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SCHOOL OF ARTS AND SCIENCES
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MAIN REASONS THAT INFLUENCE STUDENTS TO MIGRATE FROM THEIR FIRST MAJOR TO THE MAJOR OF MODERN LANGUAGES, AT THE FOREIGN LANGUAGE DEPARTMENT, AT THE UNIVERSITY OF EL SALVADOR, IN THE PERIOD OF 2008 - 2013

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ADVISOR'S NAME:

MTI. PEDRO ANTONIO SALAZAR MURCIA

PRESENTED BY:

ANDALUZ RECINOS, VÍCTOR MANUEL	AR08074
SALINAS CENTENO, ALEXANDER ERNESTO	SC97034
VELÁSQUEZ DÍAZ, LESSYRINEREIRA	VD01014

SAN SALVADOR, EL SALVADOR, CENTRAL AMERICA, JULY 18th, 2014

AUTHORITIES OF THE UNIVERSITY OF EL SALVADOR

ING. MARIO ROBERTO NIETO LOVO

RECTOR

MTRA. ANA MARÍA GLOWER DE ALVARADO

ACADEMIC VICE – RECTOR

MTRO. OSCAR NOÉ NAVARRETE

ADMINISTRATIVE VICE – RECTOR

DRA. ANA LETICIA ZAVALETA DE AMAYA

GENERAL SECRETARY

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DEAN

MSC. NORMA CECILIA BLANDÓN DE CASTRO

VICE – DEAN

LIC. ALFONSO MEJÍA RIVERA

SECRETARY

AUTHORITIES OF THE FOREIGN LANGUAGE DEPARTMENT

LIC. JOSÉ RICARDO GAMERO ORTIZ

HEAD OF THE DEPARTMENT

MTI. EDGAR NICOLÁS AYALA

GENERAL COORDINATOR OF THE DEGREE PROCESSES

MTI. PEDRO ANTONIO SALAZAR MURCIA

ADVISOR

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Sincerely,

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“For I, God your Lord, have taken your right hand in mine, saying to you, have no fear; I will be your support”. Isaiah 41:13

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**“The beginning of knowledge is fear to God; only stupid people allow
neither wisdom nor discipline”. *Proverbs 1:7***

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INTRODUCTION

Nowadays, thousands and thousands of High School graduates are willing to continue their higher education at the University. However, the University of El Salvador remains the only public University in the country. Consequently, it does not have enough capacity to host all of students assessed due to the fact that the capacity it has is approximately the fifty percent of all the population can be accepted. The University of El Salvador, by far, hosts the largest population of students in the country. As a consequence, some Schools and Departments are directly affected by students' population growth. As a consequence, the Foreign Language Department is one of the most affected Departments at the University due to it has the largest academic unit at the School of Sciences and Humanities compared to other Schools and Departments.

For the researchers then, to identify the reasons that motivated students to migrate from their first major choice when entering the University to the Major of Modern Languages is crucial because through this issue, the administrators of the Foreign Language Department can take needed preventions by looking for the most suitable solutions for all those involved students in this process. At the same time, specific internal policies are established as well as the best processes on how and where students must start the process of major changes by talking into consideration the legal requirements that the University demands. Therefore, for many accepted students, to keep on their first major choice represents a spot for

another student to enter to the only public University of El Salvador by maximizing resources for all those who want a higher education.

Therefore, the present research aimed to study the main reason that influenced students to migrate from their first major to the Major of Modern Language, at the University of El Salvador, specifically the Foreign Language Department, where since the Major of Modern Languages was approved and opened to the University population, it has been experimenting a fast increase in major changes from majors the University offers; to achieve the established goals the researchers carried out non-experimental, exploratory, and descriptive research in 2013-2014.

This report is divided into three chapters. The first chapter includes the statement of the problem, objectives established by the researchers, research question and its subsidiary ones, then, it was necessary to delimit the area of study as well as to justify it. Finally, there are some assumptions elaborated by the researchers. Next, the researchers establish the type of research that was followed along the research process.

