

ANALYTICAL PROGRAM

1. Identification Details:

• Name of institution and division:	Universidad Autónoma de Nuevo León
• Name of learning unit (course):	Social responsibility and sustainable development
• Total number of theoretical/practical in-classroom hours:	40 hours
• Total number of out-of-classroom hours:	20 hours
• Modality:	On-campus
• Academic term:	Semester
• Type of course:	Required
• Curricular Area:	General University Education
• UANL credits:	2
• Date prepared:	04/November/2015
• Date last updated:	04/November/2022
• Course designer(s):	Dr. Juan Manuel Alfaro Barbosa, M.C. Francisco Javier Garza García, Dr. Benjamín Limón Rodríguez, Dr. Ulrico Javier López Chuken, M.A. Roxana Saldivar del Ángel, and Dr. Gilberto Tijerina Medina.

2. Presentation:

The unit of learning (UL) Social Responsibility and Sustainable Development contributes to meaningful learning by implementing a social project that highlights the knowledge acquired, allowing the construction of practices, habits and social dynamics aimed at sustainability, with a greater degree of responsibility and social participation. To achieve this, the UA is divided into the following four phases:

Phase 1. Introduction to sustainable development and social responsibility.

Phase 2. Indicators and Mexican legislation on sustainable development.

Phase 3. Development and environment.

Phase 4. Culture and strengthening of sustainable development.

Thus, in the first phase the students will demonstrate that they have learned the necessary concepts of sustainable development from the pronouncements of summits, conventions, and multilateral agreements so that they can, initially, identify unsustainable production and consumption patterns in the current context. In the second phase, students will be able to analyze the context of sustainability through indicators and the actions carried out by Mexican institutions in charge of promoting sustainable development and social responsibility. In the third phase, they will analyze the damage that production and consumption patterns cause in ecosystems and biodiversity, which alters the well-being of both present and future generations. This will allow them to develop a proposal for the reduction of environmental damage and finally, in the fourth phase, based on the knowledge of the concrete actions by civil society to generate a culture of sustainability, a short-range written social project will be developed. To conclude, in the PIA (integrative learning product) audiovisual evidence of the instrumentation of the social project will be shown.

2. Purpose:

This LU provides broad knowledge regarding social responsibility and sustainable development topics, in line with the UANL Vision 2020 which aims to have students modify their habits, practices, and daily and professional dynamics, taking into consideration the respect for life and nature by assuming a social responsibility with their environment from a perspective of integrity and ethical behavior, with a high sense of solidarity and justice by employing logical, critical, creative, and proactive thinking to face the new challenges of contemporary society.

In this LU, students will analyze the importance of these topics both for the exercise of their profession and as a conscious part of university attitudes and values, training and educating them in the ethical commitment to their environment and building innovative proposals under the paradigm of sustainability, which can be carried out in their immediate environment and have a holistic vision of reality and its problems, making it possible for students, regardless of their profession, to propose sustainable practices by analyzing their own forms of production and consumption within their professional and personal environment.

The LU is linked to other units of the Curricular Area of General University Education (ACFGU) as it promotes leadership, entrepreneurship, and innovation, through the planning and implementation of a social project that involves the participation of groups and communities. It also promotes ethical commitment and knowledge of legislation on sustainable development, linking to the LU Ethics and Culture of Legality. Finally, it is related to Culture of Peace by proposing the construction of sustainable societies based on commitment, solidarity, participation, and respect for cultural diversity, by promoting the construction of a culture with a greater degree of harmony with its economic, social and environmental sphere.

3. State the graduate profile competencies:

General competencies to which this learning unit contributes:

Instrumental:

- 4.** Use logical, critical, creative, and proactive thinking to analyze natural and social phenomena that allow them to make pertinent decisions in their sphere of influence, with social responsibility.

