

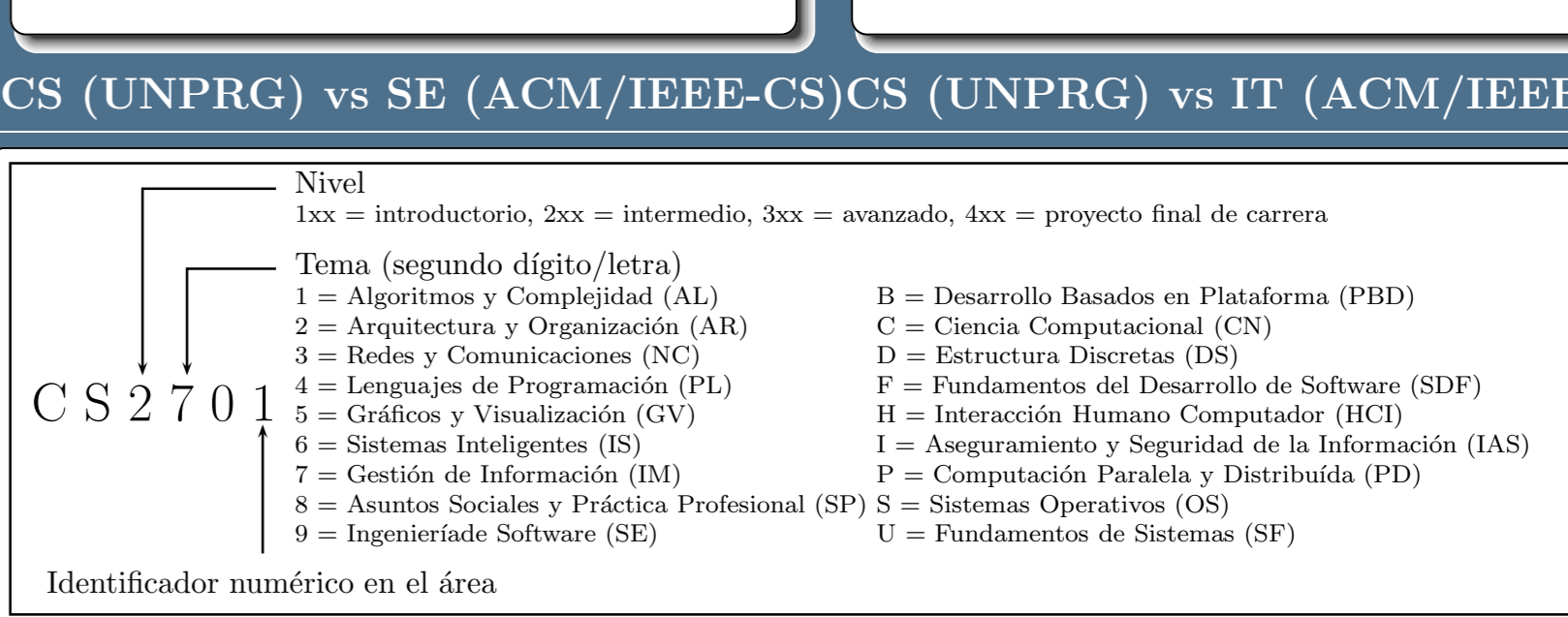
