Name of course: Financial accounting for executive management		
Block: Professional		
Educational level: Bachelor's **Cycle duration:** 16 weeks	**Course Code:** CON1403 **Credits:** 6	**Prerequisite:** None **Concurrent requisite:** None

Total hours with teacher:	**Total independent study hours:**	**Total hours of complementary activity:**	**Facilities:**
48	48	0	Classroom

Learning objectives / Learning outcomes:

The student will:

1. Recognize the accounting record technique for an entity's economic transactions in order to draw up basic financial statements such as the profit and loss statement and the statement of financial position (balance sheet).
2. Apply accounting techniques in order analyze economic and administrative problems within the organization.

Thematic content:

1. Basic concepts of financial accounting
   - 1.1 Accounting as a decision-making tool
   - 1.2 Accounting standards (Financial Information Standards)
   - 1.3 Accounting areas
   - 1.4 Accounting information users
   - 1.5 The accounting equation
   - 1.6 Basic accounting information

2. Financial statements
   - 2.1 Concepts and objectives
   - 2.2 Presentation forms
   - 2.3 General balance structure
   - 2.4 Income statement structure
   - 2.5 Income
   - 2.6 Expenditures

3. General ledger accounts
   - 3.1 Journal entries
   - 3.2 Classification of the accounts
   - 3.3 Chart of accounts

4. Transaction record
   - 4.1 The double entry
   - 4.2 Daily and major entries
   - 4.3 Ledger logbook
   - 4.4 Handling accounting sub-accounts
   - 4.5 Practice recording basic operations

5. Value-added tax
   5.1 Concept
   5.2 Mechanics of VAT
   5.3 Specific accounts
   5.4 Monthly VAT adjustment
   5.5 Practice recording VAT operations

6. Continuous inventory system
   6.1 Inventory evaluation methods
   6.2 Preparing stack (bin) cards

7. Adjustments due to depreciation and amortization
   7.1 Concept of depreciation
   7.2 Calculating and recording depreciation
   7.3 Concept of amortization
   7.4 Calculating and recording amortization

Selected* teacher-led learning activities:

1. **Integral practice case**: Solving cases which include the theoretical concepts being examined and then applying them in real-life or fictitious situations.
2. **Interactive participation:** Exchange of ideas between the group and the professor in order to clear up confusion, express concerns, ask questions and propose solutions to problems.
3. **Problem-solving:** Interactive learning in which the professor presents a problem for the group members to solve based on the criteria defined by the professor.
4. **Brainstorming:** Active participation of the students, with the professor's encouragement, in order to come up with ideas concerning a particular topic. The professor, together with the group, will then move on to analysis and validation of the new ideas.

Independent learning activities:

1. **Exercises:** Practice in concrete situations related to the course topic (skills development mechanisms, application to practical problems, etc.)
2. **Teamwork or cooperative group work:** Students are divided into small work teams in order to develop tasks, solve problems or create products through a joint activity in which the participants must be actively involved. They will then share the products and conclusions they have obtained.

Evaluation criteria:

Partial evaluations can make up 40% to 60% of the final course grade. The final evaluation can make up 40% to 60% of the final course grade.

Depending on the above-mentioned learning activities, the teacher may use the following evaluation methods for both the partial and final exam:

- Analysis of readings
- Self-evaluation
- Essays
- Performance evaluation

- Product evaluation
- Oral and written exam
- Hand-ins and homework
- Portfolio
- Class participation or forums
- Internships
- Oral presentations or exhibits
- Research project or work
- Applicable project or work
- Integrative project or work
- Case solving
- Problem solving
- Solving practice exercises

Minimum job profile of the teacher:

Preferably, a teacher with a Master's in Accounting, Finance or similar area, minimum two years' job experience related to financial records and financial statement preparation, minimum two years' teaching experience.

*The teacher may make use of different didactic activities to achieve the learning outcomes.

Name of course: Intermediate Cooking I		
Block: Professional		
Educational level: Bachelor's **Cycle duration:** 16 weeks	**Course Code:** GAS3401 **Credits:** 6	**Prerequisite:** GAS2401 **Concurrent requisite:** None

Total hours with teacher:	**Total hours of independent study:**	**Total hours of complementary activity:**	**Facilities:**
96	0	0	Laboratory

Learning objectives / Learning outcomes:

The student will:

1. Learn everything that is currently considered creative and innovative in gastronomy according to social networks and credible, reliable information sources.
2. Prepare the mise en place effectively in order to fulfill the established timeframe in the kitchen.
3. Apply complex traditional cooking techniques such as cold kitchen techniques, restaurant pastry-making techniques, which may lead students to propose new creations.
4. Discover, through research and observation, his capacity to develop and apply his creativity based on his own inspiration.

Thematic content:

1. Research proposal
   1.1 Creative, innovative phenomena from the gastronomic area and from the textual context

2. Gastronomic regions of France
   2.1 Traditional dishes
   2.2 Bistro desserts
   2.3 Modern, creative plating techniques
   2.4 Research work

3. Dough and pastry
   3.1 Raised dough
   3.2 Shortcrust pastry
   3.3 Spätzle pasta
   3.4 Fresh pasta
   3.5 Laminated dough
   3.6 Sugar dough
   3.7 Proposals for modern dishes using these doughs

4. Introduction to charcuterie
   4.1 Ballotine
   4.2 Sausage
   4.3 Terrine
   4.4 Paupiette
   4.5 Mousseline, Quenelle

5. Deboning techniques and cooking methods
   5.1 Cooking techniques applied to poultry
   5.2 Cooking techniques applied to fish
   5.3 Cooking techniques applied to lamb
   5.4 Cooking methods: glazing and salamis
   5.5 Culinary application

6. Tubers: The potato and its derivatives
   6.1 Varieties and cuts
   6.2 Cooking techniques
   6.3 Cooking methods

7. Organ meats: Foie gras
   7.1 Cooking technique
   7.2 Cooking method
   7.3 Culinary application
   7.4 Researching the different techniques to use with a product

8. Crustaceans
   8.1 Varieties
   8.2 Cooking technique
   8.3 Applied cooking methods

Selected* teacher-led learning activities:

1. **Demonstration:** The professor performs a specific technique or procedure in front of the group, which allows them to observe and analyze the process in order to practice it later.
2. **Document research and analysis:** Information is collected by the student through research, reading, analysis and discussion of written and electronic material, enabling him to establish new associations with the course contents and to reach conclusions.
3. **Structured experiences:** Defined situations based on real-world experiences which facilitate students' experimentation and participation in actual tasks, as well as observation, critical analysis, discussion and their direct relation to specific topics.
4. **Interactive participation:** Exchange of ideas between the group and the professor in order to clear up confusion, express concerns, ask questions and propose solutions to problems.
5. **Laboratory practice**: Carrying out exercises, simulations or experiments for training and acquisition of skills and competencies as well as evaluation thereof. Said activities can be based on the use of information technology and computer-based resources.

Independent learning activities:

1. **Document research and analysis:** Information is collected by the student through research, reading, analysis and discussion of written and electronic material, enabling him or her to establish new associations with the course content and to reach conclusions.
2. **Teamwork or cooperative group work:** Students are divided into small work teams in order to develop tasks, solve problems or create products through a joint activity in which participants must be actively involved. They will then share the products and conclusions they have obtained.

Evaluation criteria:

Partial evaluations can make up 40% to 60% of the final course grade. The final evaluation can make up 40% to 60% of the final course grade.

Depending on the above-mentioned learning activities, the teacher may use the following evaluation methods for both the partial and final exam:

- Analysis of readings
- Self-evaluation
- Essays
- Performance evaluation
- Product evaluation
- Oral and written exam
- Hand-ins and homework
- Portfolio
- Class participation or forums
- Internships
- Oral presentations or exhibits
- Research project or work
- Applicable project or work
- Integrative project or work
- Case solving
- Problem solving
- Solving practice exercises

Minimum job profile of the teacher:

Preferably, a teacher with a Bachelor's Degree in Gastronomy or similar area, minimum five years' job experience related to food and beverages with knowledge of cooking techniques, hygienic handling of food and kitchen equipment and facilities, minimum two years' teaching experience.

*The teacher may make use of different didactic activities to achieve the learning outcomes.

Name of course: Food and beverage costs		
Block: Professional		
Educational level: Bachelor's **Cycle duration:** 16 weeks	**Course Code:** CON1405 **Credits:** 4.5	**Prerequisite:** CON1403 **Concurrent requirement:** None

Total hours with teacher:	**Total hours of independent study:**	**Total hours of complementary activity:**	**Facilities:**
48	24	0	Classroom / Laboratory / Didactic classroom

Learning objectives / Learning outcomes:

The student will:

1. Employ methods for effectively and responsibly managing the gastronomy business, creating culinary dishes in which costs are optimized in order to improve profitability in the company as well as to benefit employees and their work environment.
2. Determine standards for controlling food and beverage production utilizing systematization and technology in the administrative process for greater cost control.
3. Identify and solve problems, optimizing quality in the purchasing and storage process as well as in handling inventories and practicing cooking techniques, making optimum use of material and human resources and timing while reducing waste and shrinkage.
4. Undertake comprehensive, game-changing, profitable, socially responsible gastronomic projects using advanced technological methods that help develop collaborative work systems for controlling company costs.

Thematic content:

1. Basics of costs
   - 1.1 Identification of concepts and objectives. Classification of types of costs
   - 1.2 Assessment of total production costs
   - 1.3 Job order costing system
   - 1.4 Process costing system
   - 1.5 Calculating unit cost
   - 1.6 Calculating sales cost: Direct costs and costs by type of inventory

2. F ood and beverage industry purchasing administration
   - 2.1 Concept and definition of effective purchasing
   - 2.2 Flow chart of the purchasing process
   - 2.3 Daily, monthly and annual reports
   - 2.4 Purchasing control systems

3. Administration of food and beverage industry storerooms and inventories
   - 3.1 Storeroom control systems
   - 3.2 Inventory control systems

4. Calculating costs of dishes and determining selling price
   - 4.1 Pricing dishes and drinks
   - 4.2 Determining selling price

4.3 Classification of food menu products by applying the BCG Matrix calculation

5. Cost indicators in the gastronomic business
   5.1 Breakeven
   5.2 Margin contribution
   5.3 Cost percentage of monthly sales
   5.4 Sales reports: Daily, weekly, monthly and annual
   5.5 Potential cost

Selected* teacher-led learning activities:

1. **Directed readings**: Critical analysis of readings related to the course topics for later discussion and presentation of conclusions.
2. **The question:** Exploring or asking questions about a specific topic, which invites discussion and analysis of the information under discussion.
3. **Collaborative learning**: An educational method whereby students, or students and professors, join forces in order to work together on the task of acquiring knowledge, abilities and competencies.
4. **Case studies:** Detailed, thorough analysis of a specific real-life situation in order to identify problems, reach viable conclusions, and propose solutions. Strives to link curriculum content with actual tangible situations, strengthening the student's capacity to propose different problem-solving options that fit the case presented for decision-making.
5. **Laboratory practice**: Carrying out exercises, simulations or experiments for training and acquisition of skills and competencies as well as evaluation thereof. Said activities can be based on the use of information technology and computer-based resources.
6. **Problem-solving:** Interactive learning in which the professor presents a problem for the group members to solve based on the criteria defined by the professor.
7. **Brainstorming:** Active student participation, with the professor's encouragement, in order to come up with ideas regarding a particular topic. The professor, together with the group, will then move on to analysis and validation of the new ideas.

Independent learning activities:

1. **Exercises:** Practice in concrete situations related to the course topic (mechanisms for skills development, applications to practical problems, etc.)
2. **Document research and analysis:** Information is collected by the student through research, reading, analysis and discussion of written and electronic material, enabling him or her to establish new associations with the course contents and to reach conclusions.
3. **Teamwork or cooperative group work:** Students are divided into small work teams in order to develop tasks, solve problems or create products through a joint activity in which the participants must be actively involved. They will then share the products and conclusions they have obtained.

Evaluation criteria:

Partial evaluations can make up 40% to 60% of the final course grade. The final evaluation can make up 40% to 60% of the final course grade.

Depending on the above-mentioned learning activities, the teacher may use the following evaluation methods for both the partial and final exam:

- Analysis of readings
- Self-evaluation
- Essays
- Performance evaluation
- Product evaluation
- Oral and written exam
- Hand-ins and homework
- Portfolio
- Class participation or forums
- Internships
- Oral presentations or exhibits
- Research project or work
- Applicable project or work
- Integrative project or work
- Case solving
- Problem solving
- Solving practice exercises

Minimum job profile of the teacher:

Preferably, a teacher with a Master's or Bachelor's Degree in Public Accounting, Administration, Finance or similar area. Minimum two years' job experience related to cost accounting, managing operating costs, administration, consultation, auditing or employee training in food and beverage preparation establishments such as hotels, bars, event rooms or restaurants. Minimum two years' teaching experience.

*The teacher may make use of different didactic activities to achieve the learning outcomes

Name of course: Gastronomic culture of Mexico		
Block: Professional		
Educational level: Bachelor's	**Course Code:** GAS1403	**Prerequisite:** None
Cycle duration: 16 weeks	**Credits:** 6	**Concurrent requirement:** None

Total hours with teacher:	**Total hours of Independent study:**	**Total hours of complementary activity:**	**Facilities:**
48	48	0	Classroom

Learning objectives / Learning outcomes:

The student will:

1. Analyze the characteristics of Mexican gastronomy and its evolution through time and the different interventions in their historic and culture context.
2. Analyze and identify the gastronomy of the different regions of Mexico, describing the most representative ingredients, techniques and dishes of each one.
3. Develop research projects, proposals and/or events highlighting the country's gastronomy.

Thematic content:

1. Mesoamerica in prehispanic times
   - 1.1 Mesoamerican gastronomic mythology
   - 1.2 Agricultural production methods: Cornfield and *chinampa*
   - 1.3 Maize, a mesoamerican staple
   - 1.4 Main mesoamerican ingredients, commerce and supply
   - 1.5 Prehispanic cooking utensils and techniques
   - 1.6 The prehispanic table

2. The viceroyalty era of New Spain
   - 2.1 European gastronomic background and thought at the time of contact
   - 2.2 Mestizos and the structure of New Spain society
   - 2.3 Monastery kitchens
   - 2.4 New Spain ingredients, commerce and supply
   - 2.5 Street food and everyday gastronomy of New Spain
   - 2.6 Convent kitchens
   - 2.7 Gastronomy of the baroque era

3. Independent Mexico. 19th Century
   - 3.1 Main foreign influences on Mexican cooking
   - 3.2 Street food and everyday gastronomy of independent Mexico
   - 3.3 Social meeting places
   - 3.4 The regionalization of gastronomy and the first printed recipes of Mexico
   - 3.5 Mexico's sweet moment: traditional bakery goods and sweets
   - 3.6 Haciendas of Mexico. Cacao, coffee and pulque

4. Modern and contemporary Mexico. 20th and 21st Century
   - 4.1 Mexican cooking during the Revolution
   - 4.2 Modern supply and businesses. Formality and informality

4.3 The birth of three icons: Beer, the taco and the Mexican torta
4.4 Modern interpretations of Mexican cuisine. Myths, dishes and concepts
4.5 The revolution of household appliances and industrial foods
4.6 Influence and effects of globalization on Mexican gastronomy

Selected* teacher-led activities:

1. **Collaborative learning**: An educational method whereby students, or students and professors, join forces to work together on the task of acquiring knowledge, abilities and competencies.
2. **Teamwork or cooperative group work:** Students are divided into small work teams in order to develop tasks, solve problems or create products through a joint activity in which the participants must be actively involved. They will then share the products and conclusions they have obtained.
3. **Structured experiences:** Defined situations based on real-world experiences which facilitate students' experimentation and participation in actual tasks, as well as observation, critical analysis, discussion and their direct relation to specific topics.

Independent learning activities:

1. **Document research and analysis:** Information is collected by the student through research, reading, analysis and discussion of written and electronic material, enabling him or her to establish new associations with the course contents and to reach conclusions.

Evaluation criteria:

Partial evaluations can make up 40% to 60% of the final course grade. The final evaluation can make up 40% to 60% of the final course grade.

Depending on the above-mentioned learning activities, the teacher may use the following evaluation methods for both the partial and final exam:

- Analysis of readings
- Self-evaluation
- Essays
- Performance evaluation
- Product evaluation
- Oral and written exam
- Hand-ins and homework
- Portfolio
- Class participation or forums
- Internships
- Oral presentations or exhibits
- Research project or work
- Applicable project or work
- Integrative project or work
- Case solving
- Problem solving
- Solving practice exercises

Minimum job profile of the teacher:
Preferably, a teacher with a Master's in History, Anthropology, Ethnography, Gastronomic Research or similar area. Minimum two years' job experience related to gastronomy or anthropology of food, minimum two years' teaching experience.

*The teacher may make use of different didactic activities to achieve the learning outcomes.

Name of course: International gastronomic culture		
Block: Professional		
Educational level: Bachelor's	**Course Code:** GAS3404	**Prerequisite:** None
Cycle duration: 16 weeks	**Credits:** 6	**Concurrent requirement:** None

Total hours with teacher:	**Total hours of independent study:**	**Total hours of complementary activity:**	**Facilities:**
48	48	0	Classroom

Learning objectives / Learning outcomes:

The student will:

1. Analyze the characteristics of international gastronomy, its evolution through time and the different manifestations in their historical and cultural context.
2. Analyze and identify gastronomy from the different world regions based on the ingredients, techniques and most representative dishes of each region.
3. Develop research projects, proposals and events highlighting the world's gastronomy.

Thematic content:

1. Gastronomic culture
   - 1.1 The omnivore's dilemma
   - 1.1 The animal who cooks
   - 1.2 Gastronomy as a biocultural process
   - 1.3 Gastronomic regions of Europe and America
   - 1.4 Anthropology as a method of researching gastronomic culture
   - 1.5 Renowned food anthropologists and their theories
2. Culture and food in Europe
   - 2.1 Diagnostic elements of European gastronomic identity
   - 2.2 Evolution and consumption of European ingredients
   - 2.3 Principal European gastronomic techniques
   - 2.4 Techniques and methods for cooking and consuming foods in Europe
3. Culture and food in America
   - 3.1 Diagnostic elements of American gastronomic identity
   - 3.2 Evolution and consumption of American ingredients
   - 3.3 Principal American gastronomic techniques
   - 3.4 Techniques and methods for cooking and consuming foods in America
4. Culture and food in Asia
   - 4.1 Diagnostic elements of Asian gastronomic identity
   - 4.2 Evolution and consumption of Asian ingredients
   - 4.3 Principal Asian gastronomic techniques
   - 4.4 Techniques and methods for cooking and consuming foods in Asia

5. Culture and food in Africa and Oceania
   5.1 Diagnostic elements of the gastronomic identity of Africa and Oceania
   5.2 Evolution and consumption of African and Oceanic ingredients
   5.3 Principal gastronomic techniques of Africa and Oceania
   5.4 Techniques and methods for cooking and consuming foods in Africa and Oceania

6. Icons of contemporary gastronomic culture
   6.1 Gastronomic festivals and forums
   6.2 Outstanding restaurants
   6.3 Renowned chefs
   6.4 Famous products and products with appellation of origin

Selected* teacher-led activities:

1. **Collaborative learning**: An educational method whereby students, or students and professors, join forces to work together on the task of acquiring knowledge, abilities and competencies.
2. **Teamwork or cooperative group work:** Students are divided into small work teams in order to develop tasks, solve problems or create products through a joint activity in which participants must be actively involved. They will then share the products and conclusions they have obtained.
3. **Structured experiences:** Defined situations based on real-world experiences which facilitate students' experimentation and participation in actual tasks, as well as observation, critical analysis, discussion and their direct relation to specific topics.