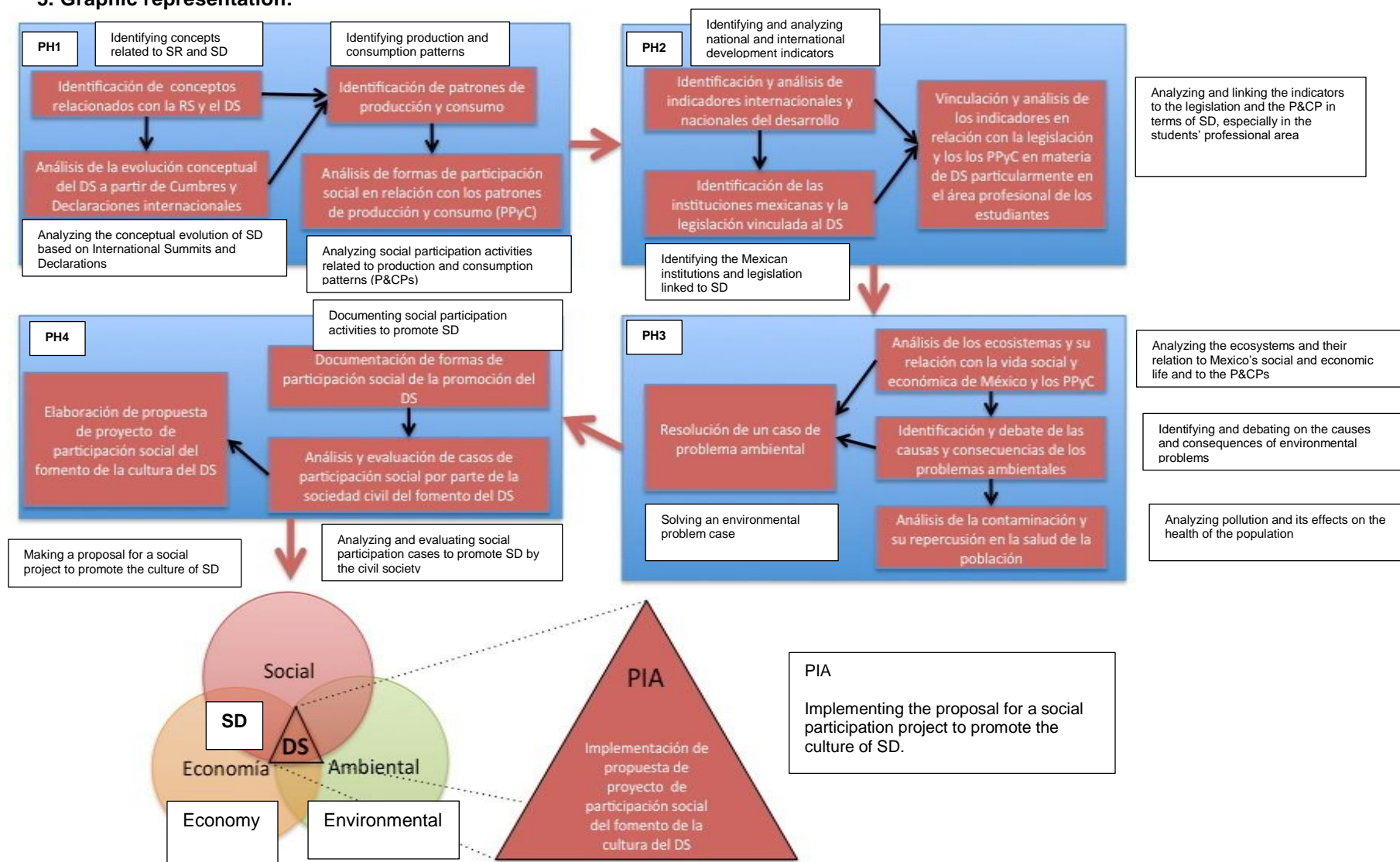
Personal and social interaction:

10. Intervene in face of the challenges of contemporary society at the local and global levels with a critical attitude and human, academic, and professional commitment to contribute to consolidating general well-being and sustainable development.
11. 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 their personal and professional spheres to contribute to building a sustainable society.

Integrative:

12. Build innovative proposals based on a holistic understanding of reality to help overcome the challenges of the interdependent global environment.

5. Graphic representation:



6. Structuring the learning unit into chapters, stages, or phases:

Phase 1. Introduction to sustainable development and social responsibility				
Competency element: 1.1 Critically analyze the sustainability levels of the production and consumption patterns of contemporary societies, based on the identification of the main concepts of sustainable development and social participation, to create an awareness of one's own practices that is reflected in the actions of the individual in his or her environment.				
Learning evidence assignments	Performance criteria	Learning activities	Contents	Resources
1. Comparative table of production and consumption patterns of Mexico and other countries.	<ul style="list-style-type: none"> The analysis of the comparative table must be carried out in accordance with the evaluation instruments: content and evaluation criteria in annex 2. Comparative table requirements: <ul style="list-style-type: none"> Select one of the following topics: food, water, natural resources, energy, and material goods. Specify three unsustainable production and/or consumption practices related to the selected topic. Make an international comparison of the selected practices. Write a conclusion analyzing the practices of the other country and whether they are sustainable in relation to Mexico. 	<ul style="list-style-type: none"> Projection of the documentaries <i>The Story of Stuff</i> and <i>Isle of Flowers</i> as an introduction to the learning unit. <ul style="list-style-type: none"> activity: group discussion of the video. The professor presents topics on the history of social and economic development, as well as on sustainable development. <ul style="list-style-type: none"> Activity: group discussion of the topics. The students present topics from the content, at the professor's discretion (weighted). A question-and-answer session on the exhibition is held. Students make a timeline on the evolution of the concept of sustainable development (out-of-classroom) The professor makes an introductory presentation on the timeline. 	<ul style="list-style-type: none"> Introduction to development: <ul style="list-style-type: none"> -development throughout history -economic development -social development -sustainable development Summits, conventions, and multilateral agreements: <ul style="list-style-type: none"> - Out Common Future 1987 - Río Summit 1992. (Declaration of principles, the 21 Agenda, the Kyoto Protocol). - Millennium Development Objectives. - The Agenda 2030 for sustainable development. Social responsibility: <ul style="list-style-type: none"> - Production and consumption patterns. 	<ul style="list-style-type: none"> Evaluation criteria in Annex 2. Sources: <ul style="list-style-type: none"> - Barkin, D. (2012). - Gasca-Pliego, E., & Olvera-García, J. C. (2011). - Gudynas, E. (2011). - Rebollar, P. F., Ugidos, B. F., & Guirard, C. I. G. (2007). - Vallaeys, F., De la Cruz, C., & Sasía, P. M. (2009).