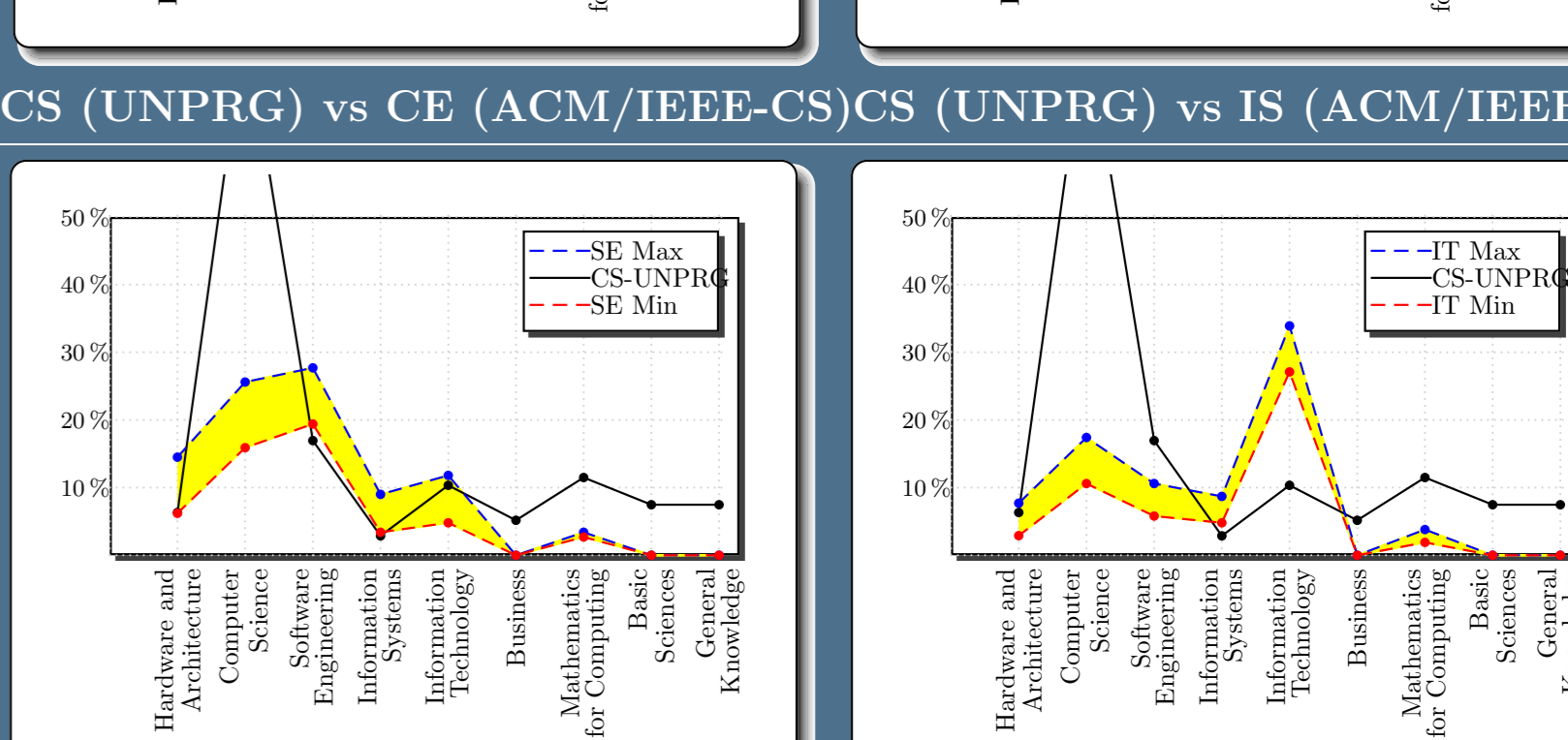