Independent learning activities:

1. **Document research and analysis:** Information is collected by the student through research, reading, analysis and discussion of written and electronic material, enabling him or her to establish new associations with the course contents and to draw conclusions.

Evaluation criteria:

Partial evaluations can make up 40% to 60% of the final course grade. The final evaluation can make up 40% to 60% of the final course grade.

Depending on the above-mentioned learning activities, the teacher may use the following evaluation methods for both the partial and final exam:

- Analysis of readings
- Self-evaluation
- Essays
- Performance evaluation
- Product evaluation
- Oral and written exam
- Hand-ins and homework
- Portfolio
- Class participation or forums
- Internships
- Oral presentations or exhibits

- Research project or work
- Applicable project or work
- Integrative project or work
- Case solving
- Problem solving
- Solving practice exercises

Minimum job profile of the teacher:
Preferably, a teacher with a Master's in History, Anthropology, Ethnography, Gastronomic Research or similar area. Minimum one year of job experience related to gastronomy or anthropology of food, minimum two years' teaching experience.

*The teacher may make use of different didactic activities to achieve the learning outcomes.

Name of course: Statistics for executive management		
Block: Professional		
Educational level: Bachelor's	**Course Code:** MAT2405	**Prerequisite:** None
Cycle duration: 16 weeks	**Credits:** 6	**Concurrent requirement:** None

Total hours with teacher:	**Total hours of Independent study:**	**Total hours of complementary activity:**	**Facilities:**
48	48	0	Classroom

Learning objectives / Learning outcomes:

The student will:

1. Apply quantitative analysis techniques to understand economic and organizational problems so that he or she is able to make fundamental decisions.
2. Use sound judgement regarding scientific administration models when seeking and exchanging information for interpreting the results of his analysis.

Thematic content:

1. Statistics
   - 1.1 Basic concepts of statistics, models and variables
   - 1.2 Branches of statistics
   - 1.3 Statistics methods
   - 1.4 Primary and secondary information sources (public and private/ national and international)
2. Probabilility
   - 2.1 Probability distributions
   - 2.2 Normal distribution and estimation
3. Measures of position: Measures of central tendency
   - 3.1 Mean, mode and median
   - 3.2 Quartiles, quintiles, deciles, percentiles
   - 3.3 Geometric mean: average growth rate
4. Measures of dispersion: Measures of variability
   - 4.1 Range and coefficient
   - 4.2 Mean deviation and coefficient
   - 4.3 Semi-interquartile deviation and coefficient
   - 4.4 Variance, standard deviation and coefficient
   - 4.5 Asymmetry
   - 4.6 Location of points
5. Time series
   - 5.1 Index numbers: simple and composite
   - 5.2 Deflation

5.3 Trend or pending information
5.4 Seasonal and specific indexes specific to the gastronomy degree specialization

6. Regression and correlation
   6.1 Introduction and fundamentals of their application
   6.2 Simple and multiple linear regression
   6.3 Correlation coefficient and standard regression deviation
   6.4 Prognosis and interpretation

7. Sampling
   7.1 Finite
   7.2 Infinite
   7.3 Stratified
   7.4 Systematic
   7.5 Determining the sample size

Selected* teacher-led learning activities:

1. **Directed readings**: Critical analysis of readings related to the course topics for later discussion and presentation of conclusions.
2. **Demonstration:** The professor performs a specific technique or procedure in front of the group, which allows them to observe and analyze the process in order to practice it afterwards.
3. **Document research and analysis:** Information is collected by the student through research, reading, analysis and discussion of written and electronic material, enabling him or her to establish new associations with the course contents and to reach conclusions.
4. **Interactive participation:** Exchange of ideas between the group and the professor in order to clear up confusion, express concerns, ask questions and propose solutions to problems.
5. **Problem-solving:** Interactive learning in which the professor presents a problem for the group members to solve based on the criteria defined by the professor.

Independent learning activities:

1. **Exercises:** Practice in concrete situations related to the course topic (mechanisms for skills development, applications to practical problems, etc.)
2. **Document research and analysis:** Information is collected by the student through research, reading, analysis and discussion of written and electronic material, enabling him or her to establish new associations with the course contents and to reach conclusions.
3. **Concept map**: A graphic representation that synthesizes the relationship between general concepts or ideas by identifying the categories in which the concepts or ideas are organized, related, divided or put into a hierarchy.
4. **Synoptic table**: A teaching method that presents a summary of a research project, reading, learning unit, etc. by way of a graph, synthesis or relational analysis in order to outline the most important topics and essential ideas.
5. **Reading report:** A concise, accurate presentation of the essential elements of a reading assignment issue or topic, in which the student will include personal observations and opinions.
6. **Teamwork or cooperative group work:** Students are divided into small work teams in order to perform tasks, solve problems or create products through a joint activity in which

participants must be actively involved. They will then share the products and conclusions they have obtained.

Evaluation criteria:

Partial evaluations can make up 40% to 60% of the final course grade. The final evaluation can make up 40% to 60% of the final course grade.

Depending on the above-mentioned learning activities, the teacher may use the following evaluation methods for both the partial and final exam:

- Analysis of readings
- Self-evaluation
- Essays
- Performance evaluation
- Product evaluation
- Oral and written exam
- Hand-ins and homework
- Portfolio
- Class participation or forums
- Internships
- Oral presentations or exhibits
- Research project or work
- Applicable project or work
- Integrative project or work
- Case solving
- Problem solving
- Solving practice exercises

Minimum job profile of the teacher:

Preferably, a teacher with a Master's in Economics and Finance, Engineering or similar area. Minimum two years' job experience in the area of economics, finance, market analysis and/or research, minimum two years' teaching experience.

*The teacher may make use of different didactic activities to achieve the learning outcomes.

Name of course: Physical chemistry for gastronomics		
Block: Professional		
Educational level: Bachelor's **Cycle duration:** 16 weeks	**Course Code:** GAS1405 **Credits:** 4.5	**Prerequisite:** None **Concurrent requirement:** None

Total hours with teacher: 48	**Total hours of Independent study:** 24	**Total hours of complementary activity:** 0	**Facilities:** Classroom / Laboratory

Learning objectives / Learning outcomes:

The student will:

1. Recognize the physiochemical phenomena occurring in the transformation of food.
2. Identify the physiochemical properties of foods, their reactions and their application to preparation of gastronomic products.
3. Establish the different heat transfer methods used when applying cooking techniques.

Thematic content:

1. States of matter aggregation
   - 1.1 Solid
   - 1.2 Liquid
   - 1.3 Gas
   - 1.4 Physiochemical properties of matter
2. Chemical structure
   - 2.1 Atom, ion and molecule
   - 2.2 Atom structure: proton, neutron and electron
   - 2.3 Chemical bond
3. Dissolution
   - 3.1 Definition of solubility
   - 3.2 Dissolutions: diluted, saturated, supersaturated
   - 3.3 Ionization and solvation sphere
   - 3.4 Calculating the concentration of a dissolution
   - 3.5 Dissolution separation
   - 3.6 Colligative properties of water and their gastronomic application
4. Thermodynamics applied to gastronomy
   - 4.1 Heat, work and energy

4.2 First law of thermodynamics
4.3 Heat transfer: Conduction, convection and radiation
4.4 Second law of thermodynamics in open and closed systems

5. Gases
   5.1 Generalities and definitions
   5.2 Charles Law, Boyle's-Mariotte's Law and Guy Lussac's Law
   5.3 Ideal gas law
   5.4 Association with and application to cooking techniques

6. Potential of hydrogen (pH)
   6.1 Definition
   6.2 Acid-base theory
   6.3 Buffer solutions
   6.4 pH indicators
   6.5 Culinary applications

7. Colloids
   7.1 Generalities
   7.2 Classification
   7.3 Dispersed and dispersion phase
   7.4 Colloidal dispersions
   7.5 Culinary applications

Selected* teacher-led learning activities:

1. **Demonstration:** The professor performs a specific technique or procedure in front of the group, which allows them to observe and analyze the process in order to practice it afterwards.
2. **Field research:** Information searching and collection by selecting direct sources related to the purpose of the study, and presentation of said information with the facts and observable phenomena that define it.
3. **Directed readings**: Critical analysis of readings related to the course topics for later discussion and presentation of conclusions.
4. **Concept map:** A graphic representation that synthesizes the relationship between general concepts or ideas by identifying the categories in which the concepts or ideas are organized, related, divided or put into a hierarchy.
5. **Field observation:** Visits that situate the student in the place where the facts or the phenomenon under study occurs. Based on observation, the student collects information, researches indicators and relates variables.

Independent learning activities:

1. **Problem-based learning:** Document research based on a particular problem, the objective being its solution. Conclusions must be derived from the knowledge acquired as a result of carrying out said research.
2. **Field research:** Information searching and collection by selecting direct sources related to the purpose of the study, and presentation of said information with the facts and observable phenomena that define it.
3. **Projects:** Creation of development and problem-solving proposals. The projects must be guided by the research process focused on a topic proposed by the student or professor.
4. **Integral practice case:** Solving cases which integrate the theoretical concepts being examined and then applying them in real-life or fictitious situations.

Evaluation criteria:

Partial evaluations can make up 40% to 60% of the final course grade. The final evaluation can make up 40% to 60% of the final course grade.

Depending on the above-mentioned learning activities, the teacher may use the following evaluation methods for both the partial and final exam:

- Analysis of readings
- Self-evaluation
- Essays
- Performance evaluation
- Product evaluation
- Oral and written exam
- Hand-ins and homework
- Portfolio
- Class participation or forums
- Internships
- Oral presentations or exhibits
- Research project or work
- Applicable project or work
- Integrative project or work
- Case solving
- Problem solving
- Solving practice exercises

Minimum job profile of the teacher:

Preferably, a teacher with a Master's in Food Engineering, Food Technology, Food Chemistry or similar area. Minimum two years' job experience related to food product transformation, minimum two years' teaching experience.

*The teacher may make use of different didactic activities to achieve the learning outcomes.

Name of course: Fundamentals of wine tasting and responsible drinking		
Block: Professional		
Educational level: Bachelor's **Cycle duration:** 16 weeks	**Course Code:** GAS1404 **Credits:** 4.5	**Prerequisite:** None **Concurrent requirement:** None

Total hours with teacher:	**Total hours of independent study:**	**Total hours of complementary activity:**	**Facilities:**
48	24	0	Classroom / Laboratory

Learning objectives / Learning outcomes:

The student will:

1. Apply knowledge of oenology, from vine cultivation until its ethical and responsible commercialization.
2. Identify the sensory characteristics that define wine tasting to be able to make an assessment for selecting the right wine.

Thematic content:

1. Introduction to wine
   1.1 Definition of wine
   1.2 Main components of wine
   1.3 Classification of wine

2. History of wine
   2.1 Wine in ancient times
   2.2 Wine of today
   2.3 Wine and health

3. General knowledge of the grapevine
   3.1 Definition, botany and structure of the grapevine
   3.2 Composition and structure of the grape
   3.3 Vitis vinífera varieties
   3.4 Grapevine vegetative cycle
   3.5 Grapevine environment: Soil and climate
   3.6 Main viticulture practices

4. Wine tasting
   4.1 Definition and types of tasting
   4.2 Wine and the senses
   4.3 Tasting stages. Assessment notes and instruments
   4.4 Main defects of wine

5. Winemaking
   5.1 White wines
   5.2 Rosé wines
   5.3 Red wines
   5.4 Sparkling wines

5.5 Special winemaking: dessert and fortified wines
5.6 Aging and nurturing

6. Pairing
   6.1 Theory of pairing
   6.2 Pairing according to the style of wine
   6.3 Enemies of wine

7. Wine service
   7.1 Storage
   7.2 Wine service protocol: Temperature and accessories
   7.3 Reading the label
   7.4 Wine menu

8. Wine management and marketing
   8.1 The wine market, its consumers and sales
   8.2 Marketing trends
   8.3 The importance and influence of critics and assessments

9. Viticulture and wine tourism
   9.1 Oenotourism
   9.2 Introduction to geographic wine and viticulture tourism
   9.3 Main tourist attractions in the world of wine

Selected* teacher-led learning activities:

1. **Document research and analysis:** Information is collected by the student through research, reading, analysis and discussion of written and electronic material, enabling him or her to establish new associations with the course contents and to reach conclusions.
2. **Collaborative learning**: An educational method whereby students, or students and professors, join forces in order to work together on the task of acquiring knowledge, abilities and competencies.
3. **Case studies:** Detailed, thorough analysis of a specific real-life situation in order to identify problems, reach viable conclusions, and propose solutions. Strives to link curriculum content with actual tangible situations, strengthening the student's capacity to propose different problem-solving options that fit the case presented for decision-making.
4. **Interactive participation:** Exchange of ideas between the group and the professor in order to clear up confusion, express concerns, ask questions and propose solutions to problems.
5. **Laboratory practice**: Carrying out exercises, simulations or experiments for training and acquisition of skills and competencies as well as evaluation thereof. Said activities can be based on the use of information technology and computer-based resources.
6. **Student presentations:** Clear, effective oral communication in which knowledge of a topic is presented following prior research thereof. It is suggested that didactic resources be used (Powerpoint presentations, video, recordings, etc.).
7. **Brainstorming:** Active student participation, with the professor's encouragement, in order to come up with ideas regarding a particular topic. The professor, together with the group, will then move on to analysis and validation of the new ideas.
8. **Teamwork or cooperative group work:** Students are divided into small work teams in order to perform tasks, solve problems or create products through a joint activity in which the participants must be actively involved. They will then share the products and conclusions they have obtained.

Independent learning activities:

1. **Synoptic table**: A teaching method that presents a summary of a research project, reading, learning unit, etc. by way of a graph, synthesis or relational analysis in order to outline the most important topics and essential ideas.
2. **Document research and analysis:** Information is collected by the student through research, reading, analysis and discussion of written and electronic material, enabling him or her to establish new associations with the course contents and to reach conclusions.
3. **Directed readings**: Critical analysis of readings related to the course topics for later discussion and presentation of conclusions.
4. **Field observation:** visits that situate the student in the place where the facts or the phenomenon under study occurs. Based on observation, the student collects information, researches indicators and relates variables.
5. **Teamwork or cooperative group work:** Students are divided into small work teams in order to perform tasks, solve problems or create products through a joint activity in which the participants must be actively involved. They will then share the products and conclusions they have obtained.

Evaluation criteria:

Partial evaluations can make up 40% to 60% of the final course grade. The final evaluation can make up 40% to 60% of the final course grade.

Depending on the above-mentioned learning activities, the teacher may use the following evaluation methods for both the partial and final exam:

- Analysis of readings
- Self-evaluation
- Essays
- Performance evaluation
- Product evaluation
- Oral and written exam
- Hand-ins and homework
- Portfolio
- Class participation or forums
- Internships
- Oral presentations or exhibits
- Research project or work
- Applicable project or work
- Integrative project or work
- Case solving
- Problem solving
- Solving practice exercises

Minimum job profile of the teacher:

Preferably, a teacher with a Master's in Oenology, Viticulture or similar area. Minimum two years' job experience related to the area of oenology, minimum two years' teaching experience.

*The teacher may make use of different didactic activities to achieve the learning outcomes.

Name of course: Hygienic food handling		
Block: Professional		
Educational level: Bachelor's	**Course Code:** GAS1401	**Prerequisite:** None
Cycle duration: 16 weeks	**Credits:** 4.5	**Concurrent requirement:** None

Total hours with teacher:	**Total hours of Independent study:**	**Total hours of complementary activity:**	**Facilities:**
48	24	0	Classroom / Laboratory

Learning objectives / Learning outcomes:

The student will:

1. Learn about hygienic handling of foods and its implications in all areas of gastronomy.
2. Recognize the importance of correctly handling foods in order to avoid food-borne illnesses, harm to diner's health and loss of the establishment's good standing.

Thematic content:

1. Importance of hygiene
   - 2.1 Hygiene and sanitation concepts
   - 2.2 Current topics

2. Food quality
   - 2.1 What is food quality?
   - 2.2 Difference between contamination and degradation
   - 2.3 Types of contamination
   - 2.4 Physical, chemical and biological

3. Foodborne illnesses
   - 3.1 Illnesses borne by food
   - 3.2 Repercussions of foodborne illnesses
   - 3.3 Types of microorganisms
   - 3.4 Personal hygiene
   - 3.5 Basic concepts
   - 3.6 Handwashing
   - 3.7 Personal responsibility

4. Cleaning and disinfection
   - 4.1 Definition and difference between cleaning and disinfecting
   - 4.2 Main cleansers
   - 4.3 Main disinfectants
   - 4.4 Washing utensils and work equipment
   - 4.5 Color codes and the HMIS system

5. Food purchasing, receiving and storage
   - 5.1 How to select foods - suppliers

5.2 Characteristics of acceptance and rejection
5.3 Ideal food storage
5.4 Refrigeration, freezing and dry storage

6. Food handling
   6.1 Pests and their implication

7. Waste management and pest control
   7.1 Definition and differentiation of waste
   7.2 Pest control

8. Sanitation and hygiene certifications
   8.1 National certifications
   8.2 International certifications

9. First Aid
   9.1 Concepts
   9.2 Basic life support
   9.3 General standards for providing life support
   9.4 Vital signs
   9.5 Actions to take in case of fainting, cuts, hemorrhaging, shock, epilepsy, burns
   9.6 Special situations

10. Fires
    10.1 Conditions in which kitchen fires occur
    10.2 Most frequent causes of kitchen fires
    10.3 Types of fires
    10.4 Fire extinguishing agents

11. Practical application

Selected* teacher-led learning activities:

1. **Problem-based learning:** Document research based on a particular problem, the objective being its solution. Conclusions must be derived from the knowledge acquired as a result of carrying out said research.
2. **Integral practice case:** Solving cases which integrate the theoretical concepts being examined and then applying them in real-life or fictitious situations.
3. **Student presentations:** Clear, effective oral communication in which knowledge of a topic is presented following prior research thereof. It is suggested that didactic resources be used (Powerpoint presentations, video, recordings, etc.).
4. **Field research:** Information searching and collection by selecting direct sources related to the purpose of the study, and presentation of said information with the facts and observable phenomena that define it.
5. **Document research:** Information is collected by the student through research, reading, analysis and discussion of written and electronic material, enabling him or her to establish new associations with course contents and to reach conclusions.
6. **Projects:** Creation of development and problem-solving proposals. The projects must be guided by the research process focused on a topic proposed by the student or professor.
7. **Problem-solving:** Interactive learning in which the professor presents a problem for the group members to solve based on the criteria defined by the professor.

8. **Teamwork or cooperative group work:** Students are divided into small work teams in order to perform tasks, solve problems or create products through a joint activity in which the participants must be actively involved. They will then share the products and conclusions they have obtained.
9. **Case studies:** Detailed, thorough analysis of a specific real-life situation in order to identify problems, reach viable conclusions, and propose solutions. Strives to link curriculum content with actual tangible situations, strengthening the student's capacity to propose different problem-solving options that fit the case presented for decision-making.
10. **Directed readings**: Critical analysis of readings related to the course topics for later discussion and presentation of conclusions.