		<ul style="list-style-type: none">• In-classroom guided discussion on the result of the timelines made by the students.	<p>- Human well-being and quality of life.</p> <ul style="list-style-type: none">• Intervention and social participation.	
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		<ul style="list-style-type: none"> • The professor delves into the most important pronouncements on sustainable development in the guided discussion. • The professor explains and provides examples of both personal and professional social responsibility, based on case analysis. He/She also explains the importance of social participation aimed at sustainable development. • Guided discussion in class about students' production and consumption patterns. 		
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Phase 2. Mexican legislation and indicators on sustainable development Competency element: 2.1 Analyze the global and national development situation based on economic, social, and environmental indicators; its causes and consequences; as well as the situation of the student's professional area and its link with Mexican institutions and legislation in charge of promoting sustainability, in order to identify the areas of opportunity and their incidence to transform dynamics and practices towards more sustainable practices.				
Learning evidence assignments	Performance criteria	Learning activities	Contents	Resources
2. Report on the legislation on sustainable development in the student's professional area.	<ul style="list-style-type: none"> • To prepare the report, in addition to complying with the format requirements in Annex 3, the following must be complied with: <ul style="list-style-type: none"> - Identify the legislation related to sustainable development in their professional area. - Clearly identify an issue related to their professional area whose professional practice is 	<ul style="list-style-type: none"> • The strategies stated in evidence 1 are discussed as a group, comparing the students' results. • The professor explains the economic, social, and environmental context based on global and national indicators, emphasizing the previously considered production and consumption patterns. <ul style="list-style-type: none"> - Activity: Group discussion of a case based on the indicators in which the student reflects on and analyzes his or her immediate context. 	<ul style="list-style-type: none"> • National and global development indicators: <ul style="list-style-type: none"> - economic. - social. - environmental. • Mexican institutions, public policies, and their relationship with development: 	<ul style="list-style-type: none"> • Annex 1 – websites of institutions and organizations related to sustainable development. • Evaluation criteria in annex 3.

	not sustainable: describe and justify it.			• Sources:
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	<ul style="list-style-type: none"> - Based on this, students must specify three particular practices of unsustainable production and/or consumption related to the selected topic and explain in detail why they correspond to unsustainable practices. - The above-identified legislation in relation to production and/or consumption patterns in professional practice will be analyzed in detail, indicating to what extent it responds or not to a sustainable practice and why. - Feasible strategies must be proposed to improve the sustainability of practices in professional practice. - The social, economic, and environmental benefits of following such strategies will be widely described, establishing a comparison with current practices. 	<ul style="list-style-type: none"> • Students present topics from the contents, at the teacher's discretion (weighted). • A question-and-answer session on the presentation is held. • The teacher draws a conclusion of the topics discussed. • Students read current legislation on sustainable development (out-of-classroom) and make a presentation on the topic (weighted). • A question-and-answer session on the presentation is held. • Based on the indicators, students reflect, debate, and analyze the production patterns which will serve as a background to develop research on sustainable development in their professional area and identify current legislation in order to propose better mechanisms for its application in professional practice. 	<ul style="list-style-type: none"> - SEMARNAT - PROFEPA - Institutions in their professional area. • Advances in sustainable development in Mexican legislation: <ul style="list-style-type: none"> - water and air. - land and soil. - pollution. - energy. - natural resources. - wildlife and ecosystems. • Urban growth in Mexico. 	<ul style="list-style-type: none"> - Arias, F. (2011). - González, D. S. (2012). - Rivera, P., & Foladori, G. (2014).
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Fase 3. Development and environment

Competency element:

3.1 Analyze the challenges of contemporary society, based on a meticulous review of the state of ecosystems in the social and economic life of the population, which will allow the development of an innovative proposal that contributes to the reduction of environmental damage and that may be practiced in daily life.