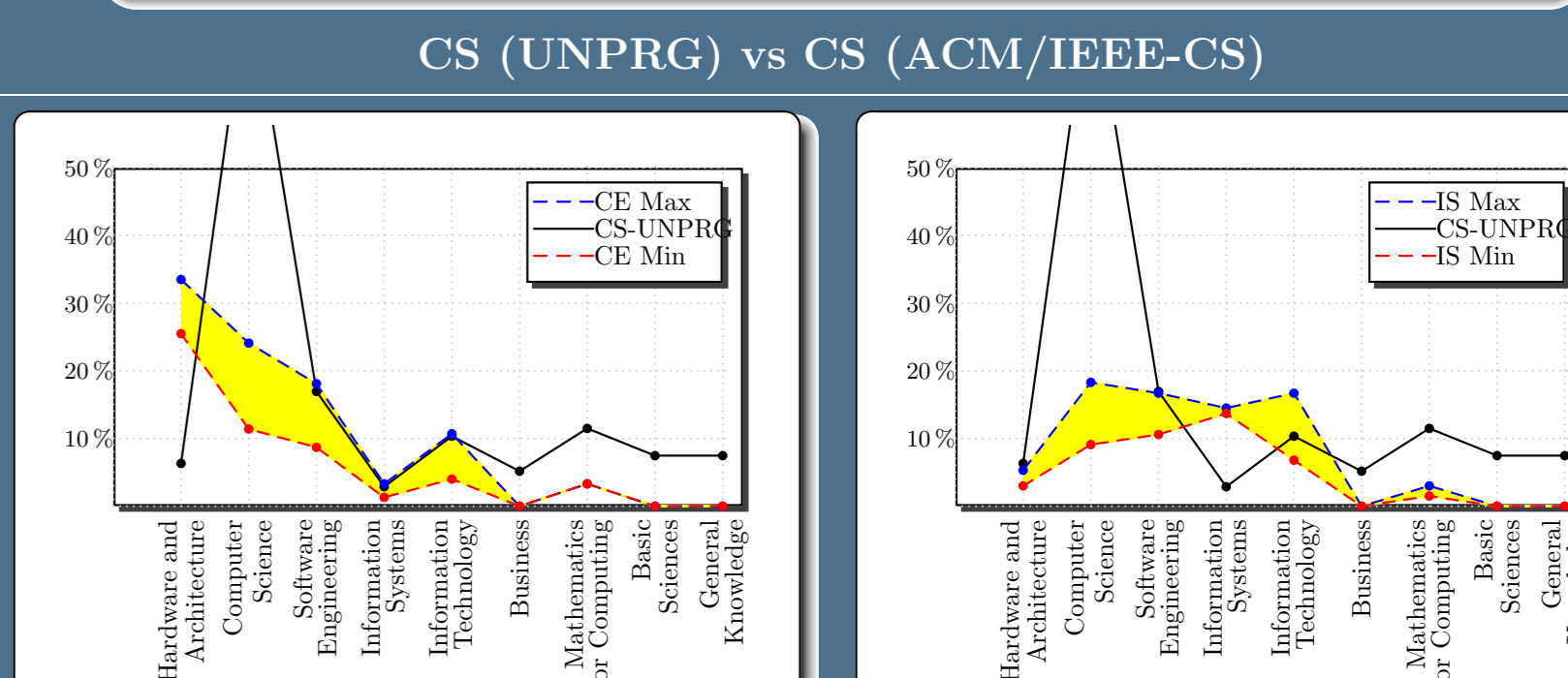