Independent learning activities:

1. **Problem-based learning:** Document research based on a particular problem, the objective being its solution. Conclusions must be derived from the knowledge acquired as a result of carrying out said research.
2. **Integral practice case:** Solving cases which integrate the theoretical concepts being examined and then applying them in real-life or fictitious situations.
3. **Synoptic table**: A teaching method that presents a summary of a research project, reading, learning unit, etc. by way of a graph, synthesis or relational analysis in order to outline the most important topics and essential ideas.
4. **Exercises:** Practice in concrete situations related to the course topic (mechanisms for skills development, applications to practical problems, etc.)
5. **Case studies:** Detailed, thorough analysis of a specific real-life situation in order to identify problems, reach viable conclusions, and propose solutions. Strives to link curriculum content with actual tangible situations, strengthening the student's capacity to propose different problem-solving options that fit the case presented for decision-making.
6. **Field research:** Information searching and collection by selecting direct sources related to the purpose of the study, and presentation of said information with the facts and observable phenomena that define it.
7. **Document research and analysis:** Information is collected by the student through research, reading, analysis and discussion of written and electronic material, enabling him or her to establish new associations with the course contents and to reach conclusions.

Evaluation criteria:

Partial evaluations can make up 40% to 60% of the final course grade. The final evaluation can make up 40% to 60% of the final course grade.

Depending on the above-mentioned learning activities, the teacher may use the following evaluation methods for both the partial and final exam:

- Analysis of readings
- Self-evaluation
- Essays
- Performance evaluation
- Product evaluation
- Oral and written exam
- Hand-ins and homework

- Portfolio
- Class participation or forums
- Practice
- Oral presentations or exhibits
- Research project or work
- Applicable project or work
- Integrative project or work
- Case solving
- Problem solving
- Solving practice exercises

Minimum job profile of the teacher:

Preferably, a teacher with a Bachelor's in Gastronomy or similar area. Minimum two years' job experience related to hygiene in food and beverage establishments, minimum two years' teaching experience.

*The teacher may make use of different didactic activities to achieve the learning outcomes.

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Name of course: Research methods for social sciences		
Block: Professional		
Educational level: Bachelor's	**Course Code:** INV1412	**Prerequisite:** None
Cycle duration: 16 weeks	**Credits:** 6	**Concurrent requirement:** None

Total hours with teacher: 48	**Total hours independent study:** 48	**Total hours of complementary activities:** 0	**Facilities:** Classroom

Learning objectives / Learning outcomes:

The student will:

1. Recognize the role of research in social sciences, as well as the fundamentals, objectives, methods and techniques that characterize it, in order to create a research proposal.
2. Recognize social science research methods and techniques from a critical, human-centered perspective in order to create a viable research proposal.

Thematic content:

1. The concept of research
   - 1.1 Importance of social research
   - 1.2 Object of research
   - 1.3 Basic and applied research
   - 1.4 Importance of scientific research in advancing knowledge

2. The scientific method
   - 2.1 Scientific knowledge and empirical knowledge
   - 2.2 The concept of science and its characteristics
   - 2.3 Philosophical fundamentals of science
   - 2.4 Scientific method

3. Stages of the research process
   - 3.1 Posing the problem
   - 3.2 Research objectives
   - 3.3 Research question
   - 3.4 Theoretical framework
   - 3.5 Justification
   - 3.6 Hypothesis
   - 3.7 Viability
   - 3.8 Methodology
   - 3.9 Research design
   - 3.10 Bibliographic verification methods and techniques and scientific information searching according to the APA
     - 3.10.1 Reference management (Mendeley, End Note)

4. Research methods
   - 4.1 Quantitative methods

4.2 Qualitative methods

5. Research levels
   5.1 Exploratory
   5.2 Descriptive
   5.3 Correlational
   5.4 Explanatory / Confirmation bias

6. Research tools
   6.1 Questionnaire
   6.2 Observation guide
   6.3 Interview guide
   6.4 Topic guide
   6.5 Note cards
   6.6 Instruments for recording data

7. Research report
   7.1 Types of reports
   7.2 Elements the research report must contain (article)
   7.3 Writing style

Selected* teacher-led learning activities:

1. **Directed reading**: Critical analysis of readings related to the course topics for later discussion and presentation of conclusions.
2. **Document research and analysis:** Information is collected by the student through research, reading, analysis and discussion of written and electronic material, enabling him or her to establish new associations with the course contents and to reach conclusions.
3. **Collaborative learning**: An educational method whereby students, or students and professors, join forces in order to work together on the task of acquiring knowledge, abilities and competencies.
4. **Case studies:** Detailed, thorough analysis of a specific real-life situation in order to identify problems, reach viable conclusions, and propose solutions. Strives to link curriculum content with actual tangible situations, strengthening the student's capacity to propose different problem-solving options that fit the case presented for decision-making.
5. **Student presentations:** Clear, effective oral communication in which knowledge of a topic is presented following prior research thereof. It is suggested that didactic resources be used (Powerpoint presentations, video, recordings, etc.).
6. **Field observation:** Visits that situate the student in the place where the facts or the phenomenon under study occurs. Based on observation, the student collects information, researches indicators and relates variables.
7. **Interview:** Obtaining and compiling information whereby students have a conversation with a specialist, professor, classmate or someone connected to a particular academic topic or life experience. The purpose is to obtain current, specialized perspectives in order to deepen relationships and relate them to real life.
8. **Integral practice case:** Solving cases which integrate the theoretical concepts being examined and then apply them in real-life or fictitious situations.
9. **Interactive participation:** Exchange of ideas between the group and the professor in order to clear up confusion, express concerns, ask questions and propose solutions to problems.
10. **Workshop:** Creation and development of an imminently practical task in order to acquire procedural abilities inherent to the course subject. This leads the student to exercise and try out specific abilities until he or she has mastered them.

11. **Cooperative work**. Students are divided into small work teams in order to perform tasks, solve problems or create products through a joint activity in which the participants must be actively involved. They will then share the products and conclusions they have obtained.
12. **Simulators:** Use of devices or instruments that enable the student to reproduce or simulate specific situations or exercises.

Independent learning activities:

1. **Workshop:** Creation and development of a significant practical task in order to acquire procedural abilities inherent to the course subject. This leads the student to exercise and try out specific abilities until he or she has mastered them.
2. **Summary:** Accurate, concise presentation of the most essential points of a matter or topic. A synthesis of the contents in their most fundamental aspects.
3. **Integral practice case:** Solving cases which integrate the theoretical concepts being examined and then applying them in real-life or fictitious situations.
4. **Field research:** Information searching and collection by selecting direct sources related to the purpose of the study, and presentation of said information with the facts and observable phenomena that define it.
5. **Interview:** Obtaining and compiling information whereby students have a conversation with a specialist, professor, classmate or someone connected to a particular academic topic or life experience. The purpose is to obtain current, specialized perspectives in order to deepen associations and relate them to real life.
6. **Document research and analysis:** Information is collected by the student through research, reading, analysis and discussion of written and electronic material, enabling him or her to establish new associations with the course contents and to reach conclusions.
7. **Field observation:** Visits that situate the student in the place where the facts or the phenomenon under study occurs. Based on observation, the student collects information, researches indicators and relates variables.
8. **Directed readings**: Critical analysis of readings related to the course topics for later discussion and presentation of conclusions.

Evaluation criteria:

Partial evaluations can make up 40% to 60% of the final course grade. The final evaluation can make up 40% to 60% of the final course grade.

Depending on the above-mentioned learning activities, the teacher may use the following evaluation methods for both the partial and final exam:

- Analysis of readings
- Self-evaluation
- Essays
- Performance evaluation
- Product evaluation
- Oral and written exam
- Hand-ins and homework
- Portfolio
- Class participation or forums
- Practice

- Oral presentations or exhibits
- Research project or work
- Applicable project or work
- Integrative project or work
- Case solving
- Problem solving
- Solving practice exercises

Minimum job profile of the teacher:

Preferably, a teacher with a Master's in Social Sciences or similar area. Minimum two years' professional experience involving research methodologies, preferably with a thesis and/or scientific publication. Minimum two years' teaching experience.

*The teacher may make use of different didactic activities to achieve the learning outcomes.

Name of course: Nutrition		
Block: Professional		
Educational level: Bachelor's **Cycle duration:** 16 weeks	**Course Code:** NUT2406 **Credits:** 4.5	**Prerequisite:** None **Concurrent requirement:** None

Total hours with teacher:	**Total hours of independent study:**	**Total hours of complementary activity:**	**Facilities:**
48	24	0	Classroom / Laboratory

Learning objectives / Learning outcomes:

The student will:

1. Design balanced menus taking into account the nutritional content, correct combination and the effect on the organism.
2. Analyze and resolve problems related to food nutrition, selection, handling and storage, maintaining and supervising the strictest food safety and hygiene measures where he or she works, always conscious of his social and moral responsibility to the community.

Thematic content:

1. Introduction to the study of nutrition
   1.1. Current situation in Mexico and the world
   1.2. The concept of nutrition and other related concepts
   1.3. Nutrition and its relation to gastronomy

2. Healthy food
   2.1. Regulations in Mexico
   2.2. Healthy menu
   2.3. Main cooking methods and techniques
   2.4. Required internal food temperatures

3. Nutritional calculation: basic concepts
   3.1. BMI
   3.2. Basal metabolism
   3.3. Energy expenditure
   3.4. Mexican system of equivalents

4. Diet therapy
   4.1. Modification of the standard diet
   4.2. Different types of diets

5. Life cycle nutrition and menu planning
   5.1. Lactating women
   5.2. Pre-school and school-age
   5.3. Adolescent and adult

5.4. Older adult

6. Nutrition for disease and menu planning
   6.1. Cardiovascular
   6.2. Gastrointestinal
   6.3. Diabetes mellitus
   6.4. Kidney
   6.5. Malnutrition
   6.6. Obesity
   6.7. Sports nutrition

7. Food labeling
   7.1. Regulations
   7.2 Applications

Selected* teacher-led learning activities:

1. **Problem-based learning:** Document research based on a particular problem, the objective being its solution. Conclusions must be derived from the knowledge acquired as a result of carrying out said research.
2. **Integral practice case:** Solving cases which integrate the theoretical concepts being examined and then applying them in real-life or fictitious situations.
3. **Student presentations:** Clear, effective oral communication in which knowledge of a topic is presented following prior research thereof. It is suggested that didactic resources be used (Powerpoint presentations, video, recordings, etc.).
4. **Field research:** Information searching and collection by selecting direct sources related to the purpose of the study, and presentation of said information with the facts and observable phenomena that define it.
5. **Document research:** Information is collected by the student through research, reading, analysis and discussion of written and electronic material, enabling him or her to establish new associations with course contents and to reach conclusions.
6. **Projects:** Creation of development and problem-solving proposals. The projects must be guided by the research process, focusing on a topic proposed by the student or professor.
7. **Problem-solving:** Interactive learning in which the professor presents a problem for the group members to solve based on the criteria defined by the professor.
8. **Teamwork or cooperative group work:** Students are divided into small work teams in order to develop tasks, solve problems or create products through a joint activity in which the participants must be actively involved. They will then share the products and conclusions they have obtained.

Independent learning activities:

1. **Problem-based learning:** Document research based on a particular problem, the objective being its solution. Conclusions must be derived from the knowledge acquired as a result of carrying out said research.
2. **Integral practice case:** Solving cases which integrate the theoretical concepts being examined and then apply them in real-life or fictitious situations.
3. **Synoptic table**: A teaching method that presents a summary of a research project, reading, learning unit, etc. by way of a graph, synthesis or relational analysis in order to outline the most important topics and essential ideas.

4. **Exercises:** Practice in concrete situations related to the course topic (mechanisms for skills development, applications to practical problems, etc.)
5. **Case studies:** Detailed, thorough analysis of a specific real-life situation in order to identify problems, reach viable conclusions, and propose solutions. Strives to link curriculum content with actual tangible situations, strengthening the student's capacity to propose different problem-solving options that fit the case presented for decision-making.
6. **Field research:** Information searching and collection by selecting direct sources related to the purpose of the study, and presentation of said information with the facts and observable phenomena that define it.
7. **Document research and analysis:** Information is collected by the student through research, reading, analysis and discussion of written and electronic material, enabling him or her to establish new associations with the course contents and to reach conclusions.

Evaluation criteria:

Partial evaluations can make up 40% to 60% of the final course grade. The final evaluation can make up 40% to 60% of the final course grade.

Depending on the above-mentioned learning activities, the teacher may use the following evaluation methods for both the partial and final exam:

- Analysis of readings
- Self-evaluation
- Essays
- Performance evaluation
- Product evaluation
- Oral and written exam
- Hand-ins and homework
- Portfolio
- Class participation or forums
- Practice
- Oral presentations or exhibits
- Research project or work
- Applicable project or work
- Integrative project or work
- Case solving
- Problem solving
- Solving practice exercises

Minimum job profile of the teacher:

Preferably, a teacher with a Master's in Nutrition, Food Chemistry or Food Science or similar area. Minimum two years' job experience related to nutrition, minimum two years' teaching experience.

*The teacher may make use of different didactic activities to achieve the learning outcomes.

Name of course: Pastry Making I		
Block: Professional		
Educational level: Bachelor's	**Course Code:** GAS1406	**Prerequisite:** None
Cycle duration: 16 weeks	**Credits:** 6	**Concurrent requirement:** None

Total hours with teacher:	**Total hours of Independent study:**	**Total hours of complementary activity:**	**Facilities:**
96	0	0	Laboratory

Learning objectives / Learning outcomes:

The student will:

1. Professionally apply the industry's hygiene and safety standards.
2. Utilize the basic pastry-making tools and facilities, optimizing work time.
3. Understand and apply cooking techniques by preparing the dishes.
4. Organize the ingredients, follow the recipe and cooking times in order to ensure professional work.

Thematic content:

1. Introduction to pastry-making
   - 1.1 Definition of the pastry chef profession
   - 1.2 Minor and major equipment

2. Dough consistencies
   - 2.1 Shortcrust
   - 2.2 Sugar dough
   - 2.3 Sablé (biscuit)
   - 2.4 Laminated
   - 2.5 Cooking techniques: Forrado and chiquetage
   - 2.6 Cooking methods
   - 2.7 Culinary applications

3. Special doughs
   - 3.1 Choux pastry
   - 3.2 Luxury pastry: Biscuits

4. Meringues
   - 4.1 Swiss
   - 4.2 French
   - 4.3 Italian

5. Soft pastries
   - 5.1 Bizcocho
   - 5.2 Genoise
   - 5.3 Pound cake
   - 5.4 Madeleines

6. Pastry cream
   6.1 Characteristics
   6.2 Varieties

7. Cake montage techniques
   7.1 Cuts
   7.2 Fruit syrup points
   7.3 Spatula work
   7.4 Writing
   7.5 Decoration

8. Fillings
   8.1 Compotes
   8.2 Jams
   8.3 Royal

Selected* teacher-led learning activities:

1. **Demonstration:** The professor performs a specific technique or procedure in front of the group, which allows them to observe and analyze the process in order to practice it afterwards.
2. **Exercises:** Practice in concrete situations related to the course topic (mechanisms for skills development, applications to practical problems, etc.)
3. **Structured experiences:** Defined situations based on real-world experiences which facilitate students' experimentation and participation in actual tasks as well as observation, critical analysis, discussion and their direct relation to specific topics.
4. **Interactive participation:** Exchange of ideas between the group and the professor in order to clear up confusion, express concerns, ask questions and propose solutions to problems.
5. **Laboratory practice**: Carrying out exercises, simulations or experiments for training and acquisition of skills and competencies as well as evaluation thereof. Said activities can be based on the use of information technology and computer-based resources.

Independent learning activities:

1. **Exercises:** Practice in concrete situations related to the course topic (mechanisms for skills development, applications to practical problems, etc.)
2. **Workshop:** Creation and development of a significant practical task in order to acquire the procedural abilities inherent to the course subject. This leads the student to exercise and try out specific abilities until he or she has mastered them.

Evaluation criteria:

Partial evaluations can make up 40% to 60% of the final course grade. The final evaluation can make up 40% to 60% of the final course grade.

Depending on the above-mentioned learning activities, the teacher may use the following evaluation methods for both the partial and final exam:

- Analysis of readings
- Self-evaluation
- Essays
- Performance evaluation
- Product evaluation
- Oral and written exam
- Hand-ins and homework
- Portfolio
- Class participation or forums
- Practice
- Oral presentations or exhibits
- Research project or work
- Applicable project or work
- Integrative project or work
- Case solving
- Problem solving
- Solving practice exercises

Minimum job profile of the teacher:

Preferably, a teacher with a Bachelor's in Gastronomy or similar area. Minimum two years' job experience related to foods and beverages with knowledge and experience in cooking techniques, hygienic handling of food and kitchen equipment and facilities. Minimum two years' teaching experience.

*The teacher may make use of different didactic activities to achieve the learning outcomes.

Name of course: Pastry Making II		
Block: Professional		
Educational level: Bachelor's **Cycle duration:** 16 weeks	**Course Code:** GAS2402 **Credits:** 6	**Prerequisite:** GAS1406 **Concurrent requirement:** None

Total hours with teacher:	**Total hours of independent study:**	**Total hours of complementary activity:**	**Facilities:**
96	0	0	Laboratory

Learning objectives / Learning outcomes:

The student will:

1. Perform the mise en place effectively in order to make complex pastry making recipes within a limited time period.
2. Prepare complex hors d'oeuvres, petits fours and confections.
3. Apply fine pastry-making techniques, following the correct times and selecting proper montage.

Thematic content:

1. Soft doughs
   - 1.1. Dacquoise
   - 1.2. Cuillere biscuits
   - 1.3. Genovés
   - 1.4. Sacher
   - 1.5. Joconde
   - 1.6. Baba dough
   - 1.7. Chocolate doughs
   - 1.8. Cooking techniques
   - 1.9. Culinary applications

2. Syrup points
   - 2.1. Generalities
   - 2.2. Cooking sugar
   - 2.3. Cooking point

3. Chocolate
   - 3.1. Generalities
   - 3.2. Tempering cooking technique
   - 3.3. Preparation of ganache
   - 3.4. Culinary applications
   - 3.5. Decorations: Straight lines, curved lines and writing

4. Confectionery
   - 3.6. Definition
   - 3.7. Composition
   - 3.8. Varieties

5. Modern versions of classic cakes
   5.1. Mil hojas
   5.2. Modern cakes

6. Creams and coulis
   6.1. Characteristics
   6.2. Varieties
   6.3. Creams and coulis cooking techniques
   6.4. Culinary applications

7. Dessert sauces
   7.1. Fruit-based
   7.2 Chocolate-based
   7.3 Spice-based
   7.4 Liqueur-based

8. Mousses
   8.1 Fruit-based
   8.2 Chocolate-based
   8.3 Marzipan-based

9. Glazes
   9.1 Generalities
   9.2 Varieties: Chocolate, white or fruit-based

10. Decorations
    10.1 Pastry gun work
    10.2 Pastillage
    10.3 Using almond paste

11. Restaurant pastry-making
    11.1 Restaurant breads
    11.2 Restaurant viennoiserie

Selected* teacher-led learning activities:

1. **Demonstration:** The professor performs a specific technique or procedure in front of the group, which allows them to observe and analyze the process for in order to practice it afterwards.
2. **Exercises:** Practice in concrete situations related to the course topic (mechanisms for skills development, applications to practical problems, etc.)
3. **Structured experiences:** Defined situations based on real-world experiences which facilitate students' experimentation and participation in actual tasks, as well as observation, critical analysis, discussion and their direct relation to specific topics.
4. **Interactive participation:** Exchange of ideas between the group and the professor in order to clear up confusion, express concerns, ask questions and propose solutions to problems.
5. **Laboratory practice**: Performing exercises, simulations or experiments for training and acquisition of skills and competencies as well as evaluation thereof. Said activities can be based on the use of information technology and computer-based resources.

