Analytic Program

1. Identification data :

Name of the learning unit:	**Ethics and culture of legality**
Guided time (theory and practice):	**40**
Guided time per week:	**2**
Total autonomous time:	**20**
Modality:	**Scholarized**
Number and type of academic period:	**1° o 2° semester**
Type of learning unit:	**Mandatory**
Cycle:	**First cycle**
Curricular area:	**General initial training (ACFI-G)**
UANL credits:	**2**
Elaboration date:	**18/01/2016**
Responsible for elaboration:	**M.E.S. Clemente Gaitán Vigil, M.D.P. Patricia Guadalupe Cruz Morales**
Date of last actualization:	**22/05/2020**
Responsible for actualization:	**M.E.S. Clemente Gaitán Vigil, Dra. María Natividad Ávila Ortiz, M.D.A. Elizabeth García Azuara, Dra. Xóchitl Amelia Arango Morales**

1.   **Presentation:**

The learning unit of Ethics and culture of legality is divided into three phases, the first of them called "ethics and the culture of legality in social coexistence", in which the student distinguishes the scope of ethics and legal norms with respect to the social and religious norms that are an inherent part in the process of regulation of a healthy coexistence. Likewise, during this phase it understands the context of the framework of ethical behavior, the culture of legality and the rule of law in order to develop the ethical reflection of the individual with his immediate civic and professional environment. In addition, to recognize the scope of the civic, ethical and legal values and principles inherent in its civic and professional responsibility that allows to understand the role of the State in the creation and respect of laws in a national and international framework of human rights as an ethical and legal system of democratic coexistence.

In a second phase, called "ethical dilemmas and the culture of legality", it will allow you to identify the ethical dilemmas present in your profession and the immediate social environment in order to strengthen responsible decision-making within the framework of ethical behaviour, the culture of legality and the rule of law. At the same time, it selects social problems in which it can influence by measuring the scope, the risks involved and reflecting on the way of acting of the individual in compliance with ethical norms, human rights and the culture of legality.

Finally, in a third phase, "citizen participation as an element to promote the rule of law in a framework of ethical reflection and culture of legality". It is sought that the student evaluates the importance of citizen participation attached to ethical principles, with respect for human rights and rejection of illegality with the intention of concretizing all the learning obtained during the learning unit, for this purpose will develop an integrating learning product, which consists of an interpretative report of the proposed solution to a social problem within the framework of ethical reflection, the culture of legality and the rule of law.

1.   Purpose(s):

This learning unit (UA) aims to design proposals to address problems faced by all students through reflection, ethical behavior and the culture of legality to raise awareness with their environment, favoring agents of change who assume their rights, obligations and promote a better world that strengthens the rule of law. This learning unit is relevant in a globalized world where it is important to train citizens who promote peaceful, sustainable, inclusive and respectful societies of human rights.

Ethics and Culture of Legality maintains a close relationship with other UA of the Curricular Area of general initial training (ACFI-G) as: Culture of peace, in terms of the training of people who work as promoters of peace and democratic life of their community; with social responsibility and sustainable development, by collaborating in the formation of citizens aware of their role in global sustainable development, respectful of justice and socially responsible; with Leadership, entrepreneurship and innovation in the elaboration of innovative proposals for the resolution of social problems based on ethical behavior and the culture of legality; and with the learning unit of Gender Culture, it is related in the way of coexistence between people, from the diversity of ideologies, points of view, ways of living and coexisting, based on respect for difference, human rights, equality, equity and inclusion.

The ethics and culture of legality learning unit contributes to the development of the general competences of the university by allowing the student to distinguish contemporary ethical and culture of legality dilemmas by collaboratively concretizing solution proposals with a transdisciplinary sense in the approach to social problems (7, 2.1). Also, strengthen your commitment as a person in a society

under the rule of law by modifying their actions in the different areas of their lives to reduce the negative impact of these (10, 1.3). Likewise, it reaffirms ethical values and promotes respect for people for their human condition regardless of social and cultural differences through good citizen practices (11, 2.2) and that can assess the pros and cons of controversial situations that allow a better understanding of local, national or international human problems within a framework of ethical guidelines and culture of legality (14, 1.2).

1. **Competencies of the graduation profile:**

General competences to which this learning unit contributes:

Instrumental competences:
7. Develop academic and professional proposals inter, multi and transdisciplinary in accordance with global best practices to encourage and consolidate collaborative work.