The second chapter contains the theoretical framework. This refers to all of the theories that were related to student's migration, their motivation to change from a major, and information related to higher education. The theoretical framework is sub-divided into four parts; first, the historical framework; second, the

theories that support the identified issue at the Foreign Language Department; third, the conceptual framework where there are different key words such as motivation, academic motivation, success, migration, and University major changes; and forth, the legal framework where there can be found different articles in the Reglamento Academico of the University that are related to the major changes.

Finally, the third and last chapter is the methodological framework, which is referred to the analysis of the gotten results after administering the instruments for gathering information. It also contains each of the analysis of each bar graphic, and at the end, it highlights the conclusions and recommendations. So, the researchers expect that this research will provide significant information for the University authorities to ensure appropriate administration management; so that they can minimize the problems that arise within the steps and tasks that the Foreign Language Department does along the different cycles concerning the migration issue as well as to look for solutions.

I. RESEARCH DESIGN

A. STATEMENT OF THE PROBLEM

The University of El Salvador in its history has been able to graduate successful and exemplary professionals with an excellent academic profile. That permits those students to have adequate tools to develop themselves in the society that day by day is asking for more effort to the new generations, taking into consideration the cultural, social, scientific, and academic aspects.

According to the Administración Académica, the University of El Salvador, including the four Campuses, offers one hundred sixty nine (169) majors in total and is currently hosting a population of fifty six thousand one hundred nineteen (56,119) students in total. “The University has different branches countrywide: the West Campus, East Campus and the Main Campus which is located in San Salvador. The Main Campus has more student population than the West and East Campus. For instance, the main campus hosts a population of thirty seven thousand five hundred ninety (37,590) students” says Engineer Carolina Magaña from Administración Académica of the School of Arts and Sciences.

According to the Administración Académica, the University has twelve (12) Schools which are: Agronomy, Economy, Multidisciplinaria Paracentral, Engineering and Architecture, Medicine, Natural Sciences and Math, Jurisprudence and Social Sciences, Multidisciplinaria de Occidente, Multidisciplinaria Oriental, Chemistry and Pharmacy, Odontology, and Sciences and Humanities.

Focusing on the School of Sciences and Humanities, the largest School of the University due to the fact that it has eight Departments such as Arts, Social Sciences, Psychology, Education, Letras, Journalism, Philosophy, and Foreign Languages.

The Foreign Language Department has two different majors: English Major for Teaching and Modern Languages. “In fact, that Department is first place of the most overpopulated Departments at the University. And from the two majors that are offered here, the Major of Modern Languages: English and French as option is more demanded and overpopulated with nine hundred fifteen (915) active students contrasted with eight hundred seven (807) active students in the Major of English for Teaching” says the Head of the Foreign Languages Department Licenciado Ricardo Gamero.

However, there is one major reason why this phenomenon happens and it is because of its overpopulation. One cause for overpopulation is due to the migration that exists at the University from other majors of different Schools. According to the records of applications that the Administración Académica receives a year, shows an approximate number of five hundred (500) applications from which the forty eight percent (48%) are approved, while the rest or the majority (52%) are rejected. It means that less than the half of the applications can be approved taking into account the available spots in each of the two majors. The records also show that the majority of these students are looking forward to being accepted into the two Majors that the Foreign Languages Department offers. But, the Department does not have enough capacity to host all those students in it. In fact, that is because the students of other Majors ask to be changed to other majors which are more

demanded. As a consequence, “the Major of Modern Languages is one of the most demanded majors at the University” according to Licenciado Alfredo López, the current Coordinator of the Major of Modern Languages.

As far as students know, Licenciado Ricardo Gamero, the Head of the Department and the team of professors of the Foreign Languages Department says that “three years ago, (2011) they designed a proposal for developing a project that consisted of having a Department just for Foreign Languages students in order to host all the population in it and give possible solutions to the migration that affects directly to the Foreign Languages Department. The file was sent to the Ministerio de Hacienda to be studied and approved, but still today they have not received any response.

However, the Head of the Department implemented these strategies together with the major authorities of the University and according to the new legislation, “the researchers have identified that this continues being a huge problem at the Foreign Language Department that needs to be studied and seek for the reasons why that happens”. So, the question that needs to be answered through the research process is: what are the main reasons that influence students to migrate from their first major to the Major of Modern Languages at the Foreign Language Department at the University of El Salvador?