Independent learning activities:

1. **Exercises:** Practice in concrete situations related to the course topic (mechanisms for skills development, applications to practical problems, etc.)
2. **Workshop:** Creation and development of a significant practical task in order to acquire the procedural abilities inherent to the course subject. This leads the student to exercise and try out specific abilities until he or she has mastered them.

Evaluation criteria:

Partial evaluations can make up 40% to 60% of the final course grade. The final evaluation can make up 40% to 60% of the final course grade.

Depending on the above-mentioned learning activities, the teacher may use the following evaluation methods for both the partial and final exam:

- Analysis of readings
- Self-evaluation
- Essays
- Performance evaluation
- Product evaluation
- Oral and written exam
- Hand-ins and homework
- Portfolio
- Class participation or forums
- Practice
- Oral presentations or exhibits
- Research project or work
- Applicable project or work
- Integrative project or work
- Case solving
- Problem solving
- Solving practice exercises

Minimum job profile of the teacher:

Preferably, a teacher with a Bachelor's in Gastronomy or similar area. Minimum two years' job experience related to foods and beverages with knowledge and experience in cooking techniques, hygienic handling of food and kitchen equipment and facilities. Minimum two years' teaching experience.

*The teacher may make use of different didactic activities to achieve the learning outcomes.

Name of course: Cooking techniques and applications I		
Block: Professional		
Educational level: Bachelor's	**Course Code:** GAS1402	**Prerequisite:** None
Cycle duration: 16 weeks	**Credits:** 6	**Concurrent requirement:** None

Total hours with teacher:	**Total hours of Independent study:**	**Total hours of complementary activities:**	**Facilities:**
96	0	0	Laboratory

Learning objectives / Learning outcomes:

The student will:

1. Understands and professionally applies the industry's hygiene and safety standards.
2. Utilizes basic kitchen tools and facilities and optimizes work time.
3. Knows and applies specific cooking techniques when preparing dishes.

Thematic content:

1. Hygiene standards
   - 1.1 Hygienic handling and care of foods
   - 1.2 Generalities of cooking
   - 1.3 Accident prevention
   - 1.4 Kitchen basics
   - 1.5 Kitchen equipment

2. Vegetables
   - 2.1 Vegetable cutting
   - 2.2 Cooking methods
   - 2.3 Cooking technique
   - 2.4 Culinary application

3. Stocks
   - 3.1 Light stock
   - 3.2 Dark stocks
   - 3.3 Cooking technique
   - 3.4 Culinary application

4. Soups
   - 4.1 Strained and minced potage (stew)
   - 4.2 Veloutes
   - 4.3 Cooking technique
   - 4.4 Culinary application

5. Mother or base sauces
   - 5.1 White sauces
   - 5.2 Brown sauces
   - 5.3 Tomato sauces
   - 5.4 Thickening techniques

5.5 Cooking technique
5.6 Culinary application

6. Compound sauces
   6.1 Cooking technique
   6.2 Culinary application

7. Emulsion sauces
   7.1 Cold emulsion sauces
   7.2 Hot emulsion sauces
   7.3 Cooking technique
   7.4 Culinary application

8. Butters
   8.1 Types of butter
   8.2 Butter-based sauces
   8.3 Cooking technique
   8.4 Culinary application

9. Fish
   9.1 Fish filleting: cutlet -- flat
   9.2 Cuts of fish and portioning
   9.3 Cooking technique
   9.4 Culinary application
   9.5 Side dishes and sauces

10. Meats
    10.1 Meat cuts: classification and categories
    10.2 Cleaning and portioning meat cuts
    10.3 Cooking technique
    10.4 Culinary application
    10.5 Side dishes and sauces

Selected* teacher-led learning activities:

1. **Demonstration:** The professor performs a specific technique or procedure in front of the group, which allows them to observe and analyze the process in order to practice it afterwards.
2. **Exercises:** Practice in concrete situations related to the course topic (mechanisms for skills development, applications to practical problems, etc.)
3. **Structured experiences:** Defined situations based on real-world experiences which facilitate students' experimentation and participation in actual tasks, as well as observation, critical analysis, discussion and their direct relation to specific topics.
4. **Interactive participation:** Exchange of ideas between the group and the professor in order to clear up confusion, express concerns, ask questions and propose solutions to problems.
5. **Laboratory practice**: Performing exercises, simulations or experiments for training and acquisition of skills and competencies as well as evaluation thereof. Said activities can be based on the use of information technology and computer-based resources.

Independent study activities:

1. **Exercises:** Practice in concrete situations related to the course topic (mechanisms for skills development, applications to practical problems, etc.)

Evaluation criteria:

Partial evaluations can make up 40% to 60% of the final course grade. The final evaluation can make up 40% to 60% of the final course grade.

Depending on the above-mentioned learning activities, the teacher may use the following evaluation methods for both the partial and final exam:

- Analysis of readings
- Self-evaluation
- Essays
- Performance evaluation
- Product evaluation
- Oral and written exam
- Hand-ins and homework
- Portfolio
- Class participation or forums
- Practice
- Oral presentations or exhibits
- Research project or work
- Applicable project or work
- Integrative project or work
- Case solving
- Problem solving
- Solving practice exercises

Minimum job profile of the teacher:

Preferably, a teacher with a Master's in Gastronomy or similar area. Minimum five years' job experience related to foods and beverages with knowledge and experience in cooking techniques, hygienic handling of food and kitchen equipment and facilities. Minimum two years' teaching experience.

*The teacher may make use of different didactic activities to achieve the learning outcomes.

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Name of course: Food Chemistry		
Block: Professional		
Educational level: Bachelor's	**Course Code:** QUI2405	**Prerequisite:** GAS1405
Cycle duration: 16 weeks	**Credits:** 4.5	**Concurrent requirement:** None

Total hours with teacher:	**Total hours of independent study:**	**Total hours of complementary activities:**	**Facilities:**
48	24	0	Classroom / Laboratory

Learning objectives / Learning outcomes:

The student will:

1. Identify the components of food (water, carbohydrates, proteins and lipids) and the way they interact in order to obtain the functional properties of food preparation.
2. Recognize appropriate, responsible use of food additives in the processes of preparing gastronomic products.
3. Describe the importance of natural pigments in food, their biochemical characteristics and the modifications that are present during the food transformation process.

Thematic content:

1. Water and its importance in foods
   - 1.1 Physical and chemical properties of water
   - 1.2 Water distribution in foods
   - 1.3 Aqueous activity and its importance
   - 1.4 Effect of solutes on water
   - 1.5 Water activity (wa) modification and its role in food preservation
   - 1.6 Characteristics of water used in food preparation

2. Carbohydrates
   - 2.1 Definition, importance and classification
   - 2.2 Chemical structure
   - 2.3 Physical and chemical reactions
   - 2.4 Distribution in foods
   - 2.5 Importance of carbohydrates in food preparation
   - 2.6 Carbohydrates used in molecular cuisine
   - 2.7 Functional properties

3. Proteins
   - 3.1 Definition, importance and classification
   - 3.2 Amino acids: Definition, classification and chemical reactions
   - 3.3 Protein structures
   - 3.4 Proteins in foods of plant origin: cereals and legumes
   - 3.5 Proteins in foods of animal origin: eggs, milk, meat and fish
   - 3.6 Enzymes
   - 3.7 Functional properties

4. Lipids
   - 4.1 Definition and importance
   - 4.2 Saturated fatty acids
   - 4.3 Unsaturated fatty acids
   - 4.4 Omega fatty acids
   - 4.5 Oils and grease
   - 4.6 Chemical reactions
   - 4.7 Functional properties

5. Pigments
   - 5.1 Chemical properties and importance
   - 5.2 Classifications
   - 5.3 Importance in foods
   - 5.4 Factors that alter their stability

6. Food additives
   - 6.1 Definition and classification
   - 6.2 Regulations for their use
   - 6.3 Culinary applications

Selected* teacher-led learning activities:

1. **Demonstration:** The professor performs a specific technique or procedure in front of the group, which allows them to observe and analyze the process in order to practice it afterwards.
2. **Field research:** Information searching and collection by selecting direct sources related to the purpose of the study, and presentation of said information with the facts and observable phenomena that define it.
3. **Directed readings**: Critical analysis of readings related to course topics for later discussion and presentation of conclusions.
4. **Concept map**: A graphic representation that synthesizes the relationship between general concepts or ideas by identifying the categories in which the concepts or ideas are organized, related, divided or put into a hierarchy.
5. **Field observation:** Visits that situate the student in the place where the facts or the phenomenon under study occurs. Based on observation, the student collects information, researches indicators and relates variables.

Independent learning activities:

1. **Problem-based learning:** Document research based on a particular problem, the objective being its solution. Conclusions must be derived from the knowledge acquired as a result of carrying out said research.
2. **Field research:** Information searching and collection by selecting direct sources related to the purpose of the study, and presentation of said information with the facts and observable phenomena that define it.
3. **Projects:** Creation of development and problem-solving proposals. The projects must be guided by the research process focused on a topic proposed by the student or professor.
4. **Integral practice case:** Solving cases which integrate the theoretical concepts being examined and then apply them in real-life or fictitious situations.

Evaluation criteria:

Partial evaluations can make up 40% to 60% of the final course grade. The final evaluation can make up 40% to 60% of the final course grade.

Depending on the above-mentioned learning activities, the teacher may use the following evaluation methods for both the partial and final exam:

- Analysis of readings
- Self-evaluation
- Essays
- Performance evaluation
- Product evaluation
- Oral and written exam
- Hand-ins and homework
- Portfolio
- Class participation or forums
- Practice
- Oral presentations or exhibits
- Research project or work
- Applicable project or work
- Integrative project or work
- Case solving
- Problem solving
- Solving practice exercises

Minimum job profile of the teacher:

Preferably, a teacher with a Master's in Food Chemistry, Food Engineering, Food Technology or similar area. Minimum two years' job experience related to food product transformation, minimum two years' teaching experience.

*The teacher may make use of different didactic activities to achieve the learning outcomes.

Name of course: Workshop on products of animal origin		
Block: Professional		
Educational level: Bachelor's	**Course Code:** GAS2403	**Prerequisite:** None
Cycle duration: 16 weeks	**Credits:** 4.5	**Concurrent requirement:** None

Total hours with teacher:	**Total hours of independent study:**	**Total hours of complementary activities:**	**Facilities:**
48	24	0	Classroom / Laboratory

Learning objectives / Learning outcomes:

The student will:

1. Identify the gastronomic makeup of different foods of animal origin.
2. Understand the hospitality industry's food markets, making optimum, efficient use of the available resources.
3. Fully contribute to the customer's as well as society's satisfaction.

Thematic content:

1. The concept of meat
   - 1.1 Chemical composition
   - 1.2 Morphological structure of meat
   - 1.3 Sacrifice (rigor mortis)
   - 1.4 Organoleptic and nutritional properties

2. Cattle
   - 2.1 Classifying and identifying the different breeds and genders: young cattle and older cattle
   - 2.2 Entire carcass, half carcass and individual cuts
   - 2.3 Freshness and quality
   - 2.4 Cooking methods and yield

3. Pigs
   - 3.1 Classifying and identifying the different breeds and genders
   - 3.2 Entire carcass, half carcass and individual cuts
   - 3.3 Freshness and quality
   - 3.4 Cooking methods and yield
   - 3.5 Sausage-making: salamis, chorizos, longanizas
   - 3.6 Different types of hams

4. Sheep
   - 4.1 Classifying and identifying the different breeds and genders
   - 4.2 Identifying sheep by chronological age: Young sheep and older sheep
   - 4.3 Entire carcass, half carcass and individual cuts
   - 4.4 Freshness and quality
   - 4.5 Cooking methods and yield

5. Fish and seafood
   5.1 Identifying the different species
   5.2 Morphology: Round and flat
   5.3 Nutritional value: Blue and white
   5.4 Seafood classification: Crustaceans and mollusks
   5.5 Freshness and quality
   5.6 Cooking methods and yield

6. Game animals
   6.1 Identifying the different species: rabbits, deer, birds and boars
   6.2 Freshness and quality
   6.3 Cooking methods and yield

7. Poultry
   7.1 Classifying and identifying the different breeds and genders
   7.2 Identifying poultry by chronological age: Poularde, chicken, hen, rooster, etc.
   7.3 Morphology of poultry in full carcass, half carcass and individual cuts
   7.4 Freshness and quality
   7.5 Cooking methods and yield
   7.6 Characteristics, properties, freshness and quality of poultry eggs
   7.7 Egg quality
   7.8 Egg cooking methods

Selected* teacher-led learning activities:

1. **Demonstration:** The professor performs a specific technique or procedure in front of the group, which allows them to observe and analyze the process in order to practice it afterwards.
2. **Synoptic table**: A teaching method that presents a summary of a research project, reading, learning unit, etc. by way of a graph, synthesis or relational analysis in order to outline the most important topics and essential ideas.
3. **Directed readings**: Critical analysis of readings related to the course topics for later discussion and presentation of conclusions.
4. **Concept map**: A graphic representation that synthesizes the relationship between general concepts or ideas by identifying the categories in which the concepts or ideas are organized, related, divided or put into a hierarchy.
5. **Laboratory practice**: Carrying out exercises, simulations or experiments for training and acquisition of skills and competencies as well as evaluation thereof. Said activities can be based on the use of information technology and computer-based resources.

Independent learning activities:

1. **Written composition, essay, report:** Written work done for different purposes, in which the student demonstrates he is capable of coherently communicating one or various ideas in writing.
2. **Synoptic table**: A teaching method that presents a summary of a research project, reading, learning unit, etc. by way of a graph, synthesis or relational analysis in order to outline the most important topics and essential ideas.
3. **Field research:** Information searching and collection by selecting direct sources related to the purpose of the study, and presentation of said information with the facts and observable phenomena that define it.
4. **Document research and analysis:** Information is collected by the student through

research, reading, analysis and discussion of written and electronic material, enabling him or her to establish new associations with the course contents and to reach conclusions.

5. **Directed readings**: Critical analysis of readings related to the course topics for later discussion and presentation of conclusions.
6. **Concept map**: A graphic representation that synthesizes the relationship between general concepts or ideas by identifying the categories in which the concepts or ideas are organized, related, divided or put into a hierarchy.
7. **Workshop:** Creation and development of a significant practical task in order to acquire procedural abilities inherent to the course subject. This leads the student to exercise and try out specific abilities until he or she has mastered them.
8. **Teamwork or cooperative group work:** Students are divided into small work teams in order to perform tasks, solve problems or create products through a joint activity in which the participants must be actively involved. They will then share the products and conclusions they have obtained.

Evaluation criteria:

Partial evaluations can make up 40% to 60% of the final course grade. The final evaluation can make up 40% to 60% of the final course grade.

Depending on the above-mentioned learning activities, the teacher may use the following evaluation methods for both the partial and final exam:

- Analysis of readings
- Self-evaluation
- Essays
- Performance evaluation
- Product evaluation
- Oral and written exam
- Hand-ins and homework
- Portfolio
- Class participation or forums
- Practice
- Oral presentations or exhibits
- Research project or work
- Applicable project or work
- Integrative project or work
- Case solving
- Problem solving
- Solving practice exercises

Minimum job profile of the teacher:

Preferably, a teacher with a Master's in Gastronomy, Food Chemistry, Food Engineering or similar area. Minimum two years' job experience related to the technological, chemical and nutritional area of products of animal origin, minimum two years' teaching experience.

*The teacher may make use of different didactic activities to achieve the learning outcomes.

Name of course: Workshop on plant-based products		
Block: Professional		
Educational level: Bachelor	**Course Code:** GAS1407	**Prerequisite:** None
Cycle duration: 16 weeks	**Credits:** 4.5	**Concurrent requirement:** None

Total hours with teacher:	**Total hours of independent study:**	**Total hours of complementary activity:**	**Facilities:**
48	24	0	Classroom / Laboratory

Learning objectives / Learning outcomes:

The student will:

1. Learn about the raw materials to be used, their applications and the varieties found in the marketplace.
2. Recognize the appropriate conservation methods for each plant product, seeking to preserve product quality and optimize resources.

Thematic content:

1. Generalities
   1.1 Importance of eating vegetables in our diet
   1.2 Definitions and classifications
   1.3 Physical and chemical characteristics of vegetables
   1.4 Reference parameters
   1.5 Quality standards

2. Cultivation methods
   2.1 Organic agriculture
   2.2 Biotechnology
   2.3 Aquaculture
   2.4 Hydroponics

3. Criteria for product selection
   3.1 Harvesting, storage and transport
   3.2 Types of packaging
   3.3 Shelf life
   3.4 Conservation methods

4. Fruits
   4.1 Climateric fruits
   4.2 Non-climateric fruits
   4.3 Fleshy fruits
   4.4 Exotic and/or tropical fruits

5. Green leafy vegetables
   5.1 Characteristics: Production, selection, harvesting, packing, transformation and shelf life
   5.2 Seasons

5.3 Physiological, biochemical and nutritional aspects
5.4 Cooking applications

6. Cabbages
   6.1 Characteristics: Production, selection, harvesting, preservation, packing, transformation and shelf life
   6.2 Seasons
   6.3 Physiological, biochemical and nutritional aspects
   6.4 Cooking applications

8. Cereals
   8.1 Characteristics: Production, selection, harvesting, preservation, packing, transformation and shelf life
   8.2 Seasons
   8.3 Physiological, biochemical and nutritional aspects
   8.4 Cooking applications

9. Mushrooms
   9.1 Characteristics: Production, selection, harvesting, preservation, packing, transformation and shelf life
   9.2 Seasons
   9.3 Physiological, biochemical and nutritional aspects
   9.4 Cooking applications

10. Bulbs
    10.1 Characteristics: Production, selection, harvesting, preservation, packing, transformation and shelf life
    10.2 Seasons
    10.3 Physiological, biochemical and nutritional aspects
    10.4 Cooking applications

11. Peppers
    11.1 Characteristics: Production, selection, harvesting, preservation, packing, transformation and shelf life
    11.2 Seasons
    11.3 Physiological, biochemical and nutritional aspects
    11.4 Cooking applications

12. Legumes
    12.1 Characteristics: Production, selection, harvesting, preservation, packing, transformation and shelf life
    12.2 Seasons
    12.3 Physiological, biochemical and nutritional aspects
    12.4 Cooking applications

13. Stem vegetables
    13.1 Characteristics: Production, selection, harvesting, preservation, packing, transformation and shelf life
    13.2 Seasons
    13.3 Physiological, biochemical and nutritional aspects
    13.4 Cooking applications

14. Curcubits
    14.1 Characteristics: Production, selection, harvesting, preservation, packing, transformation and shelf life
    14.2 Seasons

14.3 Physiological, biochemical and nutritional aspects
14.4 Cooking applications

15. Roots and tubers
    15.1 Characteristics: Production, selection, harvesting, preservation, packing, transformation and shelf life
    15.2 Seasons
    15.3 Physiological, biochemical and nutritional aspects
    15.4 Cooking applications

16. Cooking with scented herbs
    16.1 Characteristics: Production, selection, harvesting, preservation, packing, transformation and shelf life
    16.2 Seasons
    16.3 Physiological, biochemical and nutritional aspects
    16.4 Cooking applications

Selected* teacher-led learning activities:

1. **Demonstration:** The professor performs a specific technique or procedure in front of the group, which allows them to observe and analyze the process in order to practice it afterwards.
2. **Collaborative learning**: An educational method whereby students, or students and professors, join forces in order to work together on the task of acquiring knowledge, abilities and competencies.
3. **Integral practice case:** Solving cases which integrate the theoretical concepts being examined and then apply them in real-life or fictitious situations.
4. **Laboratory practice**: Performing exercises, simulations or experiments for training and acquisition of skills and competencies as well as evaluation thereof. Said activities can be based on the use of information technology and computer-based resources.
5. **Workshop:** Creation and development of a significant practical task in order to acquire procedural abilities inherent to the course subject. This leads the student to exercise and try out specific abilities until he or she has mastered them.
6. **Teamwork or cooperative group work:** Students are divided into small work teams in order to perform tasks, solve problems or create products through a joint activity in which participants must be actively involved. They will then share the products and conclusions they have obtained.