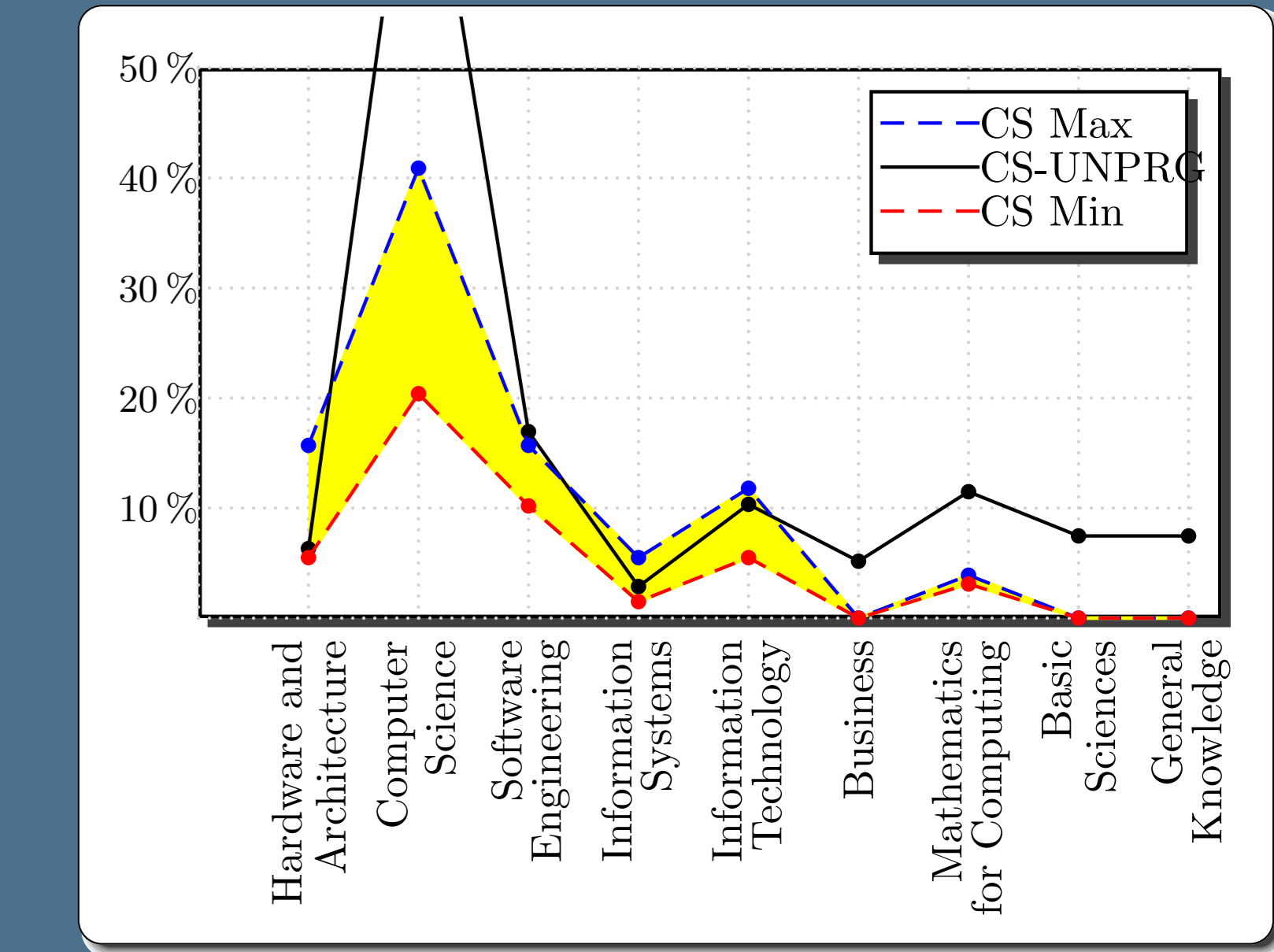