Personal and social interaction skills:
1. Intervene in the face of the challenges of contemporary society locally and globally with a critical attitude and human, academic and professional commitment to contribute to consolidating general well-being and sustainable development.
2. Practice the values promoted by the UANL: truth, equity, honesty, freedom, solidarity, respect for life and others, peace, respect for nature, integrity, ethical behavior and justice, in your personal and professional field to contribute to building a sustainable society.

Integrative competences:
14. Resolve personal and social conflicts, in accordance with specific techniques in the academic field and your profession for proper decision-making.

Specific competences of the graduation profile to which the learning unit contributes:

Each educational program will align the specific competencies according to the disciplinary context declared in the graduation profile.

1. **Structuring in stages or phases:**

Phase 1: Ethics and the culture of legality in social coexistence.

Element of competence: Understand fundamental concepts of ethics and culture of legality through the analysis of the ethical, legal and democratic coexistence framework that allows the approach of social problems.

Evidence	Performance criteria	Learning activities	Content	Resources
1. Report of the resolution of a case on a social problem in an ethical, legal and democratic coexistence context.	• Performs the diagnosis and collection of case information. • It describes the relationship of the case and the way of acting of the subjects with the concepts of the UA. • Identifies the areas of knowledge that fall within the scope of the case solution. • List the most important points for decision-making. • Separate the list by areas of knowledge. • It presents alternative solutions by areas of knowledge within the framework of ethics and th. • It presents alternative solutions by areas of knowledge within the framework of ethics	The teacher performs a framing session on the operability and participation in the development of the course where the students assume a commitment to learn meaningfully. The professor provides feedback. The professor conducts discussion sessions and dialogues among the students to resolve moral, ethical and culture issues of legality in the development of the phase. The student performs an understanding reading on the topics assigned by the teacher	1. Ethics and current citizenship. 2. Principles and values of citizenship. 3. Rules that regulate the behavior of the individual in society. 4. Civic ethics, professional ethics and codes of ethics. 5. The culture of legality and the rule of law in social coexistence. 6. Democracy and global citizenship. • Human rights and responsibilities of global citizenship.	Martínez, N. E.(2005). Horner J. (2003). Video: El talón deAquiles. (2018). Pérez de Cuéllar, J.(2012). Correa, O. J. A. (2016). Formato del procesode solución de un caso. UANL, (2014). Mapa conceptual. (CHIP). Video: El club de los

	and the culture of legality. • Argues hoy decisions			

	Strenghten the state of right. Perform evidence by teams. Dlivers the evidence in Nexus Submit the document electronically. Presents in plenary the resolution of the case.	The teacher performs a framing session on the operability and participation in the development of the course where the students assume a commitment to learn meaningfully. The professor provides feedback The professor conducts discussion sessions and dialogues among the students to resolve moral, ethical and culture issues of legality in the development of the phase. The student performs an understanding reading on the topics assigned by the teacher.		emperadores, (2002). Reyes, A. (2005). Cartilla moral.

Phase 2: Ethical dilemmas and the culture of legality.

Element of competence: Identify social problems through the analysis of the social environment of the profession, the factors that influence decision-making and their consequences to avoid jeopardizing ethical behavior, the culture of legality and the rule of law.

Evidence	Performance criteria	Learning activities	Content	Resources
2. Reflective practice report on a social problem involving ethical behavior, culture of legality and rule of law.	1. Identifies 3 dilemmas involving ethical and cultural aspects of the legality of the profession and the planetary society. 2. Reflect on the elements that influence decision-making to evaluate how to act in the face of an ethical dilemma of the profession. 3. It explains its responsibility to strengthen the rule of law. 4. Expresses the commitment to address the challenges of contemporary society and the values postulated by the university. 1. Presents arguments, clarity and order of ideas in the	The professor projects in plenary a fragment of the film the Law of Herod or the Lord of the flies where the form of state and the threats of the rule of law are shown and provides the observation guide to the students. The student performs the observation guide of the projected film (weighted activity). The student conducts a team dialogue where he identifies 3 ethical dilemmas, social problems and culture of legality from his social and professional context, where he identifies the implications of risk, justification and objectives to be achieved. The teacher gives instructions for	• Ethical dilemmas and culture of legality • Importance of ethics and the culture of legality in society. • Personal responsibility in the way the individual acts and its consequences. • Corruption and crime. • Areas of control, influence and interest.	Observation guide for the film t Ley de Herodes o el Señor de las moscas. . Video: La Ley de Herodes, (2014). Video: Juan, C. (2015). El señor de las moscas. Reflective practice format on a social problem. Corruptometer test.

	identification of ethical and cultural dilemmas of legality.			