B. OBJECTIVES

1) General objective:

To find out students' reasons that influence students when deciding to change from their original major to majors offered by the Foreign Languages Department.

2) Specific objective:

- i. To identify the most powerful influence that the students take into account when migrating from their first major to the Major of Modern Languages.
- ii. To list the possible causes that motivates students to make their decision to change a major after their first year of studying a different one.
- iii. To identify the indicators that influence mostly on students' major changes, in order to answer the research question.

C. RESEARCH QUESTION

What are the main reasons that influence students to migrate from their first major to the Major of Modern Languages, at the Foreign Language Department at the University of El Salvador?

a) Subsidiary Questions:

- i. Is the family influence a reason why some students decide to make major changes?
- ii. Is the economic situation one reason that influences students to make major changes?
- iii. Are the groups of friends' interaction a reason that pushes students to make major changes?
- iv. Are the job opportunities a reason that makes students to change from their first major to another?
- v. Are the labor demands a reason why students decide to change from their first major to another?
- vi. Are there any sources of information that students can make use of to start the process of major changes?
- vii. Is there any policy that regulates the migration issue at the University of El Salvador?
- viii. Does students' migration have any impact on the academic results and functionality of the Departments to where students ask to be changed to?
- ix. Are there any specific majors where students ask to be changed to?
- x. Are there any specific major or Departments from where students ask to be changed?

D. DELIMITATION OF THE RESEACH

The study was conducted in order to find out the reasons that influenced students to make a decision to change from their first major to another after studying the first academic year at the University of El Salvador according to the Reglamento Académico Interno, Capitulo I, Proceso y Aprobación de Cambios de Carrera in the article 157. Moreover, this research was expected to be done in fifteen months, approximately starting on **March 15th** and ending on **June 31st** during semesters I and II-2013 and semester I- 2014.

Furthermore, the data was collected from students who made a change of major since 2008 until 2013 from the different Schools all over the University to the Major of Modern Languages, at the Foreign Languages Department.

E. JUSTIFICATION OF THE RESEARCH

Throughout history, humans are always on a move, migration is one such movement and it refers to have people move from one area to another. This can be permanent, temporary and also it can be voluntary or forced.

There are many reasons why people migrate, these are called: push and pull factors. Pull factors refer to reasons why people move to an area and push factors refer to reasons why people leave a place.

In the academic field, the same problem happens too; many students when they are studying a University major are forced to move to a different academic area and why not to say to move to a different School within the University; all this

situation leads them to make major changes during their academic learning process.

It is not surprisingly, that students may have some doubts regarding their own attitudes, aptitudes and abilities, and that is why in many cases they are not able to stay at the first selected major to study and to identify their true calling.

That is why the following research aimed to find out, identify, and describe the phenomenon about how students, who made major changes and who were currently studying at the Foreign Languages Department, were influenced and affected by certain reasons at the moment of choosing a major that led them to change from their first major to the Major of Modern Languages, at the Foreign Language Department, at the University of El Salvador.

F. ASSUMPTIONS

Due to the type of the research which was non experimental, it was important to say that it did not count with a hypothesis to prove. In fact, it was necessary to come up with some assumptions by the researchers which they had to answer through the conduction of it.

To start with, the researchers considered that the predominant reasons for which students from different majors changed from their first major choice to the Major of Modern Languages was basically due to *lack of economic resources* in the country. Actually, the job offers require workers to speak more than one language. Therefore, the academic profile of the candidates for positions that the companies expect is really elevated or strict, and most of the times they look for

bilingual people. Consequently, students decide to study the major of Modern Languages.

On the other hand, it could be found the *payments*. In this society it is said that the employees who speak more than one language within the professional field in any organization or company, they will have better growth opportunities, and a well-paid position because of their commitment and preparation.

Furthermore, the *family influence* at the time to choose a major would depend on the academic degree that the family members have. In contrast, the family just plays the role to orient and support them instead of the role of influence for the students. Otherwise, it could be found another group of people who in a way could have certain influence on students at the time to make major changes; so, the researchers considered that this group did not have too much relevance for the final decision that students made.

