2. Theater. 1.3. Dance. 1.4. The Opera.	8
2. Visual arts. 2.1. Photography. 2.2. Cinema. 2.3. Painting. 2.4. Sculpture.	8
3. Literature. 3.1. Literature, critic and literary creation. 3.2. Literary genres 3.3. Selected topics of Literature.	8
4. Music. 4.1. Music and its language. 4.2. Elements of a musical work: Melody, harmony, rhythym, lyric structure. 4.3. Musical genres, their expressions and their evolution	8

Learning Activities:
The learning experiences of this course will be, of individual character and group, those that are performed inside of the classroom will be directed by the professor and others will be of independent character to be performed by the students outside the classroom. The generic forms of learning activities that will be performed by the students are:
1. Collaborative work inside the classroom to analyze and to debate on different contents, under the guidance of the professor.
2. Method of cases to apply and to evaluate the reaches and limitations of the contents of the course.
3. Cooperative work outside the classroom for the analysis of cases and the solution of problems.
4. Learning based on structured and non-structured problems so students learn to formulate problems and apply the contents of the course in the generation of solutions, as much from individual efforts as of the result of a team work using the brainstorm strategy.
5. Presentations of different contents by the professor, avoiding the implementation of this didactic strategy for the whole course.
6. Learning based on application projects, so that the students learn how to work on a team, and apply their knowledge on projects of their own preference.
7. Visits to museums, art galleries, exhibitions and artistic presentations.

Criteria and procedures of evaluation:

The performance of the students will be based on the following criteria:

(1) The availability and cooperation, demonstrated with concrete actions, to obtain the learning outcomes in each of the units, and the general outcome of this course.

(2) the commitment, the showed honesty, seriousness, responsibility, quality, participation and the creativity in the execution of all the learning activities that will be developed during this course.

(3) The ability and the skills showed to solve specific problems included in the content of this course.

Taking into account the criteria before mentioned, the following form of evaluation sets out:

Form	Instrument	Percentage
Interrogation and problem solving	Individual and team homeworks in the form of questionnaires, essays, summaries, structured problems to solve bibliographical research or on the Internet.	45%
Problem Solving	Individual objective tests: partial tests and final test	25%
Product Request	Application Project, document research or field research and team report of the project.	30%
	TOTAL	**100%**

Bibliography

	Type	Title	Author	Editorial	Year
1	Text	History of art: Slipcased.	Anthony H. W. y Janson Janson	Harry N Abrams	2001
2	Reference	Understanding music.	Jeremy Judkin	Prentice-Hall	2001
3	Reference	Bedford Introduction to Literature: Reading, Thinking, Writing.	Michael Meyer	Bedford/St. Martin's	2001

Academic Program: Undergraduate Degree in Education

Nombre de la asignatura:	**Course Code**
History of Education in Mexico II	CS461

Location in the curricular map:
Fourth Semester

Course Description:
As continuation of the first course: the history of Education in Mexico I, the essential characteristics of the Mexican educative system are approached, as of the revolutionary time. Here we will find the foundation of the modern equation of this country.

General Learning Outcomes
At the conclussion os this course it is expected that the students: 1. Know and value the process of consolidation of the philosophical and legal principles of the national educative system and identify the main changes happened in the magisterial profession, the pedagogical thought and the scholarly practices during the XX century. 2. Know the social proposals, ideas and experiences that they have exerted greater influence in the formation of the national educative system and in the historical development of Mexico.

Thematic Content:

Themes and sub-themes of each unit:	Hours
. Education and Revolution, 1910-1920 1.1. Historical location and general characteristics of the period. 1.2. The teaching of elementary education during the Mexican Revolution. 1.3. Education in the Constituent Congress of 1916-1917: background and debate on the lay character of education. The Third Constitutional Article, fundamental principles. Other relevant articles: 31, 123 and 14 (transitory). The municipality of public schools.	16

2. The consolidation of the educating State 2.1. Historical location and general characteristics of the period. 2.2. Creation of the Secretariat of Public Education. Effort of Jose Vasconcelos. Public education becomes a federal responsibility. 2.3. The Mexican rural school. The cultural missions. 2.4. The socialist education. The reform of the Third Constitutionalist Article. The teaching and the socialist education. Resistance of groups from the opposition.	16
3. The school of the national unit 3.1. Historical location and general characteristics of the period. 3.2. The school of the national unit: to educate for peace, democracy and for social justice. 3.3. Jaime Torres Bodet, Secretary of Education. Main actions: reform of the Third Constitutionalist Article; the Plan of Eleven Years.	16
4. The recent years.1. Historical location and general characteristics of the period. 4.2. Main characteristics of basic education, 1970-1992. The modernization of basic education. 4.3. The development of higher education in Mexico. 4.4. Teachers and public education, 1910-1992.	16