Learning evidence assignments	Performance criteria	Learning activities	Contents	Resources
3. Written report on field activity on environmental problems (with photographic evidence).	<ul style="list-style-type: none"> The written report must be made according to the evaluation instruments: content and evaluation criteria in Annex 4. Requirements of written report: <ul style="list-style-type: none"> - select a regional environmental problem. - describe the problem and identify its likely causes. - take original photographs of the environmental problem and describe them. - analyze the problem according to sustainability criteria. - write a conclusion proposing alternative solutions to alleviate the problem. 	<ul style="list-style-type: none"> The outcomes of evidence assignment 2 are discussed as a group. Projection of the video <i>Los ecosistemas</i> (the ecosystems) as an introduction to the learning unit: <ul style="list-style-type: none"> - activity: group discussion about the video. The professor presents topics from the program contents and answers students' questions. The students present topics from course contents, at the professor's discretion (weighted). Projection of the NatGeo documentary <i>6 grados</i> (6 degrees) <ul style="list-style-type: none"> - activity: group discussion about the video. The professor guides a debate on environmental problems. 	<ul style="list-style-type: none"> Basic principles of nature: <ul style="list-style-type: none"> - the planet Earth as an ecosystem. - The role of living beings in ecosystems. Development and the environment: <ul style="list-style-type: none"> - services of the ecosystems. Global environmental problems: <ul style="list-style-type: none"> - climate - biodiversity loss Regional environmental problems: <ul style="list-style-type: none"> - environmental pollution. - effects on the health of living beings. Green economy. 	<ul style="list-style-type: none"> Camera or cell phone. Evaluation criteria – Annex 4. <ul style="list-style-type: none"> - Video “<i>Los Ecosistemas</i>” (The Ecosystems) (AySUANL channel) https://www.youtube.com/user/AySUANL/videos - NatGeo Documentary “<i>6 grados</i>” (6 degrees) https://www.youtube.com/watch?v=qy9vFmAmhVo - Consult sources in the section - Alfaro Barbosa, J.M., Limón Rodríguez, B., Tijerina Medina, G., Martínez Turanzas, G., (2015) - Vanhulst, J., & Beling, A. E. (2013).

Phase 4. Culture and strengthening of sustainable development.

Competency element:

4.1 Propose concrete short-term actions to promote the culture of sustainable development that take into account the participation of students and involve social groups or communities in their implementation and that allow for more sustainable habits, practices, and dynamics in daily life.

Learning evidence assignments	Performance criteria	Learning activities	Contents	Resources
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<p>4. Written social project on social participation to strengthen the culture of sustainable development.</p>	<ul style="list-style-type: none"> • Develop a written social project per team, in an electronic file of between 5 and 8 pages, selecting a topic in which, as students and/or citizens, they can directly influence (through concrete actions) the improvement of habits, practices and/or social dynamics in an effort to promote a culture of sustainability. • The performance criteria established in annex 4 must be considered to prepare the project. Outstanding among these criteria are the following: <ul style="list-style-type: none"> - topic. - background. - current context. - international comparison on the topic. - detailed sustainability proposal. - an analysis of each human, technical, and material resources involved in the project. 	<ul style="list-style-type: none"> • The students present and discuss evidence assignment 3 and the professor provides feedback on the discussion. • The professor will explain how the culture of sustainability can be strengthened based on the analysis of success and failure cases within the immediate context, through social, individual, and collective participation. • Students present topics on the strengthening of sustainable development (weighted). • Students will discuss in groups the possible solutions of cases in which sustainability can be improved. Then, in the following session, they will present as a team three ideas for possible projects to be carried out. The professor and their classmates will give feedback on the ideas. • Students must present in detail, as a team, the project they wish to develop on social participation, to promote or strengthen the culture of sustainable development (activity1, weighted). 	<ul style="list-style-type: none"> • Culture of sustainable development: <ul style="list-style-type: none"> - individual, collective, and community participation. - cultural rights. • Strengthening sustainable development: <ul style="list-style-type: none"> - actions of civil society. - critical evaluation of development. • Toward the creation of sustainable societies. 	<ul style="list-style-type: none"> • Evaluation criteria in annex 5. <p>Sources:</p> <ul style="list-style-type: none"> - Bringas, N. L., & González, J. I. I. (2014). - Vaqué, L. G. (2015). - Villasante, T. R. (1999). - Villasante, T. R. (2014).
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	- project expectations.	<ul style="list-style-type: none"> • The professor asks questions and responds to queries about the social project presented, through advice session with each team of students. • The students, in teams, present the progress of their projects and the professor revises them and gives feedback on them. 		
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7. Comprehensive evaluation of processes and products (grade weighting / summative evaluation):