In addition, the available information for major changes within the University of El Salvador can be found in Académica Central. But, in fact, that information was known by students at the very moment they started the process for changing major. So, it means that the communication here was transcendental in any process. However, there were many issues, especially important information, that were not known by the student population due to the *lack of information* that was not given by the authorities in charge of it. At the same time, the lack of interest to read influenced on students in the way that they did not have enough knowledge about the major changes process.

G. TYPE OF RESEARCH

Non- Experimental, Exploratory and Descriptive Research

This research was developed through exploring the phenomenon that had never been studied at the University of El Salvador. That was why it was focused on the Major of Modern Languages at the Foreign Languages Department at the University of El Salvador. After exploring it and using the different tools (interviews and surveys) to get the findings, it was used for describing the main reasons that determined the students' migration from different majors within the University to the Major of Modern Languages, based on aspects such as social, cultural, family influences, and others.

a) Non- Experimental Research:

It describes current existing characteristics such as achievements, attitudes, and human relationships. The implementation of this kind of research does not involve a manipulation of the situation, circumstances, or experiences of the participants.

b) Exploratory Research:

According to a definition on the web, it is a statistical study to identify patterns or trends in a situation, but not the causal linkages among its different elements. <http://www.businessdictionary.com/definition/descriptive-study.html>

Consulted: 29/07/2013

The researchers will apply the exploratory research due to the fact that it has rarely been studied in past years. This type of investigation does not try to explain the problem but to gather and get identified the group with the background

and to know why that has happened. The objective of the researchers is to document or record singular experiences from the subjects of the study. Moreover, it helps to determine the best research design, data collection method and selection of subjects, and sometimes it even concludes that the problem does not exist. Furthermore, the results of exploratory research are not usually useful for decision-making by themselves, but they can provide significant insight into a given situation. They can also give some indication as to the "why", "how" and "when" something occurs. In other words, the results can not be generalized; they are not representative of the whole population being studied.

[http://www.htm.uoguelph.ca/MJResearch/ResearchProcess/ExploratoryResearch.](http://www.htm.uoguelph.ca/MJResearch/ResearchProcess/ExploratoryResearch.htm)

[htm](#) Consulted: 29/07/2013

c) Descriptive Research:

The descriptive research is the type of research that is used for describing, explaining, and interpreting the phenomenon. That means that with this type of research the researchers will know the “what” of the problem.

Indeed, the researchers’ purpose is to examine the current problems that this migration of students is causing to the Foreign languages Department. For getting that, the researchers need to use the analytical method because probably there are some pieces of existing information in pictures, documents or artifacts about the problem. So, in that way it will be useful to take into consideration the events, ideas, and concepts because these will be essential for an accurate interpretation of the data. Finally, the researchers have also decided to use these types of researches because the tools that are going to be designed and developed are surveys and questionnaires.

II. THEORETICAL FRAMEWORK

A. HISTORICAL FRAMEWORK

a) Higher Education and the University of El Salvador:

The University of El Salvador was founded on February 16th, 1841 but it started classes until 1843¹. “The University of El Salvador started teaching pure Math, Logics, Moral, Metaphysics, and General Physics”². By 1880, the University was divided into different Schools which some of them have been removed during time while others continued being created. Unfortunately, ten years after (1853), the University suffered the tragedy of an Earthquake which destroyed its buildings. As a result, the University was rebuilt in San Vicente city until the main Campus was able to open again.

Moreover, through this historical period it is said that the School of Sciences and Humanities was the last one to be created and established at the University. In fact, the Concejo Superior Universitario of the so called Autonomous University of El Salvador on October 13th, 1948; as a proposal of the Principal and Doctor Carlos A. Llerena, the new School was founded. Llerena signed the foundation of the new School. Then, in the same session that they were holding, they decided to elect the Dean who was going to be in charge of that School. It was that way how the person elected was Doctor Julio Enrique Ávila³.

¹ Texto preparado con ocasión del 156 aniversario de la Universidad de El Salvador por el Instituto de Estudios Históricos, Antropológicos y Arqueológicos (IEHAA), en el año de 1997.

² Idem

³ Idem

In 1947 and 1948, there were important academic activities that opened up the possibility to build and name the School of Sciences and Humanities. At first, they started to hold group classes and give conferences with humanistic content.