Independent learning activities:

1. **Written composition, essay, report:** Written work done for different purposes, in which the student demonstrates he is capable of coherently communicating one or various ideas in writing.
2. **Synoptic table**: A teaching method that presents a summary of a research project, reading, learning unit, etc. by way of a graph, synthesis or relational analysis in order to outline the most important topics and essential ideas.
3. **Field research:** Information searching and collection by selecting direct sources related to the purpose of the study, and presentation of said information with the facts and observable phenomena that define it.
4. **Document research and analysis:** Information is collected by the student through research, reading, analysis and discussion of written and electronic material, enabling him or her to establish new associations with the course contents and to reach conclusions.

5. **Directed readings**: Critical analysis of readings related to the course topics for later discussion and presentation of conclusions.
6. **Concept map**: A graphic representation that synthesizes the relationship between general concepts or ideas by identifying the categories in which the concepts or ideas are organized, related, divided or put into a hierarchy.
7. **Field observation:** Visits that situate the student in the place where the facts or the phenomenon under study occurs. Based on observation, the student collects information, researches indicators and relates variables.
8. **Projects:** Creation of development and problem-solving proposals. The projects must be guided by the research process, focusing on a topic proposed by the student or professor.
9. **Workshop:** Creation and development of a significant practical task in order to acquire the procedural abilities inherent to the course subject. This leads the student to exercise and try out specific abilities until he or she has mastered them.
10. **Teamwork or cooperative group work:** Students are divided into small work teams in order to perform tasks, solve problems or create products through a joint activity in which participants must be actively involved. They will then share the products and conclusions they have obtained.

Evaluation criteria:

Partial evaluations can make up 40% to 60% of the final course grade. The final evaluation can make up 40% to 60% of the final course grade.

Depending on the above-mentioned learning activities, the teacher may use the following evaluation methods for both the partial and final exam:

- Analysis of readings
- Self-evaluation
- Essays
- Performance evaluation
- Product evaluation
- Oral and written exam
- Hand-ins and homework
- Portfolio
- Class participation or forums
- Practice
- Oral presentations or exhibits
- Research project or work
- Applicable project or work
- Integrative project or work
- Case solving
- Problem solving
- Solving practice exercises

Minimum job profile of the teacher:

Preferably, a teacher with a Master's in Food Sciences, Food Technology or similar area. Minimum two years' job experience related to analysis and transformation of food, minimum two years' teaching experience.

*The teacher may make use of different didactic activities to achieve the learning outcomes.

Name of course: Workshop on dairy products		
Block: Professional		
Educational level: Bachelor's **Cycle duration:** 16 weeks	**Course Code:** GAS3407 **Credits:** 4.5	**Prerequisite:** None **Concurrent requirement:** None

Total hours with teacher:	**Total hours of independent study:**	**Total hours of complementary activity:**	**Facilities:**
48	24	0	Classroom / Laboratory

Learning objectives / Learning outcomes:

The student will:

1. Recognize milk and dairy products according to their physical, chemical, technological and conservation techniques, as well as their applications in gastronomy.
2. Use the appropriate food technology for preparing dairy products.

Thematic content:

1. Basic concepts
   1.1 Definition, composition and physiochemical characteristics of milk
   1.2 Nutritional and organaleptic characteristics of milk
   1.3 Most important dairy cow breeds

2. Hygienic production and microbiological quality of milk
   2.1 Hygienic milking methods
   2.2 Microbiological quality of milk
   2.3 Microorganisms of sanitary importance in milk

3. Industrial treatments applied to dairy milk processing
   3.1 Clarification
   3.2 Separation
   3.3 Standardization
   3.4 Deodorizing
   3.5 Homogenization
   3.6 Pasteurization

4. Classification and types of milk
   4.1 Classification
   4.2 Evaporated milk
   4.3 Condensed milk
   4.4 Powdered milk

5. Cream
   5.1 Definition
   5.2 Biochemical characteristics and classification
   5.3 Food processing technology

6. Butter
   6.1 Definition
   6.2 Biochemical characteristics and classification
   6.3 Food processing technology

7. Fermented dairy products
   7.1 Definition
   7.2 Biochemical and microbiological characteristics
   7.3 Food processing technology

8. Cheese
   8.1 Definition
   8.2 Biochemical characteristics and classification
   8.3 Enzymatic, acid and mixed coagulation
   8.4 Food processing technology
   8.5 Cheese ripening

9. Ice cream
   9.1 Definition
   9.2 Biochemical characteristics and classification
   9.3 Food processing technology

Selected* teacher-led learning activities:

1. **Demonstration:** The professor performs a specific technique or procedure in front of the group, which allows them to observe and analyze the process in order to practice it afterwards.
2. **Field research:** Information searching and collection by selecting direct sources related to the purpose of the study, and presentation of said information with the facts and observable phenomena that define it.
3. **Directed readings**: Critical analysis of readings related to course topics for later discussion and presentation of conclusions.
4. **Concept map**: A graphic representation that synthesizes the relationship between general concepts or ideas by identifying the categories in which the concepts or ideas are organized, related, divided or put into a hierarchy.
5. **Field observation:** Visits that situate the student in the place where the facts or the phenomenon under study occur. Based on observation, the student collects information, researches indicators and relates variables.
6. **Workshop:** Creation and development of a significant practical task in order to acquire the procedural abilities inherent to the course subject. This leads the student to exercise and try out specific abilities until he or she has mastered them.

Independent learning activities:

1. **Problem-based learning:** Document research based on a particular problem, the objective being its solution. Conclusions must be derived from the knowledge acquired as a result of carrying out said research.
2. **Field research:** Information searching and collection by selecting direct sources related to the purpose of the study, and presentation of said information with the facts and observable phenomena that define it.
3. **Projects:** Creation of development and problem-solving proposals. The projects must be guided by the research process, focusing on a topic proposed by the student or professor.

Evaluation criteria:

Partial evaluations can make up 40% to 60% of the final course grade. The final evaluation can make up 40% to 60% of the final course grade.

Depending on the above-mentioned learning activities, the teacher may use the following evaluation methods for both the partial and final exam:

- Analysis of readings
- Self-evaluation
- Essays
- Performance evaluation
- Product evaluation
- Oral and written exam
- Hand-ins and homework
- Portfolio
- Class participation or forums
- Practice
- Oral presentations or exhibits
- Research project or work
- Applicable project or work
- Integrative project or work
- Case solving
- Problem solving
- Solving practice exercises

Minimum job profile of the teacher:

Preferably, a teacher with a Master's in Food Technology, Food Engineering or similar area. Minimum two years' job experience related to food industries, especially the dairy industry, minimum two years' teaching experience.

*The teacher may make use of different didactic activities to achieve the learning outcomes.

Name of course: Service workshop		
Block: Professional		
Educational level: Bachelor's **Cycle duration:** 16 weeks	**Course Code:** TUR2403 **Credits:** 3	**Prerequisite:** None **Concurrent requirement:** None

Total hours with Teacher:	**Total hours of independent study:**	**Total hours of complementary activity:**	**Facilities:**
48	0	0	Laboratory

Learning objectives / Learning outcomes:

The student will:

1. Identify the material and equipment necessary for serving food and beverages.
2. Learn the classic service techniques for serving diners.
3. Develop the needed skills for setting tables and service according to the restaurant concept in order to enhance service.
4. Apply procedures for politely waiting on and communicating with diners.

Thematic content:

1. Introduction to the food and beverage service industry
   - 1.1 History
   - 1.2 Revitalization, hospitality and service
   - 1.3 Organizational structure

2. Identifying dining area equipment and furnishings
   - 2.1 Analysis of menu, tableware and equipment
   - 2.2 Types and dimensions of tables and chairs
   - 2.3 Physical space for restaurant operation
   - 2.4 Equipment inventory to meet restaurant capacity
   - 2.5 Table linen and dishware: setting up and wiping techniques
   - 2.6 Silverware and glassware: handling and setting up
   - 2.7 Other equipment
   - 2.8 Table-setting practice

3. The menu and taking the order
   - 3.1 Difference between *carte* and menu
   - 3.2 Order taking and service protocol
   - 3.3 Selling techniques and service sequence
   - 3.4 Relation between kitchen and dining area

4. Service techniques and tips
   - 4.1 Spoon setting
   - 4.2 Serving tray and basic napkin folding techniques
   - 4.3 Russian and French service
   - 4.4 American service
   - 4.5 Buffet service

4.6 Gueridon service; tableside food preparation (starters, main dishes, dessert)
4.7 Cheese, bread and wine service
4.8 Table service etiquette and protocol
4.9 Timing and movements; shrinkage, input optimization during service

5. Crisis management
   5.1 Leadership and teamwork
   5.2 Types of restaurant diners
   5.3 Problem solving

Selected* teacher-led learning activities:

1. **The question:** Exploring or asking questions about a specific topic which allows discussion and analysis of the information under discussion.
2. **Laboratory practice**: Performing exercises, simulations or experiments for training and acquisition of skills and competencies as well as evaluation thereof. Said activities can be based on the use of information technology and computer-based resources.
3. **Teamwork or cooperative group work:** Students are divided into small work teams in order to perform tasks, solve problems or create products through a joint activity in which participants must be actively involved. They will then share the products and conclusions they have obtained.

Independent study activities:

1. **Workshop:** Creation and development of a significant practical task in order to acquire the procedural abilities inherent to the course subject. This leads the student to exercise and try out specific abilities until he or she has mastered them.
2. **Teamwork or cooperative group work:** Students are divided into small work teams in order to perform tasks, solve problems or create products through a joint activity in which participants must be actively involved. They will then share the products and conclusions they have obtained.

Evaluation criteria:

Partial evaluations can make up 40% to 60% of the final course grade. The final evaluation can make up 40% to 60% of the final course grade.

Depending on the above-mentioned learning activities, the teacher may use the following evaluation methods for both the partial and final exam:

- Analysis of readings
- Self-evaluation
- Essays
- Performance evaluation
- Product evaluation
- Oral and written exam
- Hand-ins and homework
- Portfolio
- Class participation or forums

- Oral presentations or exhibits
- Research project or work
- Applicable project or work
- Integrative project or work
- Case solving
- Problem solving
- Solving practice exercises

Minimum job profile of the teacher:

Preferably, a teacher with a Bachelor's in Gastronomy, Restaurants, Tourism or similar, two years' minimum job experience related to food service, minimum two years' teaching experience.

*The teacher may make use of different didactic activities to achieve the learning outcomes.

Name of course: Culinary Techniques and Applications II		
Block: Professional		
Educational level: Bachelor's **Cycle duration:** 16 weeks	**Course Code:** GAS2401 **Credits:** 6	**Prerequisite:** GAS1402 **Concurrent requirement:** None

Total hours with teacher:	**Total hours of Independent study:**	**Total hours of complementary activity:**	**Facilities:**
96	0	0	Laboratory

Learning objectives / Learning outcomes:

The student will:

1. Understand and professionally apply the industry's hygiene and safety standards.
2. Utilize the basic kitchen tools and facilities, optimizing work times.
3. Know and apply the culinary techniques involved in preparing specific dishes.

Thematic content:

1. Meats
   - 1.1 Trussing meat
   - 1.2 Specific preparations using different trussing techniques
   - 1.3 Cooking methods depending on category

2. Meat side dishes
   - 2.1 Cooking technique
   - 2.2 Culinary application

3. Meat sauces
   - 3.1 Preparing meat gravy
   - 3.2 Reduced sauces
   - 3.3 Light sauces

4. Poultry
   - 4.1 Cleaning and portioning
   - 4.2 Traditional and quick trussing

5. Poultry cooking methods
   - 5.1 Roasting
   - 5.2 Fricassee
   - 5.3 Poaching
   - 5.4 Braising

6. Poultry side dishes
   - 6.1 Cooking technique
   - 6.2 Culinary application

7. Poultry sauces
   7.1 Preparing poultry gravy
   7.2 Reduced sauces
   7.3 Thickened sauces

8. Eggs
   8.1 Definition, anatomy and description
   8.2 Cooking techniques: Cooking eggs inside the shell, cooking eggs outside the shell without mixing, cooking eggs outside the shell and mixing
   8.3 Culinary application

9. Souffles
   9.1 Generalities
   9.2 Cooking technique: savory souffles
   9.3 Cooking technique: sweet souffles

10. Salads
   10.1 Lettuce cleaning
   10.2 Vegetable side dishes
   10.3 Cold emulsified sauces
   10.4 Cooking technique
   10.5 Culinary application

11. Dough and pasta
   11.1 Shortcrust pastry
   11.2 Puff pastry
   11.3 Yeast dough
   11.4 Fresh pasta
   11.5 Choux pastry
   11.6 Culinary applications of doughs and pastas

12. Soups
   12.1 Clarification: Consommé
   12.2 Velouté
   12.3 Bisque
   12.4 Cream
   12.5 Potage

13. Organ meets (offal)
   13.1 White meat offal
   13.2 Red meat offal

Selected* teacher-led learning activities:

1. **Demonstration:** The professor performs a specific technique or procedure in front of the group, which allows them to observe and analyze the process in order to practice it afterwards.
2. **Exercises:** Practice in concrete situations related to the course topic (mechanisms for skills development, applications to practical problems, etc.)
3. **Structured experiences:** Defined situations based on real-world experiences which facilitate students' experimentation and participation in actual tasks, as well as observation, critical analysis, discussion and their direct relation to specific topics.

4. **Interactive participation:** Exchange of ideas between the group and the professor in order to clear up confusion, express concerns, ask questions and propose solutions to problems.
5. **Laboratory practice**: Performing exercises, simulations or experiments for training and acquisition of skills and competencies as well as evaluation thereof. Said activities can be based on the use of information technology and computer-based resources.

Independent learning activities:

1. **Exercises:** Practice in concrete situations related to the course topic (mechanisms for skills development, applications to practical problems, etc.).

Evaluation criteria:

Partial evaluations can make up 40% to 60% of the final course grade. The final evaluation can make up 40% to 60% of the final course grade.

Depending on the above-mentioned learning activities, the teacher may use the following evaluation methods for both the partial and final exam:

- Analysis of readings
- Self-evaluation
- Essays
- Performance evaluation
- Product evaluation
- Oral and written exam
- Hand-ins and homework
- Portfolio
- Class participation or forums
- Practice
- Oral presentations or exhibits
- Research project or work
- Applicable project or work
- Integrative project or work
- Case solving
- Problem solving
- Solving practice exercises

Minimum job profile of the teacher:

Preferably, a teacher with a Bachelor's in Gastronomy or similar area. Minimum two years' job experience related to food and beverages with knowledge and experience in culinary techniques, hygienic handling of foods and kitchen equipment and facilities. Minimum two years' teaching experience.

*The teacher may make use of different didactic activities to achieve the learning outcomes.

Name of course: Introduction to the enterprise		
Block: Professional		
Educational Level: Bachelor's **Cycle duration:** 16 weeks	**Course Code:** ADM1401 **Credits:** 6	**Prerequisite:** None **Concurrent requisite:** None

Total academic hours:	**Total independent study hours:**	**Total complementary activity hours:**	**Facilities:**
48	48	0	Classroom

Learning objectives / Learning outcomes:

Be professionally competitive.
Our students will demonstrate knowledge of the different areas of the company.

1. Identify the fundamentals of the administrative process by analyzing the business environment in order to correctly implement said processes in companies.

Thematic Content:

1. Introduction to the study of the company
   1.1 Definition of the company and its objectives
   1.2 History of administrative thought
   1.3 The twenty-first century corporation / The company from a humanistic perspective
   1.4 Functional areas of the company
   1.5 Business life cycle
   1.6 Ethics, sustainability and corporate social responsibility

2. Organizational environment
   2.1 Influence and analysis of the business environment
   2.2 Administration in the global environment/organizational structure of the international corporation
   2.3 Types of companies and industrial sectors
   2.4 Competitive advantages (Porter's Competitive Forces) and alliances between organizations
   2.5 Competitiveness, productivity, efficacy, efficiency and effectiveness
   2.6 Trends and new businesses / forms of internalization
   2.7 Entrepreneurial innovation

3. Planning
   3.1 Strategic planning model (mission, vision, business models, values, culture, climate and workplace quality)
   3.2 Types of tactical and operating plans
   3.3 Analysis tools: SWOT matrix, growth-share matrix, analysis of the value chain
   3.4 Strategies and their implication
   3.5 Ethics in strategic planning

4. Organizational design
   4.1 Fundamentals of the organization

4.2 Organizational levels, spans of control, authority and power/including internationalization
4.3 Types of structures and their relation to national and international strategy
4.4 Organizational effectiveness through the national and international corporate culture

5. Employee integration
   5.1 Human talent management processes
      5.1.1 Attracting and selecting personnel / including internationalization
      5.1.2 On-boarding, training and development of talent
      5.1.3 Evaluation of job effectiveness: Performance evaluation

6. Management
   6.1 Influence of leadership and teamwork on organizational effectiveness
   6.2 Profile and competencies of the national and international businessperson
   6.3 Leadership skills (Mediation and negotiation, conflict management, emotional intelligence)

7. Control
   7.1 Importance of control
   7.2 Monitoring the organizational performance of national and international companies
   7.3 Levels and areas of control
   7.4 Control techniques (SMART, Balanced Score Card, Re-engineering, Benchmarking, Quality Administration, Project Management and Lean Management) and their connection to information technologies

Selected* teacher-led learning activities:

1. **Case studies:** Detailed, thorough analysis of a specific real-life situation in order to identify problems, reach operative conclusions and propose solutions. Strives to link curriculum content with actual tangible situations, strengthening student's capacity to propose different problem-solving options that fit the case presented for decision-making.
2. **Structured experiences:** Defined situations based on real-world experiences which facilitate students' experimentation and participation in actual tasks, as well as observation, critical analysis, discussion and their direct relation to specific topics.
3. **Directed readings:** Critical analysis of readings related to the course topics, for later discussion and presentation of conclusions.

Independent learning activities:

1. **Field research:** Information searching and collection by selecting direct sources related to the purpose of the study, and presentation of said information with the facts and observable phenomena that define it.
2. **Field observation:** Visits that position the student in the place where the facts or the phenomenon under study occurs. Based on observation, the student collects information, researches indicators and relates variables.

Evaluation criteria:

Partial evaluations can make up 40% to 60% of the final grade of the course. The final evaluation can make up 40% to 60% of the final grade of the course.

Depending on the above-mentioned learning activities, the teacher may use the following evaluation methods for both the partial and final exam:

- Analysis of readings
- Self-evaluation
- Essays
- Performance evaluation
- Product evaluation
- Oral and written exam
- Hand-ins and homework
- Portfolio
- Class participation or forums
- Internships
- Oral presentations or exhibits
- Research project or work
- Applicable project or work
- Integrative project or work
- Case solving
- Problem solving
- Solving practice exercises

Minimum job profile of the teacher:

Preferably, a teacher with a Master's in Administration or similar area, minimum two years' job experience in business administration or executive management, minimum two years' teaching experience.