Learning evidence assignments	Grade weighting
1. Comparative table and analysis of production and consumption patterns in Mexico and other countries.	10 %
2. Report on the legislation on sustainable development in the student's professional area.	10 %
3. Written report on field activity on environmental problems (with photo evidence).	10 %
4. Social project to promote and strengthen the culture of sustainable development, in writing.	20 %
Presentation assigned by professor in phase 1, 2, 3, or 4.	10 %
Activity 1 (phase 4). Presentation of project to develop in PIA.	5%
Activity 2 (phase 4). Presenting progress on PIA.	5%
Integrative Learning Product (PIA) Presenting audiovisual evidence of the process and outcomes of the social project to promote or strengthen the culture of sustainable development.	30 %
Total	100%

8. Integrative learning product of the learning unit:

Presentation and defense of the process and outcomes of the execution of the social project through audiovisual documentary material, for the promotion or strengthening of a culture of sustainable development, based on new forms of production or consumption by one or more sectors of the population, thus fostering responsibility and social participation.

9. Support and consultation sources (bibliography, periodicals, electronic sources):

BIBLIOGRAPHY:

- Alfaro Barbosa, J.M., Limón Rodríguez, B., Tijerina Medina, G., Martínez Turanzas, G., (2015): *Ambiente y Sustentabilidad* (Environment and Sustainability) First digital edition 2015, Editorial Patria, Mexico.
- Arias, F. (2011). *Desarrollo sostenible y sus indicadores* (Sustainable development and indicators) Sociedad y Economía, (11), 200-229.
- Barkin, D. (2012). *Superando el paradigma neoliberal: desarrollo popular sustentable* (Overcoming the neoliberal paradigm: sustainable community development) Cuadernos de Desarrollo Rural, (43).
- Bringas, N. L., & González, J. I. I. (2014). *El turismo alternativo: una opción para el desarrollo local en dos comunidades indígenas de Baja California* (Alternative tourism: an option for the local development of two indigenous communities in Baja California). Revista Economía, Sociedad y Territorio, 4(15).
- Gasca-Pliego, E., & Olvera-García, J. C. (2011). *Construir ciudadanía desde las universidades, responsabilidad social universitaria y desafíos ante el siglo XXI* (Building citizenry from university, universities' social responsibility and challenges in face of the 21st century), Convergencia, 18 (56), 37-58.
- González, D. S. (2012). *Aproximaciones a los conflictos sociales y propuestas sostenibles de urbanismo y ordenación del territorio en México* (Approaches to social conflicts and sustainable proposals for urban planning and land use planning in Mexico) Revista de Estudios Sociales, (42), 40-56.
- Gudynas, E. (2011). *Desarrollo sostenible: una guía básica de conceptos y tendencias hacia otra Economía* (Sustainable development: a basic guide on the concepts and trends toward another Economy) Otra Economía, 4 (6), 43-66.
- Rebollar, P. F., Ugidos, B. F., & Guirard, C. I. G. (2007). *De la participación como elemento de la intervención social, a la intervención social como instrumento para garantizar la ciudadanía activa* (From participation as an element of social intervention, to social intervention to guarantee active citizenry) Documentación social, (145), 115-132.
- Rivera, P., & Foladori, G. (2014). *Reflexiones sobre la contabilidad ambiental en México* (Reflections on environmental accounting in Mexico) Revista Economía, Sociedad y Territorio, 6(21).
- Vallaes, F., De la Cruz, C., & Sasía, P. M. (2009). *Responsabilidad social universitaria: manual de primeros pasos* (University social responsibility: first steps manual) Inter-American Development Bank.
- Vanhulst, J., & Beling, A. E. (2013). *Buen Vivir: la irrupción de América Latina en el campo gravitacional del desarrollo sostenible* (Good Living: the incursion of Latin America into the gravitation field of sustainable development) Revibec: revista iberoamericana de economía ecológica, 21, 1-14.
- Vaqué, L. G. (2015). *El insostenible desperdicio de alimentos: ¿qué podemos hacer los consumidores?* (The unsustainable waste of food: What can we, consumers, do?) (The Revista CESCO de Derecho de Consumo, (14), 203-216.
- Villasante, T. R. (1999). *Cuatro redes para hacer transformaciones sustentables* (Four networks to make sustainable transformations) Política y sociedad, 31, 37.
- Villasante, T. R. (2014). *Participación e integración social* (Social participation and integration) Boletín CF+ S, (3).