Learning Activities:
1. Education and Revolution, 1910-1920
1. To organize a seminary session where the students interchange knowledge and ideas, express doubts and obtain conclusions on the subject.
2. With support of the text of Ramirez and the decree that created the rudimentary schools, to comment the following questions: which is the purpose of rural schools? why the curriculum was limited to teach how to speak, how to read and how to write the Castilian, and to execute the fundamental operations? , why the duration of the rudimentary instruction is so brief? , why this type of instruction was not considered obligatory? , why the rudimentary schools were considered useless? , which is the contribution of these schools according to Ramirez? , what type of opinions were expressed to improve the rudimentary schools?
3. To write a brief essay in which the student characterizes the educative situation of the 1910-1920 decade.
2. The consolidation of the educating State
1. To read the text of Meneses, "the national debate on the Vasconcelos project ", and to elaborate a brief text in which the benefits of creating (after the revolution) a Federal Secretariat of Public Education stand out.
2. To write a brief text about the cultural missions. To consider aspects like its purpose, organization, functions of the members in this missions, activities, target population, Teachers, etc. To read the text to the group and to elaborate a general conclusion on the importance of the missions.
3. To write an essay in which some of the following subjects is approached: *a)* importance of the creation of the Secretariat of Public Education, *b)* the Mexican rural education, c*)* the rural teachers and the socialist education. Also, a general essay which includes all these subjects can be elaborated.

3. The school of the national unit
1. To start off with the reading of the Cecilia Greaves' text, and to develop the following suggested activities:
To write a text that responds to the following question: which were the main problems and educative challenges faced during the period 1940-1964?
2. To write an essay that emphasizes the importance of the educative events of this time.

4. The recent years
1. To read texts of Olac Fuentes to analyze the most relevant features of education in the seventies and beginning of the eighties: dimension (students, teachers, schools), growth, coverage, terminal efficiency, etc.
To elaborate, individually, a list of the main problems of the educative system in this decade and to compare them with the information included in the *Program of Educative Development 1995-2000* and with the information obtained in this course regarding Problems and Policies of Basic Education.
2. In order to finalize the course it is suggested to write a general essay about the changes and the evolution of the public education in the XX century. The essay can be about one of the thematic lines of the program, or offer a panoramic vision about a period, at national or state level. It is good to remember that it is not only a re-count of relevant incidents, but to formulate explanations. This work can be one of the instruments for the final evaluation of this course.

Criteria and procedures of evaluation:
The final products for each one of the units worth 20 points, the remaining 20 points will be obtained from a written final test.
It is pertinent that the teacher establishes from the beginning of the course, the criteria and procedures of evaluation, this way the students will be able to orient its performance according to the established commitments. The evaluation must be congruente with the educative approach of the program, learning outcomes and learning activities.
Therefore, it is precise that the evaluation criteria and procedures are diversified. In order to evaluate, the teacher can take advantage of the participation of students in class, the written texts and the research projects. If written tests are applied, they must raise a challenge to the students where they are able to apply their capacity for analysis, critical judgement, comprehension, relation, synthesis, argumentation, etc. The objective tests of closed answers (multiple option, of correspondence, selection of true or false statements) must be considered complementary to the suggested procedures of evaluation.

Bibliography

	Type	Title	Author	Editorial	Year
1	Reference	*History of a profession. The teachers of primary education in Mexico.*	Arnaut, Alberto	CIDE/SEP	1998
2	Reference	*Political constitution of the Mexican United States*			
3	Reference	*Pre-school education in Mexico, 1880-1982.*	Dirección General de Educación Preescolar	SEP	1988
4	Reference	*National agreement for the*	Poder Ejecutivo	SEP	1992

		Modernization of Basic Education.	Federal		
5	Reference	*Future university,* núm. 4.	Rockwell, Elsie y Sylvia Schmelkes	UAM	1990

Academic Program: Undergraduate Degree in Education

Course Name:	Course Code
Educative Practice I	AE410

Location in the curricular map:
Fourth Semester

Course Description:
This course is focused towards the recovery of the educational practice. The intention and purpose is that the student recognizes and is conscious of his practice within the classroom.

