

10-2008

# La Salle University Educational Project (LUEP)

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## Recommended Citation

"La Salle University Educational Project (LUEP)" (2008). *PEUL*. 2.  
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La Salle University  
Educational Project  
[LUEP]



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ISSN: 1900-2335  
First Edition: Bogotá D.C. May 2008  
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Oficina de Medios y Publicaciones  
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[www.lasalle.edu.co/servicios/Publicaciones/Textos](http://www.lasalle.edu.co/servicios/Publicaciones/Textos) On  
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Printing: CMYK Diseño e Impresos Ltda.

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Printed and made in Colombia

**THE SUPERIOR COUNCIL**  
**Agreement N° 007 of March 21, 2007**

In order to approve the La Salle  
**UNIVERSITY EDUCATIONAL PROJECT**

**THE SUPERIOR COUNCIL OF THE**  
**UNIVERSIDAD DE LA SALLE**  
**by the powers conferred to it and**

**CONSIDERING**

That the Directive Council, now the Superior Council, by Agreement N° 011 of June 10, 2005, approved the amendment of the Regulations of the University.

That in this reform some adjustments were made regarding the nature, mission, functions, objectives and organization of the Universidad de La Salle, in order to follow both its own internal development and its current social, cultural, educational and Lasallian demands.

That the orientations included in the new Regulations showed the need to review and reformulate the La Salle University Educational Project, not only for having obsolete language, but also for the need to place the Universidad de La Salle in a current university and Lasallian context.

That both, the President of the Superior Council and the President of the University -in his possession in February 2005- asked the academic community to reformulate the La Salle University Educational Project.

That the Document "The 2005-2007 Commitments and the Development Institutional Plan. Action Perspectives from the Academic Vice-Presidency" presented in the Academic Committee held in April 2005, it was included as a work guideline that the "Education Project must be thought, familiarized, and internalized again".

That in development of the Institutional Self-Evaluation it is necessary to have a La Salle University Educational Project which guides the exercise of the Institutional Improvement Plan.

That our President in the session of the Superior Council held on March 21st, 2007, put in consideration the proposal to approve the La Salle University Educational Project of the University, after being studied it was unanimously approved.

That regarding the article 23, literal d, one of the functions of the Superior Council is "to plan academic, research, extension, promotion and human development, administrative and finance policies of the University".

## AGREES

### Article 1

To approve the new La Salle University Educational Project expressed in this document: **La Salle University Educational Project [LUEP]**.

## **1. Our Identity**

We are a Catholic Lasallian University founded, guided and led by the Brothers of the Christian Schools which starting from educational project inspired in Lasallian tradition offer academic programs of higher education, do research with relevance and social impact, it is socially projected in order to promote dignity and comprehensive development of the person, society transformation, encouragement of culture and the search for the sense of truth.

## **2. Our Mission**

Our mission is comprehensive education and knowledge creation to contribute to social and productive transformation of our country. Thus, we actively participate in the construction of a fair society and in peace through the education of professionals, who based on their knowledge, values, team work capacity, social sensibility and their sense of belonging to a country included in a globalized world, are able to contribute to the search of equity, defense of life, construction of nationality and commitment with integral and sustainable human development.

## **3. Our Vision**

We will be recognized as a University distinguished by:

- The education of professionals with social responsibility and sensitivity,
- The contribution to integral and sustainable human development,
- The commitment with democratization of knowledge, and
- The creation of knowledge to transform Colombian society structures

#### **4. Our Horizons of sense**

##### **4.1. The social thought of the Church**

The Universidad de La Salle embraces the social thought of the Church and recognizes in it the source of sense, principles, judgments, and criteria to achieve the common welfare. The social thought of the Church is originated in the meeting of Gospel's message with the problems in society. The social thought of the Church as such recognizes the ethical and moral character of human decisions and asks for ethics in all forms of knowledge. Based on this perspective, the University makes a commitment to promote the dialogue among faith, science and cultures.