<p>General University Education Curricular Area Approved by the H. University Council, on June 9th, 2005</p>	<p>Appr.</p> <p>Q.F.B. Emilia E. Vásquez Farías Director of the Undergraduate Studies System</p>
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ANNEX 1 - WEBSITES OF INSTITUTIONS AND ORGANIZATIONS RELATED WITH SUSTAINABLE DEVELOPMENT

National:

Academia Mexicana de Impacto Ambiental A.C. (Mexican Academy for Environmental Impact) www.amaia.org.mx
Centro Mexicano de Derecho Ambiental (CEMDA) (Mexican Center for Environmental Law) www.cemda.org.mx
Comisión Nacional de Áreas Nacionales Protegidas (CONANP) National Commission for Protected National Areas www.conanp.gob.mx
Comisión Nacional del Agua (CONAGUA) (National Water Commission) www.cna.gob.mx
Comisión Nacional Forestal (CONAFOR) (National Forest Commission) www.conafor.gob.mx
Comisión Nacional para el conocimiento y uso de la Biodiversidad (CONABIO) (National Commission for the Knowledge and Use of Biodiversity) www.conabio.gob.mx
Cultura Ecológica A.C. (Ecological Culture) www.culturaecologica.org.mx
Greenpeace Mexico www.greenpeace.org/mexico/es
Instituto Mexicano de Tecnología del Agua (IMTA) (Mexican Institute of Water Technology) www.imta.gob.mx
Instituto Nacional de Ecología y Cambio Climático (INECC) (National Institute for Ecology and Climate Change) www.inecc.gob.mx
Procuraduría de Protección al Ambiente (Office for Environmental Protection) (PROFEPA) www.profepa.gob.mx
Secretaría de Energía (SENER) (Secretariat of Energy) <http://www.energia.gob.mx>
Secretaría de Desarrollo Social (SEDESOL) (Secretariat of Social Development) www.sedesol.gob.mx
Secretaría de Desarrollo Sustentable de la Universidad Autónoma de Nuevo León (Secretariat of Sustainable Development of the Universidad Autónoma de Nuevo León) sds.uanl.mx
Secretaría de Medio Ambiente y Recursos Naturales (SEMARNAT) (Secretariat of the Environment and Natural Resources) www.semarnat.gob.mx

International:

Agencia de Protección Ambiental de Estados Unidos (US Environmental Protection Agency EPA) espanol.epa.gov
Comisión para la Cooperación Ambiental (CCA) Commission for Environmental Cooperation www.cec.org
Intergovernmental Panel on Climate Change (IPCC) www.ipcc.ch
International Institute for Sustainable Development (IISD) www.iisd.org
International Organization for Sustainable Development (IOSD) www.iosd.org
International Union for Conservation of Nature (IUCN) www.iucn.org
Organización de los Estados Americanos (OEA) Organization of American

States www.oas.org/es

Programa de las Naciones Unidas para el Medio Ambiente (PNUMA) (United Nations Environment Program) www.pnuma.org

Other related websites:

Comisión Económica para América Latina y el Caribe (CEPAL) (Economic Commission for Latin America and the Caribbean) www.cepal.org

Gapminder www.gapminder.org

Instituto Nacional de Estadística y Geografía (INEGI) (National Institute for Statistics and Geography) www.inegi.org.mx

Organización de las Naciones Unidas (ONU) (United Nations – UN) www.un.org

Organización de las Naciones Unidas para la Alimentación y la Agricultura (FAO) (Food and Agriculture Organization of the United Nations) www.fao.org

Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura (United Nations Educational, Scientific, and Cultural Organization - UNESCO) www.unesco.org/new/es/education/themes/leading-the-international-agenda/education-for-sustainable-development/

Transparency International www.transparency.org

ANNEX 2

LEARNING EVIDENCE ASSIGNMENT 1 COMPARATIVE TABLE OF PRODUCTION AND CONSUMPTION PATTERNS

Evaluation criteria

	VALUE
Format.	1
The topic is clearly identified.	1
The practices are clearly identified.	2
The practices are described in detail.	3
A conclusion is reached that integrates the three practices, both Mexican and international.	3
TOTAL	10

EVIDENCE ASSIGNMENT 1 CONTENTS CRITERIA

1. Cover:

Must include:

- **Heading at the top of the page, centered:** Universidad Autónoma de Nuevo León, Name of School, Department of General University Education, Social responsibility and sustainable development.
- **Assignment evidence number. Title of assignment, middle of page, centered.**
- **Professor's name and date. Bottom of page, indented to the left.**
- **Group, team number and names of members. Bottom of page, indented to the right.**

2. Format:

Cover: Size 14 Times New Roman font in cover, and size 12, 1.5 spaced in the contents body.

It must have an index and numbered pages, as well as a bibliography section. The bibliography, quotes, and paraphrases made must be in APA format.

Contents: The format shown below must be used for the contents.

3. Contents:

The comparative table must meet the following requirements:

- Select one of the following topics: food, water, energy, and material goods.
- Based on this, the students must specify three unsustainable production and/or consumption practices related to the selected topic and explain in detail why they correspond to unsustainable practices.
- Additionally, it must review, through bibliographical sources, how these practices are carried out in another country.
- A conclusion must be written, analyzing the other country's practices and whether they are more or less sustainable than Mexico's practices.

