

SEMINAR

LEARNING OUTCOMES

A. GENERAL LEARNING OBJECTIVE

At the end of the course, the student will be able to analyze the tools available for comprehensive development in the professional field through the analysis of different personal, social and academic elements.

B. EDUCATIONAL CONTENTS

STUDENT OUTCOMES TO WHICH THE TRAINING SPACE CONTRIBUTES.

Specific student outcomes	2.- An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
Student outcomes of emphasis	Does not apply

PERFORMANCE INDICATORS, SKILLS AND SCIENTIFIC-PROFESSIONAL KNOWLEDGE

The professional performance indicators, knowledge and skills promoted by this formation space are:

Learning results that the student will achieve in this training space	
Performance indicators	The student... 2.11 Makes a quote to sell engineering services.
Knowledge	Team building. Report writing. English language readings. Selection of a speaker for the development of the conference. Conference organization Drafting of final report
Skills	Teamwork. Conflict resolution. Organization. Responsibility Effective presentations. Personal image.

C. UASLP GRADUATE: PERFORMANCE INDICATORS AND TRANSVERSAL SKILLS

Graduate profile UASLP	Performance indicators and transversal skills promoted by this training space
Professional autonomy for learning (an ability to acquire and apply new knowledge as needed,	The student... 7.1 Recognizes the importance of learning and using sources different of information to prepare projects and reports. 7.2 Seeks to constantly improve their knowledge related to their profession.

using appropriate learning strategies.)	7.3 Has the ability to learn through the selection of reliable information sources.
Collaborative work skills (an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives)	The student... 5.1 Contributes positively and widely to the work team. 5.2 Assumes responsibilities as a team member. 5.3 Expresses his/her ideas and concerns without fear. 5.4 Assumes leadership responsibilities. 5.5 Identifies the roles, responsibilities and expectations of leading a team.
Communication skills in spanish and other languages (an ability to communicate effectively with a range of audiences)	The student... 3.1 Has organized oral communication, being consistent with the central message and using appropriate body language to express one's ideas. 3.2 Has organized written communication, which is consistent with the central message identified in the introduction, where the main points are linked to transitions and a conclusion. 3.3 Uses modern presentation tools, such as audio, video, etc. effectively. 3.4 Uses extensive and appropriate vocabulary, as well as correct grammar.
Scientific, professional, and/or social creative project development	This student outcomes in engineering is considered as specific professional, the performance indicators are already integrated within this training space.
Social responsibility and ethical reflection (an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts)	The student... 4.1 Identifies the facts and work methods considering ethical principles. 4.7 Demonstrates responsibility and awareness of the consequences of his/her activities for society in general. 4.8 Understands how economic factors affect professional practice. 4.9 Is aware of a variety of current events in a national and global context.

GENERAL STRUCTURE AND SUMMATIVE EVALUATION

D. GENERAL DIDACTIC PLANNING

During the course, every week master lectures will be presented by specialists in the topics of the program. The students divided into teams will organize the conferences establishing contact with the speaker, they will attend to the needs of audiovisual equipment and what is required for the conference. From the conference organized by each team, they must submit an initial and a final report in print and electronically (Didactic platform). A team report must be submitted for each conference, except for the one where the team was the organizer. 5 individual projects will be delivered (personality test, degree project, yearbook, curriculum development and course feedback), the delivery will be in print and electronically. For each conference, the student must answer a form about the outcome of their learning using Microsoft Forms tools or equivalent, in order to answer this form, they must enter the conference no later than 10 minutes after the scheduled time.