##### **4.2. Reflection upon university, culture, science and technology**

The University is committed with a rigorous reflection about itself, science, philosophy, and about all the superior forms of culture. The University will include other forms of knowledge and will respond to challenges of society and culture.

##### **4.3. Lasallian Educational reflection.**

Inheritor of a three-century tradition, it is focused on a particular pedagogical relation characterized by the accompaniment, integral education, and the teaching of Christian values. It recognizes the unique character of each person and his potentialities, it believes in the autonomy of the human being who is considered capable of being responsible protagonist of his own education, sensible to exclusion contexts, youth realities, and educational urgencies of the moment.

##### **4.4. Integral and sustainable human development.**

It implies that respect and dignity of the person is the center of the processes of social, scientific and cultural

development, both for present and future generations. As a referent, we have to preserve and reinforce, we understand that our mission is linked to the development of the following characteristics: socially participative, culturally appropriate, technically clean, ecologically compatible, economically feasible and sustainable, politically striking, and ethically responsible and pertinent.

#### 4.5. Democratization of knowledge

The University makes possible a quality education mainly for socially poor sectors. So, it enlarges the number of people who directly benefit from advances of scientific and technological research; the expansion of access to science, understood as a central component of culture, and the social control of science and technology, and its orientation from explicit ethical and political options. All of it emphasizes the importance of education and public comprehension of science and technology for the whole society.

#### 4.6. Regulations and public policies

The University, included in a particular social and political context and committed to a project of nation, proposes development models which mix public policies related to science, technology and innovation, with the responsible exercise of its own autonomy. It also articulates its action in agreement with its internal Regulations and with reflection processes in the academic community.

#### 4.7. Values we privilege in our mission

- a. The sense of truth and respect for the autonomy of knowledge.

We see the truth as the search of meaning of scientific and technological research, social coexistence, culture and the human being; and the second as the

promotion of characteristics and demands of disciplines and knowledge in dialogue with the academic community.

b. Solidarity and fraternity

We grant a privilege to community aspects better than individual ones, to the public interest better than private one, solidarity better than competence. The concern for the other and the conviction in that a society cannot be built without a social fabric where everybody's development is the condition for justice and peace.

c. Honesty and social responsibility.

We privilege them by strengthening the conviction of leading life with reliability and honesty but also participating in controlling the State and private action of public resources. In the same way, by promoting the responsible access to decisions and performances of human community in their different organizations, with a receptive and active, creative and decisive, socially sensible and proposing attitude.

d. Respect and tolerance

We have to understand that living together means much more than mere coexistence. It is the search of possible mutual growth, it is everybody's contribution from different views to the common project; it is the condition of dialogue where it is necessary to find definitions that embrace the links of people and peoples, which allows unity in diversity and in the ability to interact with people from several beliefs and cultural views.

e. Hope and faith

We assume the conviction that where there is hope, there are reasons for living and to believe that another

world is possible, necessary, and urgent. We trust in human being potentialities and join together with those who work for a fairer society.

## **5. Processes that articulate our university praxis**

### **5.1. Teaching with appropriateness**

A characteristic feature of the Lasallian education tradition is made up by the establishment of a quality pedagogical relationship between teachers and students. This relation is framed by respect, mutual growth, honesty and dialogue which allow confronting ideas; look for the truth and commitment with society transformation. The University is actively interested in all of its members. Teaching is coherent with institutional reference frameworks and from pedagogic models of each discipline, with particular scientific methods, and looking for interdisciplinary and transdisciplinary encounters to comprehend the complexity of natural and social phenomena. Flexible curricula make possible students and teachers' mobility; encourage permanent updating and investigatory reflection which asks for world trends and science advances, by giving them value and sense. In the same way, teaching function demands teachers' knowledge and respect for university identity.