Evidence assignment 1 Contents format

Mexico	Another country
TOPIC	
Practice 1 -----Description	Practice 1 -----Description
Practice 2 -----Description	Practice 2 -----Description
Practice 3 -----Description	Practice 3 -----Description
Conclusion	

ANNEX 3

LEARNING EVIDENCE ASSIGNMENT 2 REPORT ON THE LEGISLATION ON SUSTAINABLE DEVELOPMENT IN THE STUDENT'S PROFESSIONAL AREA

Evaluation criteria:

	VALUE
Format.	1
The legislation linked to sustainability is identified according to the student's professional area.	2
The topic is clearly identified.	1
The unsustainable production and/or consumption patterns are described, based on the student's practice of their professional area.	2
The legislation is analyzed in relation to the production and/or consumption patterns in their professional practice.	2
Based on the previous analysis, strategies with a greater sustainability level for professional practice are proposed.	2
The social, economic, and environmental benefits of following these strategies are amply described.	2
Total	10

EVIDENCE ASSIGNMENT 2 CONTENTS CRITERIA

1. Cover:

Must include:

- **Heading at the top of the page, centered:** Universidad Autónoma de Nuevo León, Name of School, Department of General University Education, Social responsibility and Sustainable Development.
- **Assignment evidence number. Title of assignment, middle of page, centered.**
- **Professor's name and date. Bottom of page, indented to the left.**
- **Group, team number and names of members. Bottom of page, indented to the right.**

2. Format

Cover: Size 14 Times New Roman font in cover, and size 12, 1.5 spaced in the contents body.

It must have an index and numbered pages, as well as a bibliography section. The bibliography, quotes, and paraphrases made must be in APA format. Minimum number of pages – 10.

3. Contents:

The following requirements must be met for the preparation of the report:

- a) Identify the legislation related to sustainable development in their professional area.
- b) Clearly identify an issue related to their professional area whose professional practice is not sustainable: describe and justify it.
- c) Based on this, the students must specify three unsustainable production and/or consumption practices related to the selected topic and explain in detail why they correspond to unsustainable practices.
- d) The previously identified legislation concerning the production and/or consumption patterns in the professional practice will be analyzed in detail, indicating to what extent it corresponds to a sustainable practice and why.
- e) Feasible strategies must be proposed to improve the sustainability of practices in professional practice.
- f) The social, economic and environmental benefits of following such strategies will be amply described, comparing them with current practices.

ANNEX 4

LEARNING EVIDENCE ASSIGNMENT 3 WRITTEN REPORT ON FIELD ACTIVITY ABOUT ENVIRONMENTAL PROBLEMS (WITH PHOTO EVIDENCE)

Evaluation criteria

	VALOR
Format.	1
A regional environmental problem is selected.	1
The problem is described, and its possible causes are identified.	2
Original photographs of the environmental problem are presented and described.	2
The problem is analyzed according to sustainability criteria.	2
A conclusion is written, proposing alternative solutions to alleviate the problem.	2
Total	10

EVIDENCE ASSIGNMENT 3 CONTENTS CRITERIA

1. Cover:

Must include:

- **Heading at the top of the page, centered:** Universidad Autónoma de Nuevo León, Name of School, Department of General University Education, Social responsibility and sustainable development.
- **Assignment evidence number. Title of assignment, middle of page, centered.**
- **Professor's name and date. Bottom of page, indented to the left.**
- **Group, team number and names of members. Bottom of page, indented to the right.**

2. Format

Cover: Size 14 Times New Roman font in cover, and size 12, 1.5 spaced in the contents body.

It must have an index and numbered pages, as well as a bibliography section. The bibliography, quotes, and paraphrases made must be in APA format. Minimum number of pages – 8.

3. Contents

Requirements of written report:

- a) Select a regional environmental problem.
- b) Describe the problem and identify its possible causes.
- c) Take original photos of the environmental problem and describe them.
- d) Analyze the problem according to sustainability criteria.
- e) Write a conclusion proposing alternative solutions to alleviate the problem.