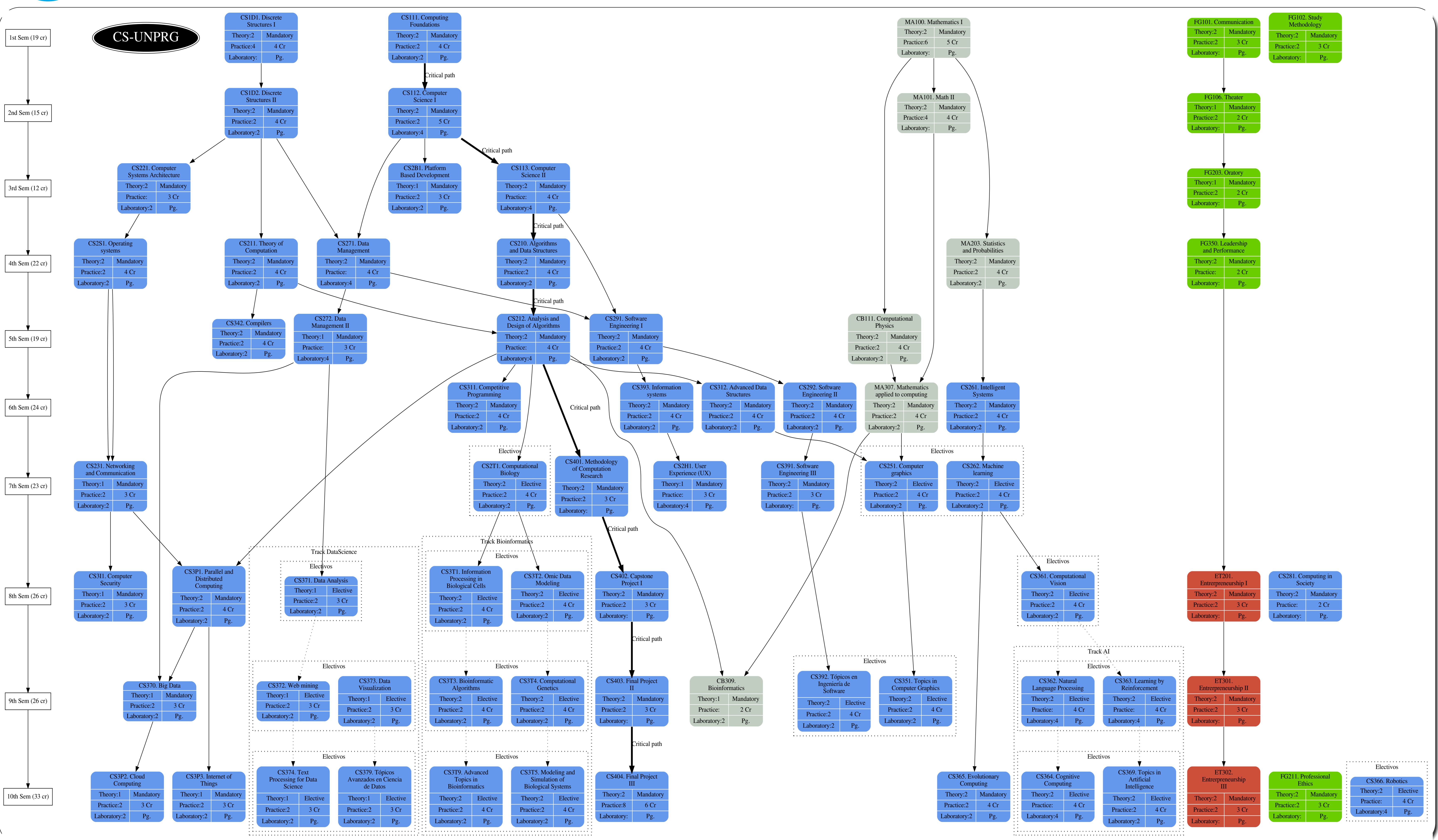