*The teacher may use different didactic activities to achieve the learning outcomes.

Name of course: Origin of the Entertainment Industry		
Block: Professional		
Educational level: Bachelor's	**Course Code:** COM1402	**Prerequisite:** None
Cycle duration: 16 weeks	**Credits:** 6	**Concurrent requisite:** None

Total hours with teacher:	**Total independent study hours:**	**Total complementary activity hours:**	**Facilities:**
48	48	0	Classroom

Learning objectives / Learning outcomes:

The student will:

1. Understand the essential characteristics of entertainment and make the distinction between different entertainment platform formats according to market segmentation of potential consumers.
2. Identify classifications of the entertainment industry in a specific context, and the relationships between them.
3. Recognize the social, historic, cultural and economic phenomena that led to the origin and development of entertainment as an industry.
4. Relate the developmental process of entertainment industries to the economic, political and social processes of the most important societies.

Thematic content:

1. The "is-ought" problem of entertainment and its functions
   - 1.1. Entertainment and philosophy
   - 1.2. Entertainment platforms and their historical significance
   - 1.3. Patronage
   - 1.4. Ideological power and influence of entertainment
   - 1.5. Minimum components of leisure entertainment

2. Background history of the entertainment industry and modern society
   - 2.1. The concepts of leisure and free time in modern society
   - 2.2. Types of entertainment for different audiences
   - 2.3. Characteristics of audiences, stages, producers and patrons
   - 2.4. Entertainment as a social program strategy
   - 2.5. Entertainment and its interrelation with the arts world

3. Capitalism and the culture industry
   - 3.1. The concept of industrialization (economic and cultural)
   - 3.2. Change of practice: the birth of free time
   - 3.3. Social classes and entertainment
   - 3.4. Supply and demand of cultural and entertainment activities

4. The inter-war and post-war period (the relocation of culture and entertainment)
   - 4.1. Rethinking forms of entertainment
   - 4.2. The global scene and the new way of understanding the world of leisure
   - 4.3. The birth of the cultural industry

5. Development of entertainment industries
   5.1. Radio
   5.2. Film
   5.3. Television
   5.4. Theater
   5.5. Mass participation events
   5.6. The editorial industry
   5.7. The consolidation of sports as an entertainment industry
   5.8. The music industry

6. Globalization and the entertainment culture
   6.1. The global market and transnational demand for content
   6.2. Technology and change of the content production process
   6.3. The videogame industry

Selected* teacher-led learning activities:

1. **Roundtable groups and discussion forums:** Based on dynamic activities (concerts, theater plays, movies), which serve as the departure point for incorporating didactic criteria by competencies.
2. **Role-playing:** With the help of tools such as makeup, wardrobe and props, students have a singular opportunity to characterize an entertainment brand in order to highlight its organizational values.
3. **Teamwork or cooperative group work:** Students are divided into small work teams in which they develop tasks, solve problems or create products through a joint activity in which the participants must be actively involved. They will then share the products and conclusions they have obtained.

Independent learning activities:

1. **Directed readings:** Critical analysis of readings related to the course topics, for later discussion and presentation of conclusions.
2. **Synoptic table:** A teaching method that presents a summary of a research project, reading or learning unit, etc. by way of a diagram, synthesis or relational analysis in order to plot the most important topics and essential ideas.
3. **Exercises:** Practice in concrete situations related to the course topic (mechanisms for skills development, applications to practical problems, etc.).

Evaluation criteria

Partial evaluations can make up 40% to 60% of the final grade of the course. The final evaluation can make up 40% to 60% of the final grade of the course.

Depending on the above-mentioned learning activities, the teacher may use the following evaluation methods for both the partial and final exam:

- Analysis of readings
- Self-evaluation
- Essays
- Performance evaluation
- Product evaluation

- Oral and written exam
- Hand-ins and homework
- Portfolio
- Class participation or forums
- Internships
- Oral presentations or exhibits
- Research project or work
- Applicable project or work
- Integrative project or work
- Case solving
- Problem solving
- Solving practice exercises

Minimum job profile of the teacher:

Preferably, a teacher with a Master's in Communication, Humanities or similar area, minimum two years' job experience related to entertainment industry research, minimum two years' teaching experience.

**The teacher may use different didactic activities to achieve the learning outcomes.

Name of course: Visual Communication and Digital Culture		
Block: Professional		
Educational level: Bachelor's	**Course Code:** COM1403	**Prerequisite:** None
Cycle duration: 16 weeks	**Credits:** 6	**Concurrent requisite:** None

Total academic hours:	**Total independent study hours:**	**Total complementary activity hours:**	**Facilities:**
48	48	0	Didactic classroom

Learning objectives / Learning outcomes:

The student will:

1. Design graphic representations according to specific visual communication needs.
2. Create digital image proposals through critical visual analysis of the reality.
3. Utilize different applications and technological aids for the digital image design, treatment and output.
4. Apply digital image postproduction processes using the knowledge obtained in the course.

Thematic content:

1. Graphic elements
   - 1.1 The dot, line, outline, volume, organic and geometric shape
   - 1.2 Fundamentals of color and principal contrasts
   - 1.3 Psychology of color
   - 1.4 Fundamentals of typography: Typographic families and their psychology
   - 1.5 Degrees of iconicity: Figurative, symbolic and abstract
2. Graphic composition
   - 2.1 Types of composition
     - 2.1.1 Rule of Thirds
     - 2.1.2 Golden Ratio
     - 2.1.3 Balance of visual weight
3. The visual narrative
   - 3.1 Visual literacy techniques of Donis A. Dondis
   - 3.2 Principal rhetorical figures used in visual communication
4. Digital treatment of the image
   - 4.1 Types of image resolutions (sizes and quality)
   - 4.2 Digital and print file formats
   - 4.3 Pixels to centimeter equivalencies
   - 4.4 Color modes for printing and monitor
5. Production of graphic design projects
   - 5.1 Printed media and audiovisual outputs:
     - 5.1.1 The corporate image and its electronic and printed outputs

5.1.2 The poster and advertising image
5.1.3 Infography applied to electronic media
5.1.4 Editorial design - covers
5.1.5 Mockup or prototypes for different printed and audiovisual media

Selected* teacher-led learning activities:

1. **Laboratory practice:** Carrying out exercises, simulations or experiments for training and acquisition of skills and competencies, as well as evaluation thereof. Said activities can be based on the use of information technology and computer-based resources.
2. **Exercises:** Practice in concrete situations having to do with the course topic (mechanisms for skills development, applications to practical problems, etc.)

Independent learning activities:

1. **Workshop:** Creation and development of an imminently practical task in order to acquire the procedural abilities inherent to the course subject. This enables the student to exercise and practice specific abilities until he or she has mastered them.
2. **Projects:** Creation of developmental and problem-solving proposals. The projects must be guided by the research process and focus on a topic proposed by the student or professor.
3. **Document research and analysis:** Information is collected by the student through research, reading, analysis and discussion of written and online material, which enables him to establish new associations with the course content and to reach conclusions.

Evaluation criteria:

Partial evaluations can make up 40% to 60% of the final course grade. The final evaluation can make up 40% to 60% of the final course grade.

Depending on the above-mentioned learning activities, the teacher may use the following evaluation methods for both the partial and final exam:

- Analysis of readings
- Self-evaluation
- Essays
- Performance evaluation
- Product evaluation
- Oral and written exam
- Hand-ins and homework
- Portfolio
- Class participation or forums
- Internships
- Oral presentations or exhibits
- Research project or work
- Applicable project or work
- Integrative project or work
- Case solving
- Problem solving
- Solving practice exercises

Minimum job profile of the teacher:

Preferably, a teacher with a Master's in Graphic Design, Visual Communication or similar area, minimum two years' job experience related to advertising, graphic design, poster design, audiovisual illustration or production, minimum two years' teaching experience.

*The teacher may use different didactic activities to achieve the learning outcomes.

Name of course: Culture, Art and Entertainment Insights		
Block: Professional		
Educational level: Bachelor's **Cycle duration:** 16 weeks	**Course Code:** COM1405 **Credits:** 3	**Prerequisite:** None **Concurrent requisite:** None

Total academic hours:	**Total independent study hours:**	**Total complementary activity hours:**	**Facilities:**
24	24	0	Classroom

Learning objectives / Learning outcomes:

The student will:

1. Identify cultural and artistic expression as socialization rituals that employ entertainment as a form of community integration and cohesion in order to conceive of projects that constructively occupy people's free time.
2. Understand the main disciplines that reflect entertainment-related phenomena so as to include them in analysis of the cultural and creative industry.
3. Analyze the social phenomena arising from cultural processes by identifying interpersonal actions, actions in small groups and in audiences in restricted physical and digital spaces
4. To examine social and commercial entertainment products in order to develop a humanistic perspective of the profession.

Thematic content:

1. Social communities and settlements
   - 1.1. Nomadic groups
   - 1.2. Sedentary communities
   - 1.3. Cultural kinships
     - 1.3.1. Domestic life
     - 1.3.2. Intradomestic cultural dynamics
   - 1.4. Social groups

2. Expressive culture
   - 2.1. Communication, language, diversity and exclusion
   - 2.2. Significance, reenchantment, and ritualization
   - 2.3. Everyday life, art and culture
   - 2.4. Play, leisure and entertainment
   - 2.5. Cultural sophistication / Cultural dynamics
     - 2.5.1. Dominant culture, status quo and the establishment
     - 2.5.2. Popular culture, popular culture and mind cults

3. Cultural landscapes, spaces and scenarios
   - 3.1. The phenomenon of cities
   - 3.2. Place
   - 3.3. Nationalism and ethocentricisim
   - 3.4. Cosmopolitanism
   - 3.5. Globalization

4. Cultural and entertainment consumption
   4.1. Education
   4.2. Sports
   4.3. Crafts and painting
   4.4. Gastronomy
   4.5. Cultural industries
   4.6. Creative industries
   4.7. Digital industries

5. Culture and development
   5.1. Social dimension of culture
   5.2. Economic and political dimension of culture
   5.3. Culture, education and science
   5.4. Communication and culture
   5.5. Cultural markets
   5.6. Cultural equity
   5.7. Cultural management and its social contribution

Selected* teacher-led learning activities:

1. **Debate:** Group discussion of a particularly controversial topic following prior research on the subject. Groups should be formed to defend the different positions held on the subject, and the teacher or one of the students will coordinate the opinion exchange. The objective is to arrive at general conclusions, which do not necessarily have to be consensual.
2. **Student presentations:** Clear, effective oral communication in which knowledge of a topic is presented following prior research thereof. It is suggested that didactic resources be used (Powerpoint presentations, video, recordings, etc.).

Independent learning activities:

1. **Document research and analysis:** Information is collected by the student through research, reading, analysis and discussion of written and electronic material, enabling him to establish new associations with the course contents and to reach conclusions.
2. **Teamwork or cooperative group work:** Students are divided into small work teams seeking to develop tasks, solve problems or create products through a joint activity in which the participants must be actively involved. They will then share the products and conclusions they have obtained.

Evaluation criteria:

Partial evaluations can make up 40% to 60% of the final course grade. The final evaluation can make up 40% to 60% of the final course grade.

Depending on the above-mentioned learning activities, the teacher may use the following evaluation methods for both the partial and final exam:

- Analysis of readings
- Self-evaluation

- Essays
- Performance evaluation
- Product evaluation
- Oral and written exam
- Hand-ins and homework
- Portfolio
- Class participation or forums
- Internships
- Oral presentations or exhibits
- Research project or work
- Applicable project or work
- Integrative project or work
- Case solving
- Problem solving
- Solving practice exercises

Minimum job profile of the teacher:

Preferably, a teacher with a Master's in Communication, Sociology, International Relations, Social Sciences, Economics, Anthropology, Cultural Management, Cultural Studies or similar area, minimum two years' job experience related to education, research, journalism or social work, minimum two years' teaching experience.

*The teacher may use different didactic activities to achieve the learning outcomes.

Name of course: The Gaming Industry		
Block: Professional		
Educational level: Bachelor's **Cycle duration:** 16 weeks	**Course Code:** COM1406 **Credits:** 3	**Prerequisite:** None **Concurrent requisite:** None

Total academic hours:	**Total independent study hours:**	**Total complementary activity hours:**	**Facilities:**
24	24	0	Classroom

Learning objectives / Learning outcomes:

The student will:

1. Understand the historical facts of the videogame industry, relating them to their positive and negative repercussions in order to advocate proposals that appeal to the centrality of the person.
2. Analyze videogame industry trends based on observation of the market and the users so as to project possible interdisciplinary undertakings that promote entertainment as an element of social integration.
3. Develop entertainment proposals based on videogame industry trends in order to meet social needs from a leisure standpoint.

Thematic content:

1. Social background of videogames
   1.1. Origen and nature of games
   1.2. Games and society
   1.3. Homo Ludens
   1.4. The game as a social story

2. History of the videogame
   2.1. Background history of videogames
   2.2. Videogame arcades in the 70's, 80's and the present
   2.3. Home consoles (1980 – to the present)
   2.4. Mobile videogames
   2.5. Videogames in the Cloud

3. Conceptualization, design and development of a videogame
   3.1. The iterative design process
   3.2. Creation of physical and digital prototypes
   3.3. Game engines
   3.4. Playtesting
   3.5. The game design document
   3.6. Members of a development team
   3.7. Publishers and developers
   3.8. Video game pitch

4. Marketing of videogames
   4.1. Monetization

4.2. Distribution platforms
4.3. Marketing and advertising
4.4. Launch strategy
4.5. Promotional events and venues
4.6. Analysis and evaluation of performance and retention

5. Social impact of videogames
5.1. The gamer culture
5.2. The brain and videogames
5.3. Videogame addiction
5.4. Serious games
5.5. Interactive experiences

6. Contemporary narratives on videogames
6.1. Videogame user modes (first, second and third-person)
6.2. Genres and types of videogames
6.3. Experience based on augmented and virtual reality
6.4. Artificial intelligence

Selected* teacher-led learning activities:

1. **Case studies:** Detailed, thorough analysis of a specific real-life situation in order to identify problems, reach operative conclusions, and propose solutions. Strives to link curriculum content with actual tangible situations, strengthening the student's capacity to propose different problem-solving options that fit the case presented for decision-making.
2. **Simulators:** Use of devices or instruments that enable the student to reproduce or simulate specific situations or exercises.

Independent learning activities:

1. **Projects:** Creation of development and problem-solving proposals. The projects must be guided by the research process focused on a topic proposed by the student or professor.
2. **Structured experiences:** Defined situations based on real-world experiences which are facilitated by the students' experimentation and participation in actual tasks, and then by observation, critical analysis and discussion of said activities and their direct relation to a specific topic.
3. **Case studies:** Detailed, thorough analysis of a specific real-life situation in order to identify problems, reach operative conclusions and propose solutions. Strives to link curriculum content with actual tangible situations, strengthening student's capacity to propose different problem-solving options that fit the case presented for decision-making.

Evaluation criteria:

Partial evaluations can make up 40% to 60% of the final course grade. The final evaluation can make up 40% to 60% of the final course grade.

Depending on the above-mentioned learning activities, the teacher may use the following evaluation methods for both the partial and final exam:

- Analysis of readings

- Self-evaluation
- Essays
- Performance evaluation
- Product evaluation
- Oral and written exam
- Hand-ins and homework
- Portfolio
- Class participation or forums
- Internships
- Oral presentations or exhibits
- Research project or work
- Applicable project or work
- Integrative project or work
- Case solving
- Problem solving
- Solving practice exercises

Minimum job profile of the teacher:

Preferably, a teacher with a Master's in Communication, Computer Sciences, Interaction Design, Videogame Design, Graphic Design, Digital Media or similar area, minimum two years' job experience related to videogame design and digital animation-based sensory experiences, minimum two years' teaching experience.

*The teacher may use different didactic activities to achieve the learning outcomes.

Name of course: Public image and opinion of celebrities		
Block: Professional		
Educational level: Bachelor's	**Course Code:** COM1407	**Prerequisite:** None
Cycle duration: 16 weeks	**Credits:** 3	**Concurrent requisite:** None

Total academic hours:	**Total independent study hours:**	**Total complementary activity hours:**	**Facilities:**
48	0	0	Classroom

Learning objectives / Learning outcomes:

The student will:

1. Analyze the public opinion processes resulting from interaction between the entertainment industry and audiences using the methodological tools that take into account the positive and negative impacts.
2. Design plans for auditing celebrities' public image by integrating the processes that include communication tools and management of traditional and digital media, promoting truth and congruency above all.
3. Comprehensively communicate the institutional values of a public personality or of an entertainment industry product based on consideration of the key aspects for handling the digital image and reputation.

Slides, Brigthspace, videos, and miscellaneous material.

Thematic content:

1. Image
   - 1.1. Types of images
   - 1.2. Elements of the image
   - 1.3. Public and private perception
   - 1.4. Relation between image and reputation
   - 1.5. Personality and image
   - 1.6. Definition of the image to be projected
   - 1.7. Congruence with the image
   - 1.8. Image stereotypes
   - 1.9. Identity
   - 1.10. Charismatic leadership
   - 1.11. Public acts
   - 1.12. Persuasive communication

2. Celebrities
   - 2.1. The celebrity industry
   - 2.2. Characteristics of a celebrity
   - 2.3. Public image of a celebrity
   - 2.4. Crucial elements of the public image
   - 2.5. Auxiliary elements of the public image
   - 2.6. Personal grooming
   - 2.7. Identification of colors
   - 2.8. Dress codes
   - 2.9. Identifying a style

2.10. Types of style
2.11. Creating and developing a public image

3. Public image as a communicative tool
   3.1. Communication
   3.2. Types of communication
   3.3. Verbal and non-verbal communication
   3.4. Strategies and tactics
   3.5. Functions of the strategy
   3.6. Positioning strategy
   3.7. Steps for building a strategy
   3.8. Celebrity analysis tools
   3.9. SWOT
   3.10. Benchmarking
   3.11. The influence of communications media
   3.12. Traded celebrities
   3.13. Endorsement
   3.14. Positioning
   3.15. Celebrity image and social action

4. Internet, image and public opinion
   4.1. The new technologies and social perception
   4.2. Effects of the thematic spectrum on audiences
   4.3. Private spaces and public risks of the internet
   4.4. Social uses and personal contributions
   4.5. Ethical dilemmas in the internet age
   4.6. Influencers
   4.7. Personal marketing
   4.8. Social networks and the digital reputation
   4.9. Handling damage on social networks
   4.10. Online reputation
   4.11. Social networks for marketology use
   4.12. Clipping

5. Celebrity crisis management
   5.1. Types of crisis
   5.2. Symptoms for detecting a crisis
   5.3. How to act during a crisis
   5.4. Management and communication during a crisis
   5.5. Crisis communication plan

6. Observing public opinion
   6.1. Qualitative analysis of the phenomenon
   6.2. Numerical investigation techniques
   6.3. The opinion market
   6.4. Design of evaluation tools
   6.5. Social media analytics
   6.6. Google ads
   6.7. Trend analysis
   6.8. Strategic celebrity image plan

Selected* teacher-led learning activities:

1. **Debate:** Group discussion of a particularly controversial topic following prior research on the subject. Groups should be formed to defend the different positions held on

subject, and the teacher or one of the students will coordinate the opinion exchange. The objective is to arrive at general conclusions, which do not necessarily have to be consensual.

2. **Structured experiences:** Defined situations based on real-world experiences which facilitate students' experimentation and participation in actual tasks, as well as observation, critical analysis, discussion and their direct relation to specific topics.