#	Name of the unit or training phase	Unit learning objective	Specific educative contents (performance indicators, skills, knowledge)
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1.	Social aspects (12 noon)	At the end of the unit, the student will be able to analyze the social aspects essential for better professional development, through knowledge of different issues related to their social environment	<p>Specific educational content:</p> <ul style="list-style-type: none"> 1.1 Introduction to the subject and guidelines. 1.2 Leadership. 1.3 Tax obligations, personal finances and forms of retirement from work. 1.4 Wine tasting. 1.5 Experiences lived by graduates in the workplace (panel of graduates). 1.6 Teamwork. <p>Learning activities:</p> <ul style="list-style-type: none"> Team building. Selection of an expert to develop the theme of the conference. Organization of the conference. Realization of the program of activities for the elaboration of the conference. Writing conference reports. Drafting of final report. English language readings.
2	Aspectos individuales (8 h)	At the end of the unit, the student will be able to analyze ethical values and personal self-knowledge as key elements for job performance by exposing the student to a personality test and job interview exercises.	<p>Specific educational content:</p> <ul style="list-style-type: none"> 2.1 Professional ethics. 2.2 Emotional Intelligence. 2.3 Job interview. 2.4 Entrepreneurs <p>Learning activities:</p> <ul style="list-style-type: none"> Development of self-knowledge projects and develop your resume. Selection of an expert to develop the theme of the conference. Organization of the conference. Realization of the program of activities for the execution of the conference. Conference report writing Drafting of final report. English language readings.
3	Academic aspects (12 h)	At the end of the unit, the student will be able Analyze the options of degree and postgraduate studies, through the exposition of topics by coordinators.	<p>Specific educational content:</p> <ul style="list-style-type: none"> 3.1 Graduate Exit Exam (EGEL) 3.2 Titling process. 3.3 Optional Insurance. 3.4 Postgraduate studies. 3.5 Closing and evaluation of the course. <p>Learning activities:</p> <ul style="list-style-type: none"> Preparation of individual graduation project. Elaboration of the yearbook project of the generation. Selection of an expert to develop the theme of the conference. Organization of the conference. Realization of the program of activities for the execution of the conference. Writing conference reports. Drafting of final report.

			English language readings. Degree obtaining project.
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E. ASSESSMENT

The summative evaluation proposal for the training space is shown below. According to it, students will receive an ordinary grade. This subject only reports the ordinary grade; the details of the evaluation are shown in Table 1.

Table 1.

#	Time of evaluation	Proposal for the summative assessment of learning	Evaluation percentage
1.	Individual evaluation in each conference.	At the end of each lecture, the student must carry out an evaluation of the learning obtained by answering a questionnaire using the Microsoft Forms tool or equivalent.	40 %
2.	5 individual projects	Learning activities consisting of individual projects will be averaged. The student can consult the evaluation rubric and the delivery date through the platform http://didac-tic.uaslp.mx/ . The projects are available throughout the semester for delivery. The topics covered by the individual projects are: 1. Personality test 2. Degree project 3. Yearbook 4. Preparation of the curriculum 5. Course Feedback	40 %
3.	Reports by team of each conference	An average of the reports per team will be obtained. As a requirement to grant the qualification, the delivery format signed by all team members is required. The student can consult the evaluation rubric through the platform http://didac-tic.uaslp.mx/ . The report is delivered every week.	20 %
4	Organization of the conference and delivery of the initial and final report.	Organization of the conference that is made up of: 1. Delivery of the initial report electronically. 2. Evaluation of the development of the conference. 3. Delivery of the final report electronically and in print. As a requirement to grant qualification, the delivery format of the final report, signed by all team members, is required. The student can consult the evaluation rubric through the platform http://didac-tic.uaslp.mx/ . The delivery of these documents will be every week by the organizing team of the conference	20 %
			20 %

Ordinary final assessment	The ordinary qualification will be the sum of all the evaluation points referred to in Table 1. Due to the content of the training space, it is not possible to carry out an extraordinary, title or regularization exam. The value of this evaluation is 100%.
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	<p>For each conference in which the student does not answer the evaluation: 1. 8 percentage points of 40% will be reduced for each conference that fails to comply with the aforementioned.</p> <p>For each conference the student does not attend: 1. The student will receive a grade of zero in the team report. 2. The student will obtain a grade of zero in the individual project report (when applicable).</p>
Extraordinary assessment	This course does not include an extraordinary assessment
Sufficiency assessment	This course does not include an Sufficiency assessment
Regularization assessment	This course does not include an Regularization assessment

F. BIBLIOGRAPHIC AND DIGITAL RESOURCES

BASIC TEXTS:

1. UASLP, Estatuto Orgánico de la Universidad Autónoma de San Luis Potosí, 2010.
2. UASLP, Facultad de Ingeniería, Reglamento Interno. 2015.
3. UASLP, Facultad de Ingeniería, Manual de Organización. 2004.
4. UASLP, Reglamento de Exámenes. Creación en 1988, modificación en 2019

COMPLEMENTARY TEXTS

1. Goleman Daniel, La Inteligencia Emocional. Editorial B, 8a reimpresión noviembre 2014, México.
2. Servan-Schreiber David, Curación Emocional. Editorial Kairós, decimocuarta edición febrero 2014, España.
3. Covey Stephen R. Los 7 Hábitos de la Gente Altamente Efectiva. Editorial Paidós, reimpresión 2007.
4. Goleman Daniel, Focus, el motor oculto de la excelencia. Ediciones B Argentina S. A., 2ª. Reimpresión, agosto, 2014.
5. Bisquerra Alzina Rafael, Pérez González Juan Carlos y García Navarro Esther, Inteligencia Emocional en Educación. Ediciones B Argentina S. A., 2ª. Reimpresión, agosto, 2014.

ARTICLES:

6. Culver Richard, McGrann Roy and Lehmann Gary, "Preparing Students for ABET a – k". 35th. ASEE/IEEE Frontiers in Education Conference, T2C-15, October 19 – 22, 2005, Indianapolis.

LINKS TO INTERNET

7. <http://www.uaslp.mx> (Posgrados que oferta la UASLP)
8. <http://ingenieria@uaslp.mx> (Posgrados que oferta la Facultad de Ingeniería)

CURRICULAR AND SCHOOL DATA

Area	Line	Type of credit	Type of formation space	Language of instruction	Method of delivery
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Professional (Other)	N/A	Required	Course	Spanish	In person
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CREDITS

According to the official curricular proposal, the school data of the formation space are:

Semester	Number of weeks	Classroom hours per week	Contact hours of practice per week	Hours of autonomous student work per week	Credits per agreement 17/11/17(before 279)
10	16	-	2	-	2

REQUIREMENTS TO ATTEND THE FORMATION SPACE

The school requirements for the formation space are noted below, if necessary

#	REQUIREMENTS
1.	This training space can be taken after having approved 360

EQUIVALENCIES OF THE FORMATION SPACE

Next, the equivalences of the training space with spaces of previous educational programs are indicated, if necessary.

EQUIVALENCES
None

INTEROPERABILITY

This formation space is shared with other educational programs and/or academic entities: No.

ACADEMIC INSTITUTION AND EDUCATIONAL PROGRAMS

College of Engineering: Electromechanical Engineering, Mechanic Engineering, Mechanical – Industrial Management Engineering, Mechatronics Engineering, Electrical and Automation Engineering.

OTHER FORMS OF ACCREDITATION

- This formation space can be accredited through the presentation of a document certifying that the student has already acquired the necessary learning: **No**.
- This formation space can be accredited through an exam that certifies that the student has already acquired the necessary learning: **No**.

FORMATION OPTIONS

This formation space is part of the following options:

Training option	Yes/ No
Bachelor's Degree	Yes
Dual formation program	No
Higher University Technician	No

Executive career	No
Partial accreditation option	No
Residency or internship	No

TEACHER PROFILE

The teacher must know about the student outcomes that are promoted in the students of the electromechanical engineering program.

Formation and academic experience

- Electromechanical Engineer or related career with Master's or Doctorate studies. Five years teaching subjects in the professional area in the Electricomechanical Engineering Program.

Formation and professional and work experience

- The teacher must have experience in the organization of different events.

The teacher's role

- The teacher will have the task of exposing the process to organize a conference, in the first week of the semester, as well as the necessary tools for the student to develop their conference.
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MAXIMUM AND MINIMUM NUMBER OF STUDENTS PER GROUP

- Maximum number of students to guarantee academic, pedagogical, and financial viability: 150
- Minimum number of students to guarantee academic, pedagogical, and financial viability: 10

TYPE OF PROPOSAL

- It is a version of programs that are presented as a curricular adjustment of content within the framework of an existing educational program.

DEVELOPERS AND REVIEWERS

Developers of this programs	Reviewers of this programs
PhD. Imelda Esparza Álvarez	PhD. Baudel Lara Lara