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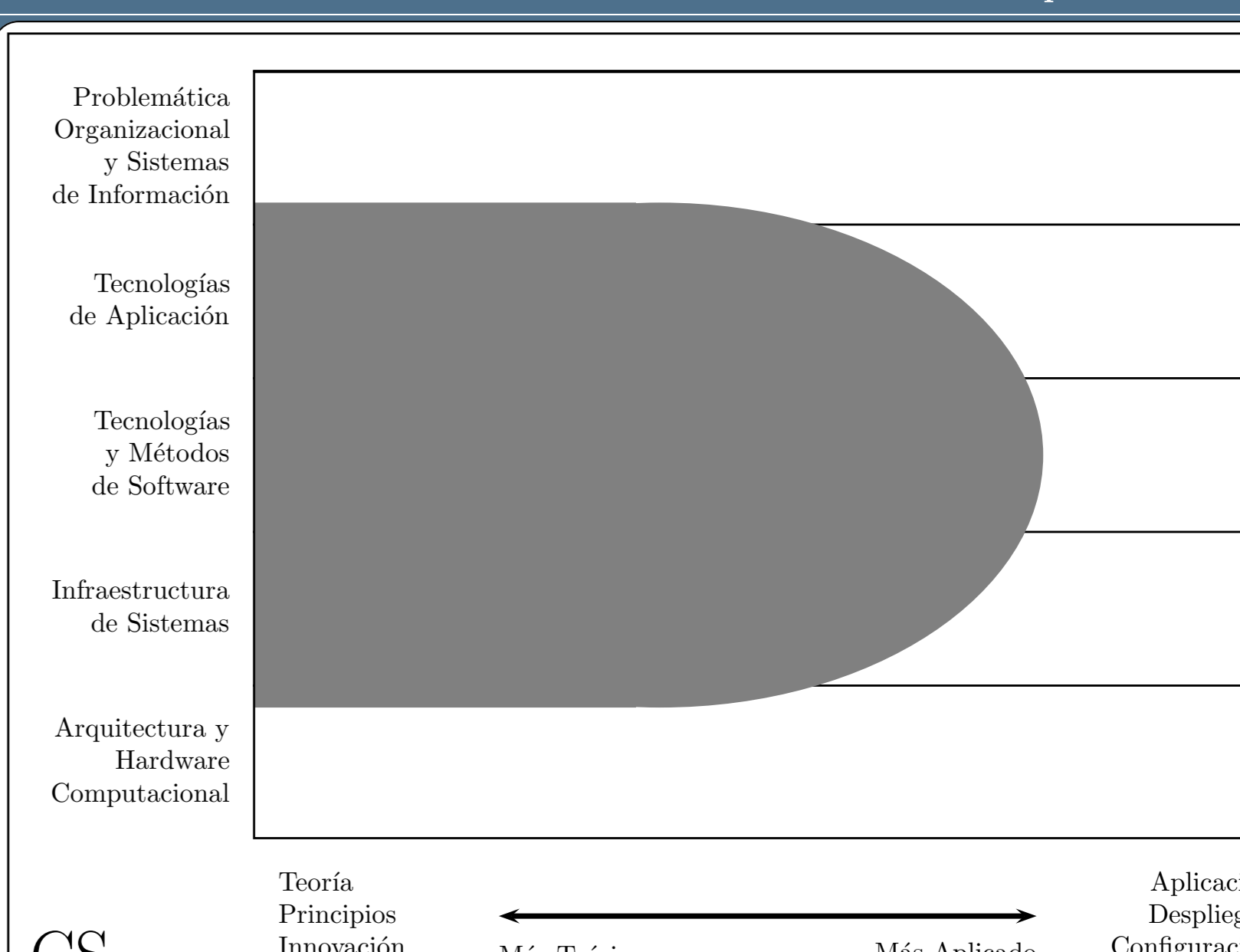
Mission: To contribute to the scientific, technological and technical development of the country forming competent professionals oriented to the creation of new science and computational technology, as engine that impels and consolidates the software industry based on scientific research and technological in innovative areas, forming, IN OUR professionals, a set of skills for solving computational problems with a social commitment.