Independent learning activities:

1. **Workshop:** Creation and development of an imminently practical task in order to acquire procedural abilities inherent to the course subject. This leads the student to exercise and try out specific abilities until he or she has mastered them.
2. **Structured experiences:** Defined situations based on real-world experiences which facilitate students' experimentation and participation in actual tasks, as well as observation, critical analysis, discussion and their direct relation to specific topics. .

Evaluation criteria:

Partial evaluations can make up 40% to 60% of the final course grade. The final evaluation can make up 40% to 60% of the final course grade.

Depending on the above-mentioned learning activities, the teacher may use the following evaluation methods for both the partial and final exam:

- Analysis of readings
- Self-evaluation
- Essays
- Performance evaluation
- Product evaluation
- Oral and written exam
- Hand-ins and homework
- Portfolio
- Class participation or forums
- Internships
- Oral presentations or exhibits
- Research project or work
- Applicable project or work
- Integrative project or work
- Case solving
- Problem solving
- Solving practice exercises

Minimum job profile of the teacher:

Preferably, a teacher with a Master's in Communication, Graphic Design, Image Design, Psychology and Persuasion, Marketing, Public Relations or similar area, minimum two years' job experience related to handling public management of institutions or artistic representation, also related to digital animation-based sensory experiences, minimum two years' teaching experience.

*The teacher may use different didactic activities to achieve the learning outcomes.

Name of course: American insights on communication and entertainment		
Block: Professional		
Educational level: Bachelor's **Cycle duration:** 16 weeks	**Course Code:** COM1408 **Credits:** 6	**Prerequisite:** None **Concurrent requisite:** None

Total hours with teacher:	**Total independent Study hours:**	**Total hours of complementary activity:**	**Facilities:**
48	48	0	Classroom

Learning objectives / Learning outcomes:

The student will:

1. Understand the communicational contexts of the North American social and cultural environment in order to discern the framework of reference in which such knowledge is produced.
2. Take a critical approach to the historical, political and social events that resulted in the theoretical work that is developed in North America in order to create new conversations on cultural identity.
3. Identify the authors as well as currents and schools of thought that characterize the development of communication research in order to strengthen critical thinking skills in professional practice.
4. Connect theory learning with the media reality in order to build viable communication and entertainment content.
5. Compare the different communicational contexts with a human and social vision in order to link learning to ethics.

Thematic content:

1. The rise of the study of communication in America
   1.1 Historical context: Impact of the First and Second World War on communication
   1.2 Harold Lasswell
   1.3 Paul Lazarsfeld
   1.4 Carl Hovland
   1.5 Kurt Lewin

2. Functionalism and communication
   2.1 Development of the Chicago School of thought
   2.2 George Mead's theoretical principles of symbolic interactionism
   2.3 John Dewey
   2.4 Robert Park
   2.5 Palo Alto School: Gregory Bateson, Paul Waltzlawick.

3. Communication studies with a linear perspective
   3.1 Information theory: Shannon and Weaver
   3.2 Cybernetic theory: Norbert Wiener

4. Mass communication and its effects
   - 4.1 Characteristics of mass communication: Denis McQuail
   - 4.2 Functions of mass communication: Charles Wright and Robert K. Merton
   - 4.3 Structure of mass communication

5. Communication and development
   - 5.1 Wilbur Schramm: Communication at the service of development
   - 5.2 Daniel Lerner: Development communication
   - 5.3 Everett Rodgers: Diffusion of innovations
   - 5.4 Media and information literacy

6. The Toronto School and media ecology
   - 6.1 Harold Innis
   - 6.2 Marshall McLuhan: Technological determinism
     - 6.2.1 The global village
     - 6.2.2 The media as extensions of man
   - 6.3 Walter Ong: Secondary orality
   - 6.4 Neil Postman: Media ecology

Selected* teacher-led learning activities:

1. **Directed readings:** Critical analysis of readings related to the course topics for later discussion and presentation of conclusions.
2. **Problem-based learning:** Document research based on a basic problem, finding a solution to the dilemma and proposing its solution as a result of the knowledge acquired in the course of document research.
3. **Document research and analysis:** Information is collected by the student through research, reading, analysis and discussion of written and electronic material, enabling him to establish new associations with the course contents and to reach conclusions.
4. **Collaborative learning:** An educational method whereby students, or students and professors, join forces in order to work together on the task of acquiring knowledge, abilities and competencies.
5. **Case studies:** Detailed, thorough analysis of a specific real-life situation in order to identify problems, reach viable conclusions, and propose solutions. Strives to link curriculum content with actual tangible situations, strengthening student's capacity to propose different problem-solving options that fit the case presented for decision-making.
6. **Problem-solving:** Interactive learning in which the professor presents a problem for the group members to solve based on the criteria defined by the professor.
7. **Student presentations:** Clear, effective oral communication in which knowledge of a topic is presented following prior research thereof. It is suggested that didactic resources be used (Powerpoint presentations, video, recordings, etc.

Independent learning activities:

1. **Brainstorming:** Active student participation, with the professor's encouragement, in order to come up with ideas regarding a particular topic. The professor, together with the group, will then move on to analysis and validation of the new ideas.
2. **Concept map:** A graphic representation that synthesizes the relationship between general concepts or ideas through identification of the categories in which the concepts or ideas are organized, related, divided or put into a hierarchy.

Evaluation criteria:

Partial evaluations can make up 40% to 60% of the final course grade. The final evaluation can make up 40% to 60% of the final course grade.

Depending on the above-mentioned learning activities, the teacher may use the following evaluation methods for both the partial and final exam:

- Analysis of readings
- Self-evaluation
- Essays
- Performance evaluation
- Product evaluation
- Oral and written exam
- Hand-ins and homework
- Portfolio
- Class participation or forums
- Internships
- Oral presentations or exhibits
- Research project or work
- Applicable project or work
- Integrative project or work
- Case solving
- Problem solving
- Solving practice exercises

Minimum job profile of the teacher:

Preferably, a teacher with a Master's in Communication, Sociology, History, Humanities or similar area, minimum two years' job experience related to an entertainment industry field, minimum two years' teaching experience.

*The teacher may make use of different didactic activities to achieve the learning outcomes.

Name of course: The entertainment industry in Mexico		
Block: Professional		
Educational level: Bachelor's	**Course Code:** COM1410	**Prerequisite:** None
Cycle duration: 16 weeks	**Credits:** 6	**Concurrent requisite:** None

Total hours with teacher: 48	**Total independent study hours:** 48	**Total hours of complementary activity:** 0	**Facilities:** Classroom

Learning objectives / Learning outcomes:

The student will:

1. Identify the background history of the entertainment industry in Mexico.
2. Analyze the relationship between the origin of entertainment industries in different societies.
3. Understand the process in which entertainment industries were shaped, and its relationship to the economic, political and social processes of the most significant societies.

Thematic content:

1. Background history of the entertainment industry and modern society
   1.1. Concepts of leisure and free time in modern societies
   1.2. Types of entertainment for different audiences
   1.3. Characteristics of spectators, settings, producers and patrons

2. Capitalism and the industrialization of culture
   2.1. The concept of industrialization (economics and culture)
   2.2. Change of practice: the birth of free time
   2.3. Social classes and entertainment
   2.4. Supply and demand of cultural and entertainment activities

3. The interwar and postwar period (repositioning of the entertainment culture)
   3.1. Rethinking forms of entertainment
   3.2. The global scene and the new way of understanding the world of leisure
   3.3. The birth of entertainment industries

4. Background history of cultural industries in Mexico
   4.1. Leisure and entertainment activities in New Spain
   4.2. Forms of entertainment in the 19th Century
   4.3. Spaces, settings and diversions during the era of Porfirio Díaz

5. Origin of the industrialization of culture in Mexico
   5.1. Film and theater industry
   5.2. Editorial industry: newspapers, magazines and books
   5.3. Sports and mass events
   5.4. Television as a landmark of mass entertainment

6. State politics as they revolve around culture and entertainment
   6.1. Culture as an equality paradigm
   6.2. The right to entertainment and culture
   6.3. The birth of cultural institutions in Mexico
   6.4. The pop culture concept

7. Globalization and the entertainment culture
   7.1. The global market and transnational demand for content
   7.2. Technology and change in the content production process
   7.3. New industries and the development of contents for different platforms

Selected* teacher-led learning activities:

1. **Case studies:** Detailed, thorough analysis of a specific real-life situation in order to identify problems, reach viable conclusions, and propose solutions. Strives to link curriculum content with actual tangible situations, strengthening the student's capacity to propose different problem-solving options that fit the case presented for decision-making.
2. **Student presentations:** Clear, effective oral communication in which knowledge of a topic is presented following prior research thereof. It is suggested that didactic resources be used (Powerpoint presentations, video, recordings, etc.).

Independent learning activities:

1. **Document research:** Information is collected by the student through research, reading, analysis and discussion of written and electronic material, enabling him to establish new associations with course contents and to reach conclusions.
2. **Teamwork or cooperative group work:** Students are divided into small work teams seeking to develop tasks, solve problems or create products through a joint activity in which the participants must be actively involved. They will then share the products and conclusions they have obtained.

Evaluation criteria:

Partial evaluations can make up 40% to 60% of the final course grade. The final evaluation can make up 40% to 60% of the final course grade.

Depending on the above-mentioned learning activities, the teacher may use the following evaluation methods for both the partial and final exam:

- Analysis of readings
- Self-evaluation
- Essays
- Performance evaluation
- Product evaluation
- Oral and written exam
- Hand-ins and homework
- Portfolio
- Class participation or forums
- Internships
- Oral presentations or exhibits

- Research project or work
- Applicable project or work
- Integrative project or work
- Case solving
- Problem solving
- Solving practice exercises

Minimum job profile of the teacher:

Preferably, a teacher with a Master's in Communication, Sociology, History, Humanities or similar area, minimum two years' job experience related to an entertainment industry field, minimum two years' teaching experience.

*The teacher may make use of different didactic activities to achieve the learning outcomes.

Name of course: Digital communication for entertainment		
Block: Professional		
Educational level: Bachelor's	**Course Code:** COM1412	**Prerequisite:** None
Cycle duration: 16 weeks	**Credits:** 3	**Concurrent requisite:** None

Total hours with teacher:	**Total independent study hours:**	**Total hours of complementary activity:**	**Facilities:**
24	24	0	Classroom

Learning objectives / Learning outcomes:

The student will:

1. Identify the transmedia paradigm based on the basic concepts and authors, enabling the student to better understand the social needs of entertainment.
2. Include audiences in the design of entertainment products, encouraging appropriation of the experience and establishing a system of co-creation and collaboration between producers and consumers, thus benefiting social integration.
3. Design entertainment experiences based on transmedia storytelling so that he or she is able tell a great story using different times, places and mediums, thus conveying key messages of commercial, public or social campaigns.

Thematic content:

1. The phenomenon of sharing (shareology)
   - 1.1. Why do we share?
   - 1.2. The H2H Human to Human Model
   - 1.3. Motivational Maps – Why share?
   - 1.4. Sharing strategies
   - 1.5. Design of shared experiences
2. Storytelling and society
   - 2.1. Social storytelling
   - 2.2. Media storytelling
   - 2.3. Cooperative / collaborative storytelling
3. Propagation ecosystem (media)
   - 3.1. Convergence culture
   - 3.2. Technology
     - 3.2.1. Grouping/integrative
     - 3.2.2. Convergent
   - 3.3. Traditional and hybrid digital media
4. Audiences for transmedia universes
   - 4.1. Suffixes
   - 4.2. Prefixes
   - 4.3. Hybrids

5. Constructing a digital universe for transmedia entertainment
   5.1. The narrated concept
   5.2. Interactivity plan
   5.3. The role of author and spectator
   5.4. The follower as product promoter
   5.5. Techniques for motivating, giving and receiving feedback and interacting with the user
   5.6. Designing the conflict, its solutions and alternate endings

6. Transmedia project
   6.1. Formalization of the transmedia project
   6.2. Designing KPI's for entertainment
   6.3. Pitch structure
   6.4. Storytelling expansion based on evolution of the concept (franchise, remake)

Selected* teacher-led activities:

1. **Concept map**: A graphic representation that synthesizes the relation between general concepts or ideas by identifying the categories in which the concepts or ideas are organized, related, divided or put into a hierarchy.
2. **Problem-solving:** Interactive learning in which the professor presents a problem for the group members to solve based on the criteria defined by the professor.

Independent learning activities:

1. **Directed readings**: Critical analysis of readings related to course topics for later discussion and presentation of conclusions.
2. **Teamwork or cooperative group work:** Students are divided into small work teams in order to develop tasks, solve problems or create products through a joint activity in which the participants must be actively involved. They will then share the products and conclusions they have obtained.

Evaluation criteria:

Partial evaluations can make up 40% to 60% of the final course grade. The final evaluation can make up 40% to 60% of the final course grade.

Depending on the above-mentioned learning activities, the teacher may use the following evaluation methods for both the partial and final exam:

- Analysis of readings
- Self-evaluation
- Essays
- Performance evaluation
- Product evaluation
- Oral and written exam
- Hand-ins and homework
- Portfolio
- Class participation or forums
- Internships
- Oral presentations or exhibits
- Research project or work
- Applicable project or work

- Integrative project or work
- Case solving
- Problem solving
- Solving practice exercises

Minimum job profile of the teacher:

Preferably, a teacher with a Master's in Digital Communication, Public Relations, Cultural Management, Marketing or similar area, minimum two years' job experience related to research in the field of event organization or analysis of social phenomena, minimum two years' teaching experience.

*The teacher may make use of different didactic activities to achieve the learning outcomes.

Name of course: Financial accounting for management		
Block: Professional		
Educational level: Bachelor's **Cycle duration:** 16 weeks	**Course Code:** CON1403 **Credits:** 6	**Prerequisite:** None **Concurrent requisite:** None

Total hours with teacher:	**Total independent study hours:**	**Total hours of complementary activity:**	**Facilities:**
48	48	0	Classroom

Learning objectives / Learning outcomes:

The student will:

1. Recognize the accounting record technique for an entity's economic transactions in order to draw up basic financial statements such as the profit and loss statement and the statement of financial position (balance sheet).
2. Apply accounting techniques in order analyze economic and administrative problems in the organization.

Thematic content:

1. Basic concepts of financial accounting
   - 1.1 Accounting as a decision-making tool
   - 1.2 Accounting standards (Financial Information Standards)
   - 1.3 Accounting areas
   - 1.4 Accounting information users
   - 1.5 The accounting equation
   - 1.6 Basic accounting information

2. Financial statements
   - 2.1 Concepts and objectives
   - 2.2 Presentation forms
   - 2.3 General balance structure
   - 2.4 Income statement structure
   - 2.5 Income
   - 2.6 Expenditures

3. General ledger accounts
   - 3.1 Journal entries
   - 3.2 Classification of the accounts
   - 3.3 Chart of accounts

4. Transaction record
   - 4.1 The double entry
   - 4.2 Daily and major entries
   - 4.3 Ledger logbook
   - 4.4 Handling accounting sub-accounts
   - 4.5 Practice recording basic operations

5. Value-added tax
   5.1 Concept
   5.2 Mechanics of VAT
   5.3 Specific accounts
   5.4 Monthly VAT adjustment
   5.5 Practice recording VAT operations

6. Continuous inventory system
   6.1 Inventory evaluation methods
   6.2 Preparing stack (bin) cards

7. Adjustments due to depreciation and amortization
   7.1 Concept of depreciation
   7.2 Calculating and recording depreciation
   7.3 Concept of amortization
   7.4 Calculating and recording amortization

Selected* teacher-led learning activities:

1. **Integral practice case**: Solving cases which integrate the theoretical concepts being examined and then applying them in real-life or fictitious situations.
2. **Interactive participation:** Exchange of ideas between the group and the professor in order to clear up confusion, express concerns, ask questions and propose solutions to problems.
3. **Problem-solving:** Interactive learning in which the professor presents a problem for the group members to solve based on the criteria defined by the professor.
4. **Brainstorming:** Active participation of the students, with the professor's encouragement, in order to come up with ideas concerning a particular topic. The professor, together with the group, will then move on to analysis and validation of the new ideas.

Independent learning activities:

1. **Exercises:** Practice in concrete situations related to the course topic (skills development mechanisms, application to practical problems, etc.)
2. **Teamwork or cooperative group work:** Students are divided into small work teams in order to develop tasks, solve problems or create products through a joint activity in which the participants must be actively involved. They will then share the products and conclusions they have obtained.

Evaluation criteria:

Partial evaluations can make up 40% to 60% of the final course grade. The final evaluation can make up 40% to 60% of the final course grade.

Depending on the above-mentioned learning activities, the teacher may use the following evaluation methods for both the partial and final exam:

- Analysis of readings
- Self-evaluation
- Essays
- Performance evaluation

- Product evaluation
- Oral and written exam
- Hand-ins and homework
- Portfolio
- Class participation or forums
- Internships
- Oral presentations or exhibits
- Research project or work
- Applicable project or work
- Integrative project or work
- Case solving
- Problem solving
- Solving practice exercises

Minimum job profile of the teacher:

Preferably, a teacher with a Master's in Accounting, Finance or similar area, minimum two years' job experience related to financial records and financial statement preparation, minimum two years' teaching experience.

*The teacher may make use of different didactic activities to achieve the learning outcomes.

Name of course: Workshop on presentation of the artist's portfolio		
Block: Professional		
Educational level: Bachelor's **Cycle duration:** 16 weeks	**Course Code:** CUL1408 **Credits:** 6	**Prerequisite:** None **Concurrent requisite:** None

Total hours with teacher:	**Total independent study hours:**	**Total hours of complementary activity:**	**Facilities:**
48	48	0	Classroom

Learning objectives / Learning outcomes:

The student will:

1. Organize the strategic information required for planning and creating stage projects.
2. Use oral and written expression to make recommendations and arguments laying out the planning, creation and timetabling of a stage project.
3. Plan stage projects, justifying their economic, social and artistic viability.
4. Evaluate stage projects planned by others based on quality standards and their justification as to their benefit to mankind.

Thematic content:

1. Theater
   - 1.1. The theater as artistic expression
     - 1.1.2. Theater as a means of communication
     - 1.1.3. Theater as artistic fusion
     - 1.1.4. Theater and its relation to time and space
     - 1.1.5. The theater through history
     - 1.1.6. The theater as a life choice
   - 1.2. Fundamental principle: Author, actor and spectator
   - 1.3. The director's function
     - 1.3.1. Stage movement
     - 1.3.2. The director-actor relationship
   - 1.4. The actor and the character
     - 1.4.1. Characterization
     - 1.4.2. Developing and interpreting the character

2. The dramatic text
   - 2.1. The playwright's function
   - 2.2. Copyrights
   - 2.3. Theater genre
   - 2.4. Choice of the work to be produced

3. The artist's portfolio and mobility strategies
   - 3.1. Internal and external factors

3.2. Professionalization in management
3.3. Distinctive seal
3.4. Originality and innovation
3.5. Market niches
3.6. Logistic and operational viability

4. Theater space
   4.1. Theater and forum
   4.2. Alternative spaces: Public squares, cabaret theater, micro theater, etc.
   4.3. Theater directory - Mexico City

5. Content of the artistic document
   5.1. Introducing the producer or theater company
   5.2. Synopsis and plot
   5.3. Proposal and justification
   5.4. General and specific objectives
   5.5. Technical sheet
   5.6. Creative CV
   5.7. Wardrobe design, scenography, illumination and multimedia
   5.8. Calendars
      5.8.1. Artistic timetable
      5.8.2. Production timetable
   5.9. Technical requirements and tours
   5.10. Contact information

6. Graphic design of the document
   6.1. Physical and digital portfolios
   6.2. Design congruency in the stage project
   6.3. Advertising design (posters, flyers, banners, etc.)

