



“El saber de mis hijos
hará mi grandeza”

UNIVERSITY OF SONORA

CENTRAL REGION UNIT
SCHOOL OF ECONOMIC AND ADMINISTRATIVE SCIENCE DEPARTMENT OF
ECONOMY
DEGREE IN BUSINESS AND INTERNATIONAL COMMERCE

Identification data

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| Subject: Ethics and professional development | Formative Pillar: Common |
| Teaching-learning process: Workshop | Pre-requirement: None |
| Hours per Subject: Three hours/week/ month | Post-requirement: Strategic Administration |
| Nature of the Subject: Mandatory | Credit Value: 3 |

Introduction:

As established in the General Guidelines for a Curricular Model from the University of Sonora, the present training experience is known as a “non-traditional space based on a new approach about ethical training, where the student is offered the opportunity of critical and collective reflection in regards to the implications that values have on everything that is studied, aimed towards the development of conscience, which means being capable of assuming a committed posture in regards to the reality that surrounds us”. Therefore, the “Ethics and professional development program” was prepared based on the constructive perspective in regards to moral development, that is, as a place for the university students to get opportunity and conditions to develop their cognitive, social, and valuable skills based on their effort to become independent individuals, capable of thinking for themselves, making decisions, and assuming the ethical responsibility of their actions whether it be at the individual, professional, or civil environment. It is considered necessary to begin with the contents of the program as a reflection in regards to the culture as a general reference framework in order to understand the values as a part of the diversity in human thinking and activities, while favoring in students a critical view, from which the limits of their own culture and the success existing in different ways of seeing the world can be recognized. While culture is imbued with diverse values, it was considered as essential to be introduced into ethics, understood as a reflective way of thinking that searches to clear up the sense of human action and offer the elements to recognize our own nature as moral beings. The ethics can be defined as a branch of philosophy whose purpose is the reflection in regards to the morality phenomenon, as it is historically and socially manifested. The moral aspect consists of a group of individual and social practices which put emotions, reasons, customs, and convictions into play.

The construction of morality implies a conscientious decision in regards to the unfinished state that characterizes human beings and the necessary definition and construction of their personal and social identity through daily action. Thus, morality can be defined as a process in which people become autonomous agents, able to make decisions based on their own convictions, who acknowledge their own personal individuality, but, at the same time, are capable of assuming the

responsibility before the consequences resulting from their actions.

With the purpose of complying with the objectives of this program and develop in practice learning and teaching processes in an interrelated manner with formative experiences of the other educational spaces of the Common Formative Pillar, the preparation of the teaching-learning guides in which the specific activities and methods, and materials and means that could be employed in a common manner are considered indispensable.

General Objectives:

The student will develop the ability of critical reflection around their own knowledge, actions, and commitments as social being, participating in the construction of their own moral and independent personality as well as recognizing the ethical dimension of the professional development.

Unit I: Culture and values

Specific Objectives: Understand the necessary elements to make a critical reflection of culture, understanding the values as a cultural expression within a defined space and time.

1. Interpretation of the world through culture
2. Values as the manifestation of culture
3. Diverse expressions of culture: art, science, technology, religion, ideology
4. Critical analysis of culture
 - a) Critical thinking
 - b) Dialogue
 - c) Consensus and dissent

Unit II: Ethics and moral

Specific Objectives: Identify the differences between ethical and moral values, and their impact on the development of moral independence, throughout the handling of dilemmas.

1. Ethics as a reflection about moral.
2. Moral as a part of individual and social identity
 - a) Freedom
 - b) Conscience
 - c) Responsibility

3. From heteronomy to autonomy in moral development
4. Values as social conventions
5. Moral dilemma
 - a) Individual vs. Community
 - b) Justice vs. Compassion
 - c) Loyalty vs. Truth
 - d) Long Term vs. Short Term

Unit III: Social values

Specific objective: Recognize a group of values that are necessary to drive the construction of a community in which all of us can enjoy knowledge and the right to manifest ourselves and at the same time become responsible for our actions.

1. Interpersonal relationships
2. Humanistic sense of social action
3. Principles of tolerance, respect, solidarity
4. Protection of the environment

Unit IV: Ethical dimension of professional development

Specific Objectives: Value the professional activity as part of professional and social development, and implement the fundamental principles of ethics to the reflection of the practice of a profession.

1. Ethics, calling (vocation), and profession
2. The professional and his social commitment

Teaching-learning strategies

The teaching-learning orientation for this educational space is to design learning experiences where students obtain elements for ethical reflection and the construction of their own moral principles, which allows critical and propositional analysis of the ethical problems of the profession.

This form of working corresponds to a constructive approach that implies that the individual develops the ability to decide in an autonomous manner in regards to moral.

The general methodology includes:

- The activation of knowledge and previous experiences of the students in regards to the ideas and situations that are tried to be addressed in the program
- The acquisition of new concepts, with the intention of improving the analytic capacity in regards to the cases and/or dilemmas presented.
- The preparation of the alternatives to the solution for the cases and/or dilemmas analyzed.
- The group reflection and socialization of the ideas and solutions presented.

The activities per unit are the following:

- Presentations from the professor about key concepts for the management of the session.
- Brain storming (activation of knowledge and previous experience).
- Reading.
- Clarification questions to guide and create debate and reflection.
- Moral dilemmas in the forms of short stories that create a conflict or dilemma regarding values.
- Written expression as an exercise to organize ideas in a logical and coherent manner.
- Extra-curricular activities.
- Reflection and socialization that provides the space so that students have the experience of diversity learn to listen and value the ideas of others.

a final product of this educational space, a written project has to be presented, in the form of an “Ethical Decalogue of the Profession”, prepared in teams, where the students apply some type of fundamental ethical principles.

Evaluation criteria

Evaluation is considered as a continuous and formative process which allows for the immediate feedback of students in regards to their advance in the course, in such a manner as to evaluate:

1. The formal products (written documents generated in each unit and the final written project):
 - The Project contains the required elements
 - Utilization of grammar rules (punctuation, spelling)
 - Organization of ideas and their foundation
 - Correct reference is made to the references consulted
2. Group work:
 - Organization of the members within the work groups
 - Work planning
 - Distribution of activities and assignments
 - Timely delivery of the products requested
 - Participation in class sessions

Teacher profile:

- 1) Professional experience and/or related degree, teaching experience within these subjects.
- 2) Accredited teacher formation process indicated by the Institution.
- 3) Manage an interdisciplinary approach.
- 4) Two year teaching experience.