ANNEX 5

LEARNING EVIDENCE 4 SOCIAL PROJECT IN WRITING

Evaluation criteria

	VALUE
Of the project:	
Format	2
Topic	2
Background	2
Current context	3
International comparison	3
Sustainability proposal	3
Analysis of each human, technical, and material resource involved in the project	3
Project expectations	2
Total	20

EVIDENCE ASSIGNMENT 4 CONTENTS CRITERIA

1. Cover:

Must include:

- **Heading at the top of the page, centered:** Universidad Autónoma de Nuevo León, Name of School, Department of General University Education, Social responsibility and sustainable development.
- **Assignment evidence number. Title of assignment, middle of page, centered.**
- **Professor's name and date. Bottom of page, indented to the left.**
- **Group, team number and names of members. Bottom of page, indented to the right.**

2. Format

The project's format must meet the following characteristics:

- a) White letter-size sheets.
- b) Size 14 Times New Roman font in cover, and size 12, 1.5 spaced in the contents body.
- c) Index with page numbers indicating the sections of the project's topic: topic, background, current context (discussion of topic in connection with sustainable development), international comparison of the topic, sustainability proposal, project expectations, and bibliography.
- d) The bibliography, quotes, and paraphrases made must be in APA format. The percentage of literal (verbatim) quotes and/or paraphrasing must not exceed 30% of the total written text.
- e) The project must be an original creation of the team members and have real possibilities of being carried out in practice by them.
- f) Minimum number of pages – 10.

3. Contents

In order to carry out the project in writing, a topic must be selected in which, as students and/or citizens, they may have a direct impact, through concrete actions, on the improvement of social habits, practices, and/or dynamics in an effort to promote a culture of sustainability. Therefore, the evidence assignment must include the following:

- a) Topic: The topic will be extensively explained here as will the sustainability-related problem, according to social habits, practices, and dynamics.
- b) Background: This section will review the bibliographical sources and periodicals presenting the origins of the topic and its development through history, showing the economic, social, and/or environmental consequences that it has caused.
- c) Current context: Based on the indicators, they will reflect on the repercussions the topic has in the present and they will discuss its sustainability in the future if the social habits and dynamics are not modified.
- d) International comparison of the topic: The status of the topic in at least two other countries will be reviewed, discussing the methods used elsewhere to deal with the topic at hand.
- e) Detailed sustainability proposal: Based on the established discussion, a proposal will be prepared that can be implemented through social action, respecting the legal Mexican framework and promoting social participation and responsibility of groups or communities external to the students that must be involved in the project.
- f) An analysis of each human, technical, and material resource involved in the project.

- g) Project expectations: They will reflect on the social impact that the implementation of the project would have and how it would contribute to sustainability.
- h) Bibliography. It must be written in APA format and placed at the end of the project.

ANNEX 6

INTEGRATIVE LEARNING PRODUCT SOCIAL PROJECT

Evaluation criteria

	VALUE
Of the audiovisual presentation:	
Topic's background is identified.	2
The chosen topic is presented in depth.	2
Sustainable development indicators are used.	3
The project was widely disseminated.	3
The social project is documented with video and photos.	3
The social participation of groups and communities is documented (social impact).	4
Innovations oriented towards sustainability in some aspect of consumption or production patterns are presented (culture of sustainability).	4
Concrete outcomes of the social project are presented.	4
Of the presentation:	
Opportune, clear, coherent presentation showing knowledge of topic and fluency, with video and photos, adjust to required presentation time, etc.	2
Contributions to sustainability and the social impact are emphasized.	3
Total	30

INTEGRATIVE LEARNING PRODUCT (PIA) CONTENTS CRITERIA

1. Of the audiovisual presentation

A PowerPoint presentation, or a presentation in similar software, must be prepared. It must contain the following sections:

- **Cover. Heading – top of the page, centered:** Universidad Autónoma de Nuevo León, Name of School, General University Education Department, Social Responsibility and Sustainable Development, Evidence assignment number and name of social project, Group, Equipment, Student numbers and full names of team members, Professor's name, Date.
- **Index.** Indicating the content of the presentation, in sections.
- **Topic.** Indicating also a brief description and justification of it, as well as an argumentation on their social project.
- **Innovation and creativity.** The project must present innovations oriented towards sustainability in an aspect of the consumption or production patterns (culture of sustainability). Argue and justify on this respect.
- **Background.** Pointing out a brief relationship of the topic with the concept of sustainable development throughout history but in the immediate context.
- **Indicators.** Indicators related to the topic should be presented, delving into their causes and consequences.
- **Dissemination.** Audiovisual evidence that shows that a wide dissemination of their social project was carried out and the approximate number of people who learned about the project.
- **Audiovisual documentation.** Photos and videos of the implementation of the project must be presented.
- **Documentation of social participation.** Show audiovisual evidence of the social participation of the receiving community, with comments from the participating people (from groups or from the receiving community)
- **Outcomes.** Present concrete results obtained from the social project.

2. Of the presentation

In general, the presentation must meet the following requirements:

- **Appropriate presentation.** Including performing it at the previously stipulated time and date, a duration of between 8 and 10 minutes per team; equitable oral participation of all team members, clarity and coherence, knowledge of the topic and fluency in the presentation; an explanation of videos and photos.
- **Contributions.** The contributions of the social project to sustainability must be highlighted.