

**OBJECTIVE:**

The objective is to prepare pre-graduate students in psycho-pedagogical counseling capable of designing, implementing, and evaluating intervention procedures for training, teaching, and learning in the areas of psycho-pedagogical and socio-educational guidance based on prevention, development, and optimization programs with mastery in the management of conventional and innovative educational means, with an interdisciplinary and humanistic perspective, committed to the development of society.

**ADMISSION PROFILE:**

To approve the minimum standards of knowledge and abilities required by the university, candidates must apply for an admission exam. Moreover, areas that will be evaluated by corresponding examination in the entrance to the Degree in Psycho-pedagogical Counseling are the following:

- Logical-Mathematical Reasoning
- Mathematics
- Verbal reasoning
- Spanish
- Information and Communication Technologies.

Finally, candidates will be evaluated through a diagnostic examination, measuring their own knowledge of the degree program through a module that comprises of the following areas:

- **Psychology, pedagogy and education:** Basis of education, statistics, psychology, sociology and English.

In addition, it is desirable that the applicant exhibits the following characteristics:

- Willingness and desire for working with people.
- High degree of responsibility and service.
- Provision for collaborative work.
- Provision for the management of information and communication technologies as a means for teaching and learning.
- Provision for innovation and change.
- Interest in the educational and psycho-pedagogical field.

## **GRADUATE'S PROFILE:**

The outgoing profile of the Psycho-pedagogical Counselor includes:

### **Skills:**

- Perform a psycho-pedagogical diagnosis of consistent needs to justify an educational intervention.
- Select, adapt, and design relevant and feasible instruments to support the diagnosis, design, implementation and evaluation of psycho-pedagogical interventions.
- Design, implement, and evaluate prevention, optimization, and remedial programs for intervention in academic, vocational and professional, personal, family and social areas.
- Design, implement, and evaluate teaching and learning processes relevant to different environments and learning styles.
- Select, adapt, design, and use educational materials relevant to different environments and different learning styles.
- Guide on the use, selection, and design of appropriate strategies for the improvement of teaching and learning processes.
- Effectively implement the methodological strategies of the interview and the focused observation to the processes of psycho-pedagogical intervention.
  - Conduct groups to promote conditions that favor learning and personal development.
- Use the different strategies offered by the process of documentary research to apply them in the processes of psycho-pedagogical intervention.
- Manage teamwork, in a collaborative way to promote learning and development in different areas of intervention.
- Communicate in an oral and written manner in mother tongue and second language in the field of Psycho-pedagogical Counseling.
- Use strategies for independent and an appropriate autonomous learning.
- Use information and communication technologies to efficiently support teaching and learning processes.

### **Knowledge:**

- Educational sciences, its origins, structure and trends of the national and state educational system.
- Contemporary, philosophical, and sociological trends.

- Contemporary educational theories, theories on the bio psychosocial development of the human being (school age to adulthood).
- Models, types, and stages of psycho-pedagogical orientation; academic, personal, family, vocational and professional orientation.
- Characteristics of the individual's learning from school age to adulthood and their alterations.
- Techniques and instruments for psycho-pedagogical diagnosis.
- Methodology of educational research in psycho-pedagogy
- Selection, adaptation and design of instruments for obtaining information.
  - Family education, education and socio-educational intervention, education for entertainment, culture, leisure and quality of life.
- Group processes and strategies for their development.
- Models, methods, techniques teaching and learning strategies in classroom and online.
- Conventional and technological didactic resources: characteristics and design.
- Curriculum design and evaluation.
- Evaluation of learning, teaching and didactic means.
- Monitoring and evaluation of educational programs and processes
- Basic management principles in educational organizations.

**Attitudes:**

- Interest in working with people.
- Service, cooperation, and participation.
- Sensitivity and openness.
- Provision for change.
- Creativity and innovation.
- Respect to people and their sexual preferences.
- Responsibility for the own and professional work.
- Commitment.
- Professional ethics.

**Values:**

- Autonomy and social responsibility.
- Pluralism.
- Humanism.
- Quality.

**PROFESSIONAL FIELD:**

The contexts in which professionals of the Psycho-pedagogical Counseling work correspond to both, public, and private organizations, where the turn of the organization implies the performance of educational training and development in children, adolescents, youth, adults and older adults. Psycho-pedagogical Counselors are involved in the design, implementation and application of interventions that respond to the educational needs of both the organizations and the people they serve.

**DURATION:**

Eight semesters

**CURRICULUM  
2013 CURRICULUM  
PROGRAM 20**

**First Semester**

Morphological Behavior Bases  
Development of creative thinking skills  
Philosophy of education  
Mexican educational system  
Psychology of child development

Institutional program of foreign languages  
Institutional program of humanistic education

**Second Semester**

Descriptive statistics  
Fundamentals of Educational Research  
Applied computing  
Theories of education  
Sociology of Education  
Developmental psychology of the young adolescent

Institutional program of foreign languages  
Institutional program of humanistic formation

**Third semester**

Educational interview  
Educational research and teaching psycho-pedagogy  
Contemporary theories of education  
Adult developmental psychology

Institutional program of foreign languages  
Institutional program of humanistic formation

**Fourth Semester**

Pedagogical diagnosis  
Curricular analysis  
Use and selection of educational media  
Family Education  
Psychology of Learning

Institutional program of foreign languages  
Institutional program of humanistic formation

**Fifth Semester**

Methodology of educational intervention  
Psycho-pedagogical diagnosis  
Instructional design  
Psychology of group  
Educational and learning assessment

**Sixth Semester**

Educational orientation  
Fundamentals of socio-educational intervention  
Areas of evaluation  
Group Dynamics  
Elective  
Professional 1

Professional internship

**Seventh Semester**

Educational intervention  
School Management  
Vocational and professional orientation  
Professional ethics

Elective  
Professional 2

Professional internship  
Community Service

**Eighth Semester**

Socio-educational intervention  
Production of educational material

Educational guidance programs  
Elective  
Professional 3

Professional Practice  
Community Service

### **INSTITUTIONAL PROGRAMS**

- Professional Internship
- Community Service
- Tutorship
- Mobility and Academic Exchange
- Foreign Languages
- Humanistic Education

### **Degree Requirements**

The undergraduate must adhere to the provisions of Chapter XIV of the technical degree, upper technical degree, and undergraduate degree, Article 156 of the General Teaching Regulations that states the following:

"Once all of the subjects and requirements indicated in the curriculum of the technical degree, upper technical degree, and undergraduate degree levels have been fulfilled, the undergraduate may request the issuance of his or her degree in the Admissions, in order to comply with the following elements:

1. To have fulfilled the requirements of social service, humanistic subjects, professional internship, and foreign language as defined in the respective institutional programs;
2. To verify that there are no outstanding debts with the *Universidad Autónoma de Aguascalientes*;
3. To have covered the quota established in the plan of taxation for obtaining a title;  
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4. To have taken an exit exam.

Approved by the Honorable University Council in ordinary session celebrated on December 15th, 2011.