1. It identifies the implications of risk, justification and objectives to be achieved. 1. Deliver the document electronically. 1. Performs evidence by teams. • Deliver through Nexus.	the resolution of the test and evaluate the honesty of the students. The student honestly performs the corruptometer test. The professor conducts discussion sessions and dialogues among the students to resolve moral, ethical and culture issues of legality in the development of the phase. The student solves an objective test on concepts and procedures to define the social problems that are addressed (weighted activity) .		

Phase 3: Citizen participation to promote ethics, the culture of legality and the rule of law.

Element of competence: Develop strategies for solving social problems, from the field of personal and professional responsibility attached to ethical principles with respect for human rights and rejection of illegality, to promote ethical behavior, the culture of legality and strengthen the rule of law.

Evidence	Performance criteria	Learning activities	Content	Resources
	• Signals the process of analysis of an issue		•	Wences, I., Conde, R.,

Strategic plan for the solution of an identified social issue	• • Describes the problem related to ethics, the culture of legality and the rule of law, indicating its context. • • Includes the empirical and theoretical framework of social problems from their areas of control and influence. • • Evaluates the attitude of citizens and institutions towards ethics and legality in the problem raised. • • Indicates the factors that influence non-compliance with the rules and laws. • • The level of trust in the institutions stands out. • • Mention areas of opportunity and possible	The teacher conducts a session of framing on the development and participation of the phase of the course where students make a commitment to learn meaningfully. The teacher conducts discussion sessions and dialogues among students to resolve moral, ethical and cultural issues of legality around the chosen social problem. The teacher explains the use of the interview guide for key informants. The student as a team interviews 3 scholars of ethics, culture of legality and rule of law in order to benefit from their experiences (weighted activity). The teacher will explain the elements to prepare an interpretive report. The student drafts the interpretive report of a problem (advance of the PIA)	Role of the individual in ethics and legality. • • Organizations and institutions that participate in the dissemination of ethics and the culture of legality. • • National and international experiences that promote ethics and the culture of legality. • • The ethical dilemma and the areas of control and influence. • • Obstacles in the implementation and dissemination of ethics and the culture of legality. • • Citizen participation, accountability, the cultural and ecological environment, and the culture of reporting.	y Bonilla, A. (2014). Ley para la Promociónde Valores y Cultura de la Legalidad en el Estado de Nuevo León, (2017). UNESCO, (2019). Secretaría de la Función Pública, (2014). H. Congreso del Estado de NuevoLeón, (2017). Hagámoslo bien(2019). Legalidad por México,(2017). Guía de entrevista. Guía para realizar reporte interpretativo.

		The professor provides feedback		

	obstacles. • Evaluates national and international experiences for the promotion of ethics and the culture of legality. • Identify the areas of personal and professional control and influence of the problem. • Complies with the structure of the interpretive report. • Take the evidence in teams. • • Submit evidence in NEXUS individually.			

5. Assessment of learning:

Phase	Evidence	Ponderación %
Phase 1	1. Report on the resolution of a case about a problematic situation in an ethical, legal and democratic coexistence context.	15%
	1.1 Weighted activity: integrating conceptual map of the basic contents of the UA.	5%
Phase 2	2. Reflective practice report on a social problem that involves ethical behavior, a culture of legality and the rule of law.	20%
	2.1 Weighted activity: Observation guide.	5%
	2.2 Weighted activity: Objective test.	10%
Phase 3	3. Strategic plan on the solution to an identified social problem.	10%
	3.1 Weighted activity: Interview report with 3 scholars of ethics, culture of legality and rule of law.	5%
PIA	Interpretive report of a social problem that implies opportunities for action from its areas of control and influence to promote ethical behavior, the culture of legality and the rule of law.	30%
	Total	100

7. Integrative learning product:

Interpretive report of a social problem that implies opportunities for action from its areas of control and influence to promote ethical behavior, the culture of legality and the rule of law.

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Área Curricular Formación General Universitaria Aprobado por el H. Consejo Universitario, el 9 de junio de 2005	**Vo.Bo.** Dr. Gerardo Tamez González Director del Sistema de Estudios de Licenciatura