General Learning Outcomes:
At the conclussion of this course, the students will: • Will elaborate records of their practices • WII detect the stages, changes and connections that are carried out within the records of their practices. • Will develop categories from the stages, changes and I connect discovered. • Will establish categories of the logics and from the interrelation of found elements.

Thematic Content:

Thems and sub-themes of each unit:	Hours
UNIT I: Elaboration of records of the educative practice	14
UNIT II: Stages, changes and connections in the records	10
UNIT III: Establish categories of the records	10
UNIT IV: Development of Logics and interrelations	10
UNIT V: Theoretical ascertainment and conclusions	10

Learning Activities:

Under the guidance of the professor:
- Group discussions
- Team discussions
- Presentations by the professor
- Collaborative work using different didactical strategies
- Students presentations
- Making of graphic organizers

Independent Activities:
- To conduct research projects
- To solve homework based on questions
- Preparare presentations
- Conduct bibligraphical and electronic research
- To build a timeline
- Prepare essays and written projects

Criteria and procedures of evaluation:

It is recommended to evaluate the following elements in each one of the units:

   a) Individual works (Records, readings reports, research projects).
   b) Team work projects (presentations, elaboration of graphical organizers, discussions, case solving).
   c) Chains and logics implementation on the records.
   d) Final Interpretation report of the educational practice.

Bibliography

	Type	Title	Author	Editorial	Year
1	Reference	Observation Guideline. Working Document	Makar, Carmina	Sistema de Universidad Virtual, UdeG	2006
2	Reference	To Educate. Magazine of Education: " The recovery of the Educative Practice and the Profesionalization of the Educational Activity"	Elba Noemí Gómez Gómez	Nueva Época No. 5	April-June 1998
3	Reference	To Educate. Magazine of Education: "Autorregister like "mirror" of the educational practice"	Adriana Piedad García Herrera	Nueva Época No. 3	October-December 1997

Academic Program: Undergraduate Degree in Education

Course Name: Curriculum Design	Course Code AE411

Location in the curricular map: Fourth Semester

Características del curso: This course tries to approach the elements that define the curriculum in its foundation design and evaluation. It is the second course of the core of the curriculum   and although it has a practical theoretical approach, the determinant result is that the student acquires the abilities, knowledge and competitions required to design a curriculum in different modalities.

General learning outcomes: At the conclusion of this course the student: Will develop a methodologic proposal of design and curricular evaluation, taking as main variable the theoretical foundations and the concrete characteristics from a certain institution.

Thematic Content:

Themes and sub-themes of each unit:	Hours

1. The curriculum concept in the sciences of education frame.
      1.1 formal curriculum
      1.2 real curriculum
      1.3 hideen curriculum
	16

2. Origin of the curricular problematic
      2.1 The American school and the industrial revolution
      2,2 Curriculum classic representatives
          2.2.1 Ralph Tyler
      2.2.2 Hilda Taba
        2.2.3 Mauritz Johnson
	16

3. Sources of curriculum
       3,1 Psychological Foundation
       3,2 Pedagogical Foundation
       3,3 Sociological Foundation
 	
4. The curricular design: Theory and curricular model
       4.1 Methodology of the curricular design
       4,2 Analysis of current proposals
       4,3 Selection and application of a methodologic proposal
       4.4 Curricular evaluation: Foundations
	16
	
	16

Learning Activities:
Diverse activities such as interactive education, strategies of cooperative learning, conferences, individual and team work are suggested with the whole group, as well as readings at home and written essays. Additionaly, participation on practices analyzing the curriculum of different educative centers.

Criteria and procedures of evaluation:
The evaluation will include the individual performance of the student during each session, the quality of his/her written projects and the development of an integrative final work where he/she applies the knowledge obtained in this course. This work worth 50 points, written examination is 25 points. The remaining 25 points will be applied to differents tasks and participations.