7. Final destination of the artist's portfolio
   7.1. Institutional bodies
   7.2. Types of scholarships, fellowships, sponsorships and funding

8. Most important performing arts creators
   8.1. World-renowned playwrights
   8.2. Mexican directors
   8.2. Mexican producers and theater companies

Selected* teacher-led learning activities:

1. **The question:** Exploring or asking questions about a specific topic which allows examination and analysis of the information under discussion.
2. **Concept map**: A graphic representation that synthesizes the relationship between general concepts or ideas by identifying the categories in which the concepts or ideas are organized, related, divided or put into a hierarchy.
3. **Summary:** Accurate, concise presentation of the most essential points of a matter or topic. A synthesis of the contents in their most fundamental aspects.
4. **Student presentations:** Clear, effective oral communication in which knowledge of a topic is presented following prior research thereof. It is suggested that didactic resources be used (Powerpoint presentations, video, recordings, etc.).
5. **Workshop:** Creation and development of a significant practice task in order to acquire procedural abilities inherent to the course subject. This leads the student to exercise and try out specific abilities until he or she has mastered them.

6. **Teamwork or cooperative group work:** Students are divided into small work teams in order to develop tasks, solve problems or create products through a joint activity in which the participants must be actively involved. They will then share the products and conclusions they have obtained.

Independent learning activities:

1. **Structured experiences**: Defined situations based on real-world experiences which are enhanced by students' experimentation and participation in actual tasks and then by observation, critical analysis and discussion of said activities and their direct relation to a specific topic.
2. **Directed readings**: Critical analysis of readings related to the course topics for later discussion and presentation of conclusions.
3. **Concept map**: A graphic representation that synthesizes the relationship between general concepts or ideas by identifying the categories in which the concepts or ideas are organized, related, divided or put into a hierarchy.
4. **Workshop:** Creation and development of a significant practice task in order to acquire procedural abilities inherent to the course subject. This leads the student to exercise and try out specific abilities until he or she has mastered them.
5. **Teamwork or cooperative group work:** Students are divided into small work teams in order to develop tasks, solve problems or create products through a joint activity in which the participants must be actively involved. They will then share the products and conclusions they have obtained.

Evaluation criteria:

Partial evaluations can make up 40% to 60% of the final course grade. The final evaluation can make up 40% to 60% of the final course grade.

Depending on the above-mentioned learning activities, the teacher may use the following evaluation methods for both the partial and final exam:

- Analysis of readings
- Self-evaluation
- Essays
- Performance evaluation
- Product evaluation
- Oral and written exam
- Hand-ins and homework
- Portfolio
- Class participation or forums
- Internships
- Oral presentations or exhibits
- Research project or work
- Applicable project or work
- Integrative project or work
- Case solving
- Problem solving
- Solving practice exercises

Minimum job profile of the teacher:

Preferably, a teacher with a Master's in Communication, Literature, Marketing or similar area, minimum four years' job experience related to theater production and management or theatrical scenery project management, minimum two years' teaching experience.

*The teacher may make use of different didactic activities to achieve the learning outcomes.

Name of course: University A Student Development		
Block: Professional		
Educational level: Bachelor's **Cycle duration:** 16 weeks	**Course Code:** CUL1411 **Credits:** 3	**Prerequisite:** None **Concurrent requisite:** None

Total hours with teacher:	**Total independent work hours (study):**	**Total independent work hours (activity):**	**Facilities:**
24	24	0	Classroom

Learning outcomes:

The student will:

1. Deepen his knowledge of himself, recognizing his different dimensions, in order to fully integrate his person, including his biography.
2. Identify his learning process in order to develop strategies and enhance his strengths.
3. Acquire the competencies needed for building interpersonal relationships.
4. Design a personal development plan to answer the call of his life's vocation.

Thematic content:

1. Self-Knowledge
   - 1.1 The integrated person: Body-soul-psyche-biography
   - 1.2 Temperment, character and personality
   - 1.3 Knowledge
     - 1.3.1 Learning systems
     - 1.3.2 Strategies for improving learning
2. The interpersonal dimension
   - 2.1 Interaction and settings
   - 2.2 Relationships and ties
   - 2.3 Communication
     - 2.3.1 Competencies: empathy, assertiveness, active listening
     - 2.3.2 Types: verbal, non-verbal
3. Personal development
   - 3.1 Personal development plan
     - 3.1.1 Mr. (Ms.) Who am I?
     - 3.1.2 Vocation: What am I called to be in fullness?

Selected* teacher-led learning activities:

1. **Directed readings:** Critical analysis of readings related to the course topics for later discussion and presentation of conclusions.

2. **Interview:** Obtaining and compiling information whereby students ask a specialist, professor, classmate or someone connected to a particular academic topic or life experience. The purpose is to obtain current, specialized viewpoints in order to deepen relationships and relate them to reality.
3. **The question:** Exploring or asking questions about a specific topic which allows discussion and analysis of the information under discussion.
4. **Concept map:** A graphic representation that synthesizes the relation between general concepts or ideas through identification of the categories in which the concepts or ideas are organized, related, divided or put into a hierarchy.
5. **Collaborative learning:** An educational method whereby students or students and professors join forces in order to work together on the task of acquiring knowledge, abilities and competencies.
6. **Interactive participation:** Exchange of ideas between the group and the professor in order to clear up confusion, express concerns, ask questions and propose solutions to problems.
7. **Student presentations:** Clear, effective oral communication in which knowledge of a topic is presented following prior research thereof. It is suggested that didactic resources be used (Powerpoint presentations, video, recordings, etc.).
8. **Forum:** Group discussion and exchange of specific knowledge and/or experiences with the professor's mediation. The objective is to analyze and evaluate a particular topic or phenomenon, which can be done in-person or online.
9. **Brainstorming:** Active participation of the students, with the professor's encouragement, in order to come up with ideas concerning a particular topic. The professor, together with the group, will then move on to analysis and validation of the new ideas.
10. **Roundtable:** Student discussion where opposite, divergent or complementary viewpoints are presented regarding the conclusions obtained from a specific topic**.**
11. **Seminar:** Group discussion sessions for significant learning through review and analysis of readings. Its objective is to look for problems and problem-solving alternatives as well as to draw conclusions.
12. **Workshop:** Creation and development of an imminently practical task in order to acquire procedural abilities inherent to the course subject. This leads the student to exercise and try out specific abilities until he or she has mastered them.
13. **Teamwork or cooperative group work:** Students are divided into small work teams seeking to develop tasks, solve problems or create products through a joint activity in which the participants must be actively involved. They will then share the products and conclusions they have obtained.

Independent learning activities:

1. **Structured experiences:** Defined situations based on real-world experiences which facilitate students' experimentation and participation in actual tasks, as well as observation, critical analysis, discussion and their direct relation to specific topics.
2. **Portfolio of evidence:** Gathering of evidence periodically in order to demonstrate progress in different areas of knowledge.
3. **Summary:** Accurate, concise presentation of the most essential points of a matter or topic. A synthesis of the contents in their most fundamental aspects.

Evaluation criteria:
Partial evaluations can make up 40% to 60% of the final course grade. The final evaluation can make up 40% to 60% of the final course grade.

Minimum job profile of the teacher:
Preferably, a teacher with a Master's in Humanities, Psychology, Education, Family Sciences or similar area, minimum two years' job experience related to integral development, minimum two years' teaching experience.

Name of course: Research fundamentals in communication and entertainment		
Block: Professional		
Educational level: Bachelor's **Cycle duration:** 16 weeks	**Course Code:** INV1402 **Credits:** 6	**Prerequisite:** None **Concurrent requisite:** None

Total hours with teacher:	**Total hours of independent study:**	**Total hours of complementary activity:**	**Facilities:**
48	48	0	Classroom

Learning objectives / Learning outcomes:

The student will:

1. Analyze problems and areas of opportunity in the world of communication and entertainment in order to propose solutions that will benefit audiences and consumers.
2. Identify research on communications and entertainment phenomena in order to propose new research approaches according to the current social, political and economic context.
3. Make scientific judgements regarding social reality phenomena in order to contribute to solving problems in the communication and entertainment fields.

Thematic content:

1. The importance of research and the social reality
   - 1.1 The human being as a natural-born researcher
   - 1.2 Scientific research and its commitment to investigation
   - 1.3 Ethics and the research process

2. The scientific study of communication and entertainment
   - 2.1 Research in communication and entertainment phenomena
   - 2.2 Research development in different sectors of communication and entertainment
   - 2.3 Communication and entertainment as a field and object of study
   - 2.4 Theoretical focuses for analyzing communication and entertainment
   - 2.5 Research application fields

3. Information sources and investigation
   - 3.1. Strategic uses of information sources
   - 3.2. Research sources and use of databases
   - 3.3 Synthesizing content
   - 3.4 Use of the APA format

4. Planning communication and entertainment research
   - 4.1 Conceiving the plan
   - 4.2 Putting forward the research problem
   - 4.3 Main research areas in media communication
   - 4.4 Types of basic and applied research
   - 4.5 Research methodologies: quantitative, qualitative and mixed

Selected* teacher-led learning activities:

1. **Directed readings**: Critical analysis of readings related to the course topics for later discussion and presentation of conclusions.
2. **Document research and analysis:** Information is collected by the student through research, reading, analysis and discussion of written and electronic material, which enables him to establish new associations with the course contents and to reach conclusions.
3. **Case studies:** Detailed, thorough analysis of a specific real-life situation in order to identify problems, reach operative conclusions, and propose solutions. Strives to link curriculum content with actual tangible situations, strengthening the student's capacity to propose different problem-solving options that fit the case presented for decision-making.
4. **Student presentations:** Clear, effective oral communication in which knowledge of a topic is presented following prior research thereof. It is suggested that didactic resources be used (Powerpoint presentations, video, recordings, etc.).

Independent learning activities:

1. **Interview:** Obtaining and compiling information whereby students have a conversation with a specialist, professor, classmate or someone connected to a particular academic topic or life experience. The purpose is to obtain current, specialized viewpoints in order to deepen relationships and relate them to real life.
2. **Field research:** Information searching and collection by selecting direct sources related to the purpose of the study, and presentation of said information with the facts and observable phenomena that define it.
3. **Document research and analysis:** Information is collected by the student through research, reading, analysis and discussion of written and electronic material, enabling him to establish new associations with the course contents and to reach conclusions.
4. **Field observation:** visits that situate the student in the place where the facts or the phenomenon under study occurs. Based on observation, the student collects information, researches indicators and relates variables.
5. **Teamwork or cooperative group work:** Students are divided into small work teams in order to develop tasks, solve problems or create products through a joint activity in which the participants must be actively involved. They will then share the products and conclusions they have obtained.

Evaluation criteria:

Partial evaluations can make up 40% to 60% of the final course grade. The final evaluation can make up 40% to 60% of the final course grade.

Depending on the above-mentioned learning activities, the teacher may use the following evaluation methods for both the partial and final exam:

- Analysis of readings
- Self-evaluation
- Essays
- Performance evaluation
- Product evaluation
- Oral and written exam
- Hand-ins and homework

- Portfolio
- Class participation or forums
- Internships
- Oral presentations or exhibits
- Research project or work
- Applicable project or work
- Integrative project or work
- Case solving
- Problem solving
- Solving practice exercises

Minimum job profile of the teacher:

Preferably, a teacher with a Master's in Communications, Social Sciences or similar area, minimum two years' job experience related to research development, minimum two years' teaching experience.

*The teacher may make use of different didactic activities to achieve the learning outcomes.

Name of course: The publishing market and industry

Block: Professional

Educational level:	**Course code:**	**Prerequisite:**
Bachelor's	PER1401	None
Cycle duration:	**Credits:**	**Concurrent requisite:**
16 weeks	3	None

Total hours with teacher:	**Total independent study hours:**	**Total hours of complementary activity:**	**Facilities:**
48	0	0	Classroom

Learning objectives / Learning outcomes

The student will:

1. Identify the driving forces behind publishing, production, commercialization, and publisher marketing processes.
2. Analyze the geography of the publishing market in the world and in Mexico.
3. Examine what is offered in Mexican publishing and the issues regarding reading practices.

Thematic content:

1. The content industry
   1.1. Use, consumption, and cultural appropriation of content
   1.2. Traditional and digital reading habits

2. Value chain of the publishing industry and market
   2.1. The world's publishing industry
   2.2. The world's publishing market
   2.3. Mexico's publishing industry
   2.4. Mexico's publishing market

3. Origin and development of the publishing industry
   3.1. Background: From the printing press to transatlantic commerce
   3.2. Factors that led to the industrialization of communication mediums
   3.3. Origin of the publishing industry in Europe – France, England and Spain
   3.4. Industrialization of the book in Mexico

4. Media and platforms
   4.1. Printed media
   4.2. Digital media
   4.3. Binomio publishing: Printed and digital

5. Analysis of trends in the content curation industry
   5.1. Contemporary edition trends
   5.2. The new media and new platforms
   5.3. New readers and developing consumers
   5.4. E-readers, forum roleplaying and fanfiction forums

6. The publishing industry in other entertainment fields
   6.1. Presence of the publishing industry in other entertainment fields
   6.2. Virtual spaces for content distribution and sales
   6.3. Content streaming platforms
   6.4. From text to audiovisual series, movies, videogames

Independent learning activities:

1. **Case studies:** Detailed, thorough analysis of a specific real-life situation in order to identify problems, reach viable conclusions, and propose solutions. Strives to link curriculum content with actual tangible situations, strengthening the student's capacity to propose different problem-solving options that fit the case presented for decision-making.
2. **Directed readings**: Critical analysis of readings related to the course topics for subsequent discussion and presentation of conclusions.

Evaluation criteria:

Partial evaluations can make up 40% to 60% of the final course grade. The final evaluation can make up 40% to 60% of the final course grade.

Depending on the above-mentioned learning activities, the teacher may use the following evaluation methods for both the partial and final exam:

- Analysis of readings
- Self-evaluation
- Essay
- Performance evaluation
- Product evaluation
- Oral and written exam
- Hand-ins and homework
- Portfolio
- In-class participation or forums
- Internships
- Oral presentations or exhibits
- Research project or work
- Applicable project or work
- Integrative project or work
- Case solving
- Problem solving
- Solving practice exercises

Minimum job profile of the teacher:

Preferably, a teacher with a Master's in Communication, Humanities or similar area, minimum two years' job experience related to publisher marketing, with knowledge and experience in research. Minimum two years' teaching experience.

*The teacher may make use of different didactic activities to achieve the learning outcomes.

Name of course: The Music Business		
Block: Professional		
Education level: Bachelor's **Cycle duration:** 16 weeks	**Course Code:** RAD1401 **Credits:** 3	**Prerequisite:** None **Concurrent requisite:** None

Total hours with teacher:	**Total independent study hours:**	**Total complementary activity hours:**	**Facilities:**
24	24	48	Classroom

Learning objectives / Learning outcomes:

The student will:

1. Propose innovative solutions to address music industry problems based on the history, evolution and theory of the development of the music industry.
2. Create business opportunities and seek new strategies by researching the music scene and the music industry market in order to identify areas of opportunity.
3. Develop music launching platforms, both online and traditional, by creating a marketing and promotion plan that takes into account the principles governing the music and discography industry.

Thematic content:

1. Basic features of the music industry
   - 1.1. Understanding the industry: the sound recording industry, music industry, entertainment industry
   - 1.2. Beginnings of the music industry
   - 1.3. The music industry in transition
     - 1.3.1. Evolution of the physical format and their types
     - 1.3.2. Evolution of the digital format and their types
     - 1.3.3. Appearance of streaming
     - 1.3.4. Dynamics of the industry and current coexistence of formats
   - 1.4. Distribution and sales in today's discography and music industry: *Long Tail* and trends
   - 1.5. The future of the industry and its executives : *Generation Flux*

2. Basics of the music industry ecosystem
   - 2.1. The artist
   - 2.2. The manager (personal, tour and equipment)
   - 2.3. The agent or booker
   - 2.4. Event promotor
   - 2.5. The editor and composers
   - 2.6. Guest musicians
   - 2.7. Collective management organizations

3. Discographic companies
   - 3.1. Role within the music industry ecosystem
   - 3.2. Positions and responsibilities
   - 3.3. Major record companies

3.3.1. Operations and market share
3.3.2. Structure and departments
3.3.3. The function of A&R
3.3.4. Main artists
3.4. Independent discographic labels
3.5. Advantages and disadvantages
3.6. Music studios: recording, production and guest musicians

4. Legal framework of the music industry
4.1. Recording rights
4.1.1. Rules for songs
4.1.2. Rules for master recording rights
4.1.3. Difference between phonographic and editorial rights
4.2. Copyrights
4.2.1. Basic principles of the copyright
4.2.2. Duration of the copyright
4.3. Contracts between the record company and the artist
4.3.1. Basic principles
4.3.2. Advances
4.3.3. Time period, territoriality and conditions
4.4. New music industry business models
4.4.1. 360 contract
4.5. Music synchronization licenses
4.5.1. Commercials
4.5.2. Movies and television series
4.5.3. Other uses of the brand
4.6. Music videos and rights
4.7. Webcasting, interactive streaming and downloading rules

5. Music distribution
5.1. Traditional physical distribution methods
5.2. Digital distribution methods (new musical consumption)
5.3. Payment rules for content creators (producers, composers and performers)
5.4. Basic principles of distribution
5.4.1. Physical retailers
5.4.2. Digital retailers
5.4.3. Streaming platforms

6. Basic principles of marketing
6.1. The 4 C's of modern marketing
6.2. Strategies in traditional media
6.3. Strategies in new media
6.4. Audience and public segmentation: Measuring
6.5. Types of campaigns

Selected* teacher-led learning activities:

1. **Debate:** Group discussion of a particularly controversial topic following prior research on the subject. Groups should be formed to defend the different positions found on the subject, and the teacher or one of the students will coordinate the opinion exchange. The objective is to arrive at general conclusions, which do not necessarily have to be consensual.
2. **Structured experiences:** Defined situations based on real-world experiences which facilitate students' experimentation and participation in actual tasks, as well as observation,

critical analysis, discussion and their direct relation to specific topics.

Independent learning activities:

1. **Exercises:** Practice in concrete situations related to the course topic (skills development mechanisms, applications to practical problems, etc.)
2. **Case studies:** Detailed, thorough analysis of a specific real-life situation in order to identify problems, reach operative conclusions, and propose solutions. Strives to link curriculum content with actual tangible situations, strengthening student's capacity to propose different problem-solving options that fit the case presented for decision-making.

Evaluation criteria:

Partial evaluations can make up 40% to 60% of the final course grade. The final evaluation can make up 40% to 60% of the final course grade.

Depending on the above-mentioned learning activities, the teacher may use the following evaluation methods for both the partial and final exam:

- Analysis of readings
- Self-evaluation
- Essays
- Performance evaluation
- Product evaluation
- Oral and written exam
- Hand-ins and homework
- Portfolio
- Class participation or forums
- Internships
- Oral presentations or exhibits
- Research project or work
- Applicable project or work
- Integrative project or work
- Case solving
- Problem solving
- Solving practice exercises

Minimum job profile of the teacher:

Preferably, a teacher with a Master's in Communication, Social Sciences, Graphic Design, Digital Design, Systems Engineering or similar area, minimum two years' job experience related to the music industry, minimum two years' teaching experience.

*The teacher may use different didactic activities to achieve the learning outcomes.