### **5.2. Research and Innovation with social impact**

Setting in motion knowledge democratization creates a tension with two characteristics: on the one hand, it has to do with what society expects regarding instances to produce knowledge; and, on the other hand, possibilities and interests of those who make viable and exercise scientific activity. The University overcomes this tension by following two fundamental principles: the first one is responsibility, understood as giving an explanation to the whole society that expects its academics provide reflections and contributions to problems that are important to fulfill its ideals, and to the scientific community and government instances. The

second one is coherence. In the sustainable and integral human development framework and facing the creation of the knowledge society, research becomes in a referent by which the University expresses its vocation of efficient social actor, considering as its own the society problems and interests, and at the same time, promotes a constructive debate about the kind of science and technology society requires. The University encourages in its academic processes educational research of teachers and students to favor its investigatory spirit, criticism, creation of autonomous thought as well as the access to scientific advances and knowledge of reality. Educational research means then scientific research in the strictest sense.

### 5.3. Dynamic management of knowledge

According to the previous line, democratize implies inclusion and participation. Transdisciplinary approach, led by research under application contexts, implies a serious commitment to promote the ability of those who are affected by these contexts. It is not only the confluence of different disciplines in accordance with a conceptual identity (interdisciplinarity), but that its scope must allow participation of a non expert agent, if he, regarding the context logics, feels his performance let a real expansion of his freedoms and development opportunities. Transdisciplinarity more than a point of departure, it is a point of arrival where appropriate and efficient solutions appear. It is fostered by an epistemology that explores in the integral view of the world and takes distance of proposals from the fractured reality.

### 5.4. Integral education for human development

Integral education is understood as harmonic growth of person's dimensions, education for living the values for a social participation with an ethical dimension of responsibility, a solid scientific and philosophical foundation, and the acceptance of transcendence as a

meeting point of oneself, with the other and with God. Integral education also implies a comprehensive conception to improve everybody's living conditions, to make possible for future generations to exist under dignity and liberty conditions, to make new relations between person and nature, among people, and an including social and political organization. A very important part of the integral education is the emphasis in ethics and humanism. In a global environment where the force of relativity makes room among utopias, integrisms, totalitarisms and other social, political and cultural expressions which deteriorate the ethical components of the social fabric, it is necessary to create processes that allow education and strengthening of the students' character, through supporting knowledge, propitiatory environments, and situations that generate ethical behaviors and political commitments. This way, the University offers spaces where ethics makes problematic science, politics, and culture, and it is also interpreted by them. Christian vision of person that inspires the ethical option of the University is the centrality of its dignity as referent. It implies the continuing reflection on human, history, and society, and the recovery of the rich knowledge stock which has made possible the advance and consolidation of our civilization. The University contributes to the development of its members' understanding.

#### 5.5 Commitment with a more democratic and fairer society

Society democratization implies wider opportunities for majorities, and acknowledgement of plurality and minority rights, and the possibility to increase and widen citizen potentialities. It goes from respect and solidity of institutions, the strengthening of the civic ethics, the reality of a state who serves public interests, to the creation of possibilities for the communities with less opportunity.

## **6. Implementation Strategies**

The following university processes will help to put in practice the La Salle University Educational Project:

- Formulation of the Development Institutional Plan 2007: 2015 - 2020.
- Permanent Curriculum Design.
- Definition of guidelines and institutional research fields and generation of the model to its management.
- Formulation and implementation of the education projects in academic units, and
- Creation and application of strategic plans in academic units.

The La Salle University Educational Project presents the plans and inspires us in the commitment of "Educating to think, decide and serve" to generations who find in this proposal the possibility to build a pluralist society, that respects human rights, proud of the elements of the national culture and traditions, and in a globalized world which hopes for transformations towards justice and integral sustainable development.

### **Article 2**

This Agreement is in force from the date of issuance and derogates contradictory regulations.

It is issued in Bogotá on the 21st day of March, 2007.

Brother JORGE ENRIQUE MOLINA VALENCIA. Fsc  
President of the Superior Council

GUILLERMO PANQUEVA MORALES  
Secretary General





This work was completed printing  
in september - 2008  
Universidad de La Salle  
Bogotá - Colombia