Bibliography

	Type	Title	Author	Editorial	Year
1	Reference	Theory and curricular design	Casarini Ratto	Trillas	1997
2	Reference	Scholastic learning and construction of knowledge	Coll Salvador Cesar	Paidos	1990
3	Reference	Psychology and curriculum	Coll, César	Paidos	1991
4	Reference	Curriculum for a student	Diaz Barriga, Angel	Aique Grupo editor	1996
5	Reference	Methodologic approaches to the curricular design: Towards an integral proposal	Diaz Barriga, F.	Trillas	1993
6	Reference	Designing and reconstructing a curriculum: Methodologic guideline	Estevez E. Y P. Fimbres	Universidad de Sonora.	1998
7	Reference	Curriculum: A reflection on the practice	Gimeno Sacristan J.	Morata	1988
8	Reference	Pedagogy and curriculum	Pansza, Margarita	Gernika	1988
9	Reference	Analysis of the curriculum	Posner, George J.	Mc Graw Hill	1998

Academic Program: Undergraduate Degree in Education

Course Name:	Course Code:
Research Methodology	CS402

Location in the curricular map:
Fourth Semester

Course Description:
Develop in the students a solid platform of information to help develop processes of basic research on thematics related to the job market of their professional career.

General learning outcomes:
At the conclussion of this course it is expected that the student: **Apply** basic models of research. **Design** a system able to identify different cases inherent to the areas suceptible of research. **Construct**: information analysis, establishing the difference bvetween relevant and non-relevant data. **Elaborate** a written work where a research problem will be established including: definition of the problem, objectives, justification and boundary. **Build** a theoretical frame of the research raised in the previous paragraph. **Manage** the research hypothesis, defining variables, indicators, measuring instruments, population and sample. **Elaborate** a research report **Apply** a strategy that allows the student to make a suitable selection of information sources, discarding, on the base of a methodologic foundation those that are not reliable. **Defend** the importance of scientific research for a profesional in any discipline. **Elaborate** an enterprising project in accordance with the process learned in class following the appropriate methodology, this project will physically be executed and it will displayed in a exhibition at the institution.

Thematic Content:	Hours
Unit 1 Definition of a problem 1.1 Science and the profesional. 1.2 Forms to approach knowledge. 1.3 Subjects susceptible to research.	13

1.4 Research Approaches. 1.5 Research Models. 1.6 Approach of the problem. 1.7 Cases and problems of application.	
Unit 2 Research theoretical frame 2,1 Collection of documentary information. 2.2 Empirical data collection . 2.3 Elaboration of the theoretical frame. 2.4 Cases and problems of application	**13**
Unit 3 Hypotheses 3,1 Determination of the hypothesis. 3,2 Sampling. 3,3 Design of the data collection instrument. 3.4 Study of Cases and applications	**13**
Unit 4 Final Report 4,1 Information processing using SPSS 4,2 Elaboration of the research reports . 4.3 Study of cases and applications	**13**
Unit 5 Project: development of an enterprising model 5,1 Exploration of the enterprising model 5,2 Selection of the enterprising project 5,3 Development of the enterprising project 5,4 Presentation of the enterprising project 5,5 Evaluation of the enterprising project	**12**

Learning Activities:
The learning experiences of this course will be, of individual character and group, those that are performed inside of the classroom will be directed by the professor and others will be of independent character to be performed by the students outside the classroom. The generic forms of learning activities that will be performed by the students are:
1. Collaborative work inside the classroom to analyze and to debate on different contents, under the guidance of the professor.
2. Method of cases to apply and to evaluate the reaches and limitations of the contents of the course.
3. Cooperative work outside the classroom for the analysis of cases and the solution of problems.
4. Learning based on structured and non-structured problems so students learn to formulate problems and apply the contents of the course in the generation of solutions, as much from individual efforts as of the result of a team work using the brainstorm strategy.
5.   Presentations of different contents by the professor, avoiding the implementation of this didactic strategy for the whole course.
6.   Learning based on application projects, so that the students learn how to work on a team, and apply their knowledge on projects of their own preference.

Criteria and procedures of evaluation:
The performance of the students will be based on the following criteria:

(1) The availability and cooperation, demonstrated with concrete actions, to obtain the learning outcomes in each of the units, and the general outcome of this course.