Definition: The professional profile of this professional program can be better understood from figures on the right side. This professional has Computing as the center of his studies. That is, it has computing as an end and not as a means. According to the definition of this area, this professional is called directly to be a promoter of the development of new computational techniques that can be useful at local, national and international level.

Our professional profile is aimed at generating jobs through permanent innovation. Our professional training has three fundamental pillars: a content according to ACM/IEEE-CS Computing Curricula CS2013 and CC2020, a marked orientation to innovation and human/soft skills.



Codificación de cursos del área de Ciencia de la Computación



| Skill/Course | First Sem | Second Sem | Third Sem | Fourth Sem | Fifth Sem | Sixth Sem | Seventh Sem | Eighth Sem | Ninth Sem | Tenth Sem |
|--------------|-----------|------------|-----------|------------|-----------|-----------|-------------|------------|-----------|-----------|
| CS111 | 2 | 2 | | | | | | | | |
| CS101 | 2 | 2 | | | | | | | | |
| CS102 | 2 | 2 | | | | | | | | |
| CS103 | 2 | 2 | | | | | | | | |
| CS104 | 2 | 2 | | | | | | | | |
| CS105 | 2 | 2 | | | | | | | | |
| CS106 | 2 | 2 | | | | | | | | |
| CS107 | 2 | 2 | | | | | | | | |
| CS108 | 2 | 2 | | | | | | | | |
| CS109 | 2 | 2 | | | | | | | | |
| CS110 | 2 | 2 | | | | | | | | |
| CS111 | 2 | 2 | | | | | | | | |
| CS112 | 2 | 2 | | | | | | | | |
| CS113 | 2 | 2 | | | | | | | | |
| CS114 | 2 | 2 | | | | | | | | |
| CS115 | 2 | 2 | | | | | | | | |
| CS116 | 2 | 2 | | | | | | | | |
| CS117 | 2 | 2 | | | | | | | | |
| CS118 | 2 | 2 | | | | | | | | |
| CS119 | 2 | 2 | | | | | | | | |
| CS120 | 2 | 2 | | | | | | | | |
| CS121 | 2 | 2 | | | | | | | | |
| CS122 | 2 | 2 | | | | | | | | |
| CS123 | 2 | 2 | | | | | | | | |
| CS124 | 2 | 2 | | | | | | | | |
| CS125 | 2 | 2 | | | | | | | | |
| CS126 | 2 | 2 | | | | | | | | |
| CS127 | 2 | 2 | | | | | | | | |
| CS128 | 2 | 2 | | | | | | | | |
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| CS130 | 2 | 2 | | | | | | | | |
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| CS135 | 2 | 2 | | | | | | | | |
| CS136 | 2 | 2 | | | | | | | | |
| CS137 | 2 | 2 | | | | | | | | |
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| CS140 | 2 | 2 | | | | | | | | |
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| CS145 | 2 | 2 | | | | | | | | |
| CS146 | 2 | 2 | | | | | | | | |
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| CS154 | 2 | 2 | | | | | | | | |
| CS155 | 2 | 2 | | | | | | | | |
| CS156 | 2 | 2 | | | | | | | | |
| CS157 | 2 | 2 | | | | | | | | |
| CS158 | 2 | 2 | | | | | | | | |
| CS159 | 2 | 2 | | | | | | | | |
| CS160 | 2 | 2 | | | | | | | | |
| CS161 | 2 | 2 | | | | | | | | |
| CS162 | 2 | 2 | | | | | | | | |
| CS163 | 2 | 2 | | | | | | | | |
| CS164 | 2 | 2 | | | | | | | | |
| CS165 | 2 | 2 | | | | | | | | |
| CS166 | 2 | 2 | | | | | | | | |
| CS167 | 2 | 2 | | | | | | | | |
| CS168 | 2 | 2 | | | | | | | | |
| CS169 | 2 | 2 | | | | | | | | |
| CS170 | 2 | 2 | | | | | | | | |

Educational Objectives

After five years of graduation of our school, our professionals must be able to:

1. Have a sufficient understanding of the field including analysis of modern techniques and scientific principles of what he/she develops.
2. Demonstrate leadership and ability to adapt to change by being promoted to a better position within the organization.
3. Demonstrate an understanding of the ethical, legal, cultural, environmental and economic implications of what he/she develops.
4. Demonstrate an understanding of the impact of everything he/she develops on individuals, organizations and institutions.
5. Visibly apply their communication skills with colleagues from other areas, teamwork and interdisciplinary.
6. Get involved effectively in team development by being a mentor, learning continuously and autonomously.
7. Get involved in professional societies in the area.

Definición de Objetivos de Aprendizaje (Learning Outcomes)

Nivel 1 Familiarizarse (Familiarity): El estudiante **entiende** lo que un concepto es o qué significa. Este nivel de dominio **se refiere a un conocimiento básico** de un concepto en lugar de esperar instalación real con su aplicación. Proporciona una respuesta a la pregunta: **¿Qué sabe usted de esto?**

Nivel 2 Usar (Usage): El alumno es capaz de **utilizar o aplicar** un concepto de una manera concreta. El uso de un concepto puede incluir, por ejemplo, apropiadamente usando un concepto específico en un programa, utilizando una técnica de prueba en particular, o la realización de un análisis particular. Proporciona una respuesta a la pregunta: **¿Qué sabes de cómo hacerlo?**

Nivel 3 Evaluar (Assessment): El alumno es capaz de **considerar un concepto de múltiples puntos de vista y/o justificar la selección de un determinado enfoque** para resolver un problema. Este nivel de dominio implica más que el uso de un concepto; se trata de la posibilidad de seleccionar un enfoque adecuado de las alternativas entendidas. Proporciona una respuesta a la pregunta: **¿Por qué hiciste eso?**

