

TECANA AMERICAN UNIVERSITY

Doctorate of Education in Curriculum & Instruction



Grade Work Proposal

**TRANSFORMATION MODEL FOR CURRICULUM SPECIALTY EDUCATION IN
COMPREHENSIVE COLLEGE**

SAN FRANCISCO *

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* The name of the University has been modified for purposes of example.

"I hereby swear and attest that I am the sole author of this draft and that its content is the result of my work experience and academic research"

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Summary

This paper grade overall objective Designing a curriculum model specialty Integral Education for the University of San Francisco (USF) by the need to transform its curriculum, which maintains elements of Curriculum 1987 and do not conform to new Times. It is desirable that each specialty maintains the same curriculum matrix in the eight colleges that make up the USF, studies found that there is a disparity between the conceptualization, design basis of the current Curricular (1996), and its administration. This documentary research will be framed in the phenomenological paradigm. The study population will consist of the curriculum of the specialty of comprehensive education institutes USF.

Keywords: Transformation, Curriculum, Theme Integral Education.

Problem Statement

1.1. Problem statement

Comprehensive training allows placing the person in the social reality that wraps, to awaken their critical attitude, develop their potential, acquire sense of inquiry and permanent questioning leads to overcome critical and creative learning strategies, which are currently taught in educational institutions, and only affect processing Mental aimed at providing aggregated information.

Higher education has not only focused on training professional and technical adjusted to the requirements of the industry, prepared to do, but unable to reflection why do or what do.

In the country, should promote opportunities for discussion of the scope and possibilities of the current educational structure in terms of its relationship with future interests of professionals and what are the requirements these, in the country. It is necessary to redesign the curricula and rethink strategies teacher training.

Such is the case of San Francisco University (USF), who in view of the Resolution No. A1 (A-a) 15 January 1996 maintains elements Curriculum 1987 and are not adjusted to new times. It is desirable that each specialty maintains the same curriculum matrix in the eight institutes conform to the USF, studies found that there is a disparity between the conceptualization, design basis of the current Curricular (1996) and its administration.

Both say it is necessary to recognize the following critical points confronting as a center for teacher training: (a) promoting low research and educational innovation, (b) disarticulation between functions university: teaching, research and extension, (c) disarticulation between teacher training and professional practices, (d) theoretical incongruity practice among the components of the curriculum, (e) the existence of reductionist disciplinary knowledge and atomization, (f) in Intersubjetividad

understanding of reality, the subject and its context and (g) little self-reflection among the actors involved in teacher training as a tool for transformation of their pedagogical.

Also, it is observed that at the Institute of Pedagogy of USF administers a different study plan to the other institutes that make up the USF. This situation shows other drawbacks such as non-mobility Horizontal inter institutes and that each graduate professionals different professional backgrounds.

Thus evidenced the need to carry out this research, that evaluates the structure and distribution of the different courses Integral Education Specialization and design a single curriculum proposal approved for institutes attached to the USF.

1.2. Problem formulation

- What will be the design model for curriculum transformation in specialty education of the University of San Francisco (USF)?

It is based on the following questions:

- What are the theories and principles of the curriculum in higher education which will serve as support for the proposal from the specialty of Integral Education USF?

- What are the components of the curriculum of the Specialty Integral education institutes that make up the USF?

- Structuring what should be the model curriculum of the specialty of Education Integral USF?

2. Scope of Research

Space: the thesis will be held at the University of San Francisco in the Specialty Integral Education

Temporary: Thesis will be developed in 4 months from June to the month of September 2012

Thematic: Research will be based on the Constructivist theories, Cognitive, Humanists who will be the theoretical and philosophical foundations

Model for Curricular Transformation in the Specialty of Education
Integral University San Francisco.

2. Justification Research Problem

San Francisco University has a continuing responsibility
update its curriculum structure, training staff and achieving
Student profile, raising the potential, knowledge creation
that society demands quality and relevance.

In this sense, from the point of *practical* design will be proposed
a curriculum model for the specialty of Integral Education. From the point
from *social*, allow flexibility to the joint, and interdependence
respect for diversity. From the *Culturally*, will transcend the medium
and achieve a sustainable environment and sustainable culture, openness to
student mobility. His contribution to the state of knowledge favor the
updating the curriculum, taking into account the new paradigms supported
in constructivists humanists and cognitive theories; framed in the
curriculum competencies, which allow trainees the
Building your knowledge.

4. Research Objectives

General purpose

Curriculum design a model specialty of Integral Education
for Universidad San Francisco (USF).

Specific objectives

Describe the theories and principles of the curriculum in higher education
It will support the proposal of the specialty of Integral Education USF.

Analyze the components of the curriculum of the Specialty of Education
Integral in the Institutes that comprise the USF.

Structuring the curriculum model of the specialty of Integral Education
USF.

5. Theoretical frame or Reference

Recent research on the subject under study to support research found Barreto (2009), in his study theoretical arguments underlying Curricular changes in college Venezuelan. San Francisco University case; Velasquez (2009) made an research entitled assumptions, criteria and indicators for assessing the quality of education in teacher training institutions. Case: USF. - Institute Pedagogic Monsalve.

They will discuss the following theories to support research:

- General concepts Curriculum
- Background curriculum
- Competency Curriculum. Challenges and Opportunities
- Elements competency curriculum
- Curricular Design Basis Competency in Higher Education our country
- Curricular transformation of the USF. Study in context Integral Education specialty.

6. Variable Operationalising Matrix Research

General purpose: Curriculum design a model specialty Integral Education for College San Francisco			
goals	Aspects	Dimensions	Elements
Describe the theories and principles of the curriculum in higher education that will support the proposal of the specialty of Integral Education USF	Curriculum Model	<ul style="list-style-type: none"> - Theories of curriculum - Principles curriculum 	constructivist, humanist and cognitive theories principle of comprehensiveness, flexibility, Técnicocurricular, comprehensiveness, relevance and social commitment
Analyze the components of the curriculum of the specialty of Integral Education in the Institutes that comprise the USF		- Components curriculum	General, Educational, Specialized components and Didáctico axis
Structuring the curriculum model of the specialty of Integral Education USF		- Model of the Specialty of Comprehensive Education	Skills courses Extension activities embedded in the curriculum Phases

7. Methodology used

In the Searchable research actually developed under a holistic conception of social reality, conceived in its humanist position participatory, determining their own history and principles that define the joint or linkage of the components or structures curriculum, with Explanatory integration under a critical approach. Under the qualitative paradigm, with hermeneutical argument.

The curriculum model of integrated education specialty is based on the analytical method, not by matching experimental transactional descriptive facts in the curriculum of every school. The research will be documentary, where the categories, criteria and indicators were selected prior that will enable the design of a curriculum specialty Integral Education USF.

The information obtained will be processed for triangulation of theories and the results of comparative table to develop the curriculum table, define foundation, dimensions, principles, curricula, the programs, purpose, content, strategies and suggested resources, plan management and evaluation, to establish the model of the specialty Integral education of the eight institutes of the USF. The target population study consisted of curricula specialty comprehensive education institutes USF.

7. Schedule of the main stages and Research Activities

ACTIVITIES	DURAC Ion battery (ME SES)			
	JUNE	JULY	AUGUST	SEPTEMBER
1. Adjustments to the proposal				
2. Place material and organize				
3. To analyze the material and develop comparison matrices				
4. Elaborar framework				
5. Procesar data				
6. Analizar results				
7. Elaborar final report				
8. Entregar final report				

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