(2) the commitment, the showed honesty, seriousness, responsibility, quality, participation and the creativity in the execution of all the learning activities that will be developed during this course.
(3) The ability and the skills showed to solve specific problems included in the content of this course.
Taking into account the criteria before mentioned, the following form of evaluation sets out:

Form	Instrument	Percentage
Interrogation and problem solving	Individual and team homeworks in the form of questionnaires, essays, summaries, structured problems to solve bibliographical research or on the Internet.	35%
Problem Solving	Individual and team homeworks in the form of questionnaires, essays, summaries, structured problems to solve bibliographical research or on the Internet.	45%
Product Request	Application Project, document research or field research and team report of the project.	20%

Bibliography:

	Tipo	Title	Author	Editorial	Year
1	Text 1	Research Methology	Roberto Hernández S., Carlos Fernández C. Pilar Baptista L.	McGraw-Hill	2003
2	Text 2	Research Methodology	Maurice Eyssautier de la Mora	Thomson	2006
3	Text 3	Documentary Research Technique	Yolanda Jurado Rojas	Thomson	2002

Academic Program: Undergraduate Degrer in Education

Course Name:	Course Code
Sociology of Education I	CS462

Location in the curricular map:
Fourth Semester

Course Description:
This is the first of two courses in the field of the sociology of education, comprising of the referred core to offer the foundations of education. In accordance to the institutional mission, the election of the subjects has been done having the main focus on the person, who's the target of the educative task. Conscious that the social reality is dynamic and that we have lived through many changes, this course looks to display the inseparable relationship between education and society. All the participants in this course will be able to structure a critical point of view on the social problematic which permanently affects the development of education in its formal, non-formal or informal shapes. The personal commitment must prepare the participant to continue later on with a social dialogue within his/her life as an educator, researcher or administrator of an educative center.

General learning Outcomes:
1) To recognize and to value the social relations that characterize the educative process in our society. 2) To understand the impact that education can cause to promote the continuity of the social system, as well as to value its possibilities as a mean for social transformation. 3) To develop an analytical, comprehensive and critical attitude of the social-educative dimension in general, and of how it is translated into the scholarly environment.

Thematic Content:

Themes and sub-themes of each unit:	Hours
Unit 1: Natural and social dimensions of the educative phenomenon. 1.1 Life as a process of learning: education as a social fact. 1.2 The classroom, place of deliberate educative interaction: contents and goals of education. 1.3 A society that demands education, and a school that responds and appeals to: social factors and social agreements of the education.	6
Unit 2: Development of Sociology of education. 2,1 Object and content of Sociology of education. 2,2 Sociology models in education: functionalism, development policy, criticism and humanism.	10
Unit 3: Relationship between education and society. 3,1 Relationship with the local community and types of families. 3,2 Relationship with economic groups. 3,3 Impact of the global phenomenons. 3,4 Cultural trends and their impact in the student. 3.5 Emerging phenomenons: migration, violence and information technology.	16
Unit 4: Education between control and social change. 4.1 Ideology as a basic forms of control. 4.2 Education in a reproductive role in society. 4.3 The role of a hidden curriculum. 4.4 Potential renovator of education. 4,5 The role of the teacher identifying inertias. 4,6 Educative patterns by social level: attitudes and actions before education. 4,7 Scholarly performance: conditions and social causes. 4,8 Woman marginalization. 4.9 The principle of equal opportunities: real difficulties. 4.10 Compensatory education? 4,11 Selectivity of the educative systems.	32

Learning Activities:
 A) Sociological texts discussion .
 B) Team presentations on selected subjects.
 C) Essays on specific subjects.
 D) Presentation of some documentaries that touches social problems impacting education.
 E) Simulation of dialogues around present issues.
 F) Reports on guided readings.
 G) In each subject, the professor will have to do a closing statement indicating the key concepts.

Criteria and procedures of evaluation:

Considering that this course must be focused on the student, the participation in each session must be important.

Also, the analysis and reflection work developed by the student, in an individual way and as a member of a team, reflecting the development of own ideas.

These works will worth 30% of the final grade.

Two partial examinations of the theoretical contents will be applied in which the student will have to demonstrate his knowledge of the subject. These partial examinations will worth 40% of the final grade.

The remaining 30% will be applied to a final project.

In all the cases, it is important that the student understands that precision, depth and rigor of the demonstrated knowledge, as well as the domain of a specific vocabulary will be evaluated.

Also, given the profile of this program, it is important to pay attention to the spelling, the correct writing of the names of thinkers and the approached sociological currents.

Bibliography

	Type	Title	Author	Editorial	Year
1		Sociology of Education	Bonal, Xavier	Paidós	1988
2		Sociology of Education	Fernández Palomares, Francisco	Pearson	2003
3		Contemporary Sociological Theory	Ritzer, George	Mc. Graw Hill	1995
		The Reproduction	Bordieu, Pierre y Passeron, Claude	Fontamara	2005