There were many especial personalities (including very important professors) from international Universities participating on these conferences, as for example; Mexico, Cuba, Central America, and Panama. On the other hand, there were Licenciado Eduardo Garcia Maynez, Doctor Elias Entralgo, Doctor Octavio Méndez Pereira, Licenciado Roberto Ramírez, Doctor Carlos Martínez Durán, Licenciado Rosé Rolz Bennett, Doctor Jaima Pi y Suñer, Doctor Carlos Federico Mora, Licenciado Nemesio García Naranjo, teacher Héctor de Zuani, Doctor Roberto Agramonte y Pichardo, Doctor Pedro Reyes Meléndez, teacher Diógenes de la Rosa, and teacher Carlos Monge Alfaro⁴.

The basic courses for first year at the University were as follows: Literature, Introduction to Philosophy, Introduction to History, Introduction to the Pedagogy, Latin (only in first year), and an Alive Language (with the option to choose either English or French)⁵.

During its first year, students who registered were 79; 39 women and 40 men. As an annex building in the School of Sciences and Humanities there was a Languages Academy where at the beginning English and French were taught⁶.

⁴ Idem

⁵ Idem

⁶ Idem

Since those years, it has been the only public University in El Salvador and also the first one in being built. In 1966 the Central American University “José Simeón Cañas” was founded too⁷.

The University of El Salvador, in fact, had to face many different challenges such as the Cold War in 1980 decade. However, since it has been the only public institution for higher education, year by year the capacity that it has for hosting all new students has been surpassing the number of students that can be accepted in it. According to the Law of Higher Education, based on the article 37, the minimum requirements to keep the quality of education in a higher educational institution that the Ministry of Education has stipulated in section “f” is to have at least 1 full time teacher, an hourly basis teacher or part time teacher for a group of 40 students⁸.

As a result, the University had to open other three University Campuses over the country. This was done with the objective to facilitate the opportunity to all the applicants to access the University of El Salvador by the Multi-disciplinarias and not just from the main Campus in San Salvador.

B. THEORETICAL FRAMEWORK

There are many reasons why students make the decision to change to other majors in which the following reasons can be: socio-economic, academic, psychological, personal, and family influence.

⁷ Idem

⁸ Ley de Educación Superior, El Salvador. Decreto No. 468, sección IV: Funcionamiento de las Instituciones de Educación Superior. Art. 37-apartado f. p.15.

To go deeply in that investigation, this research took as a base the economic reason. But, what does economy refer to? According to the article: *Materia de Economía*, economy is defined as “a social science focused on the economic behavior of people concerning to production, interchanges/exchanges, distribution, and consumerism of belongings and services which are understood as individual or collective human needs”.

Furthermore, basing the research on the reasons that influence on individuals and groups to make important decisions concerning education and professional status that a person can perform in the society; therefore, it is really important to recognize that economic term due to the fact that it plays an important role for students at the time to decide to start the process of changing a major⁹.

Moreover, Accounting, Architecture, Businesses Administration, Teaching, Nursing, Psychology, Foreign Languages are just some of the extensive lists of options to make a major choice. Everyone at some stage in life has some important choices to make, so one among them is to make a major choice. Student's major selection is one of the many important choices they will make at the end of compulsory schooling; therefore, the selection of a major is not an easy task for young people and usually it is a process that takes them some time to think.

It is really important to take into account what students want to do with their life regarding to an occupation, but it is also known that each individual undertaking the process is influenced by many reasons (Bandura, Barbaranelli, Caprara, &

⁹ Factores de la deserción estudiantil en la Universidad Sur-colombiana.

Pastorelli, 2001). The first reason is the influence from the family, which is the first group of people that are related to the youth since they are born. The second reason is the labor markets which open or close opportunities for job to all the university graduated people. As third reason will be analyzed the social class of the young people as well as the responsible person of their education.

The family has great effects on major selection and that constitute **the first reason**. Parents, followed by other family members, provide valuable learning experiences through their own role models and supporting activities that assist in exploring major interests (Natalie M. Ferry, 2001).

Students often choose to think about their major in the context of family influences. In that case, parents are pushing students really hard in a major direction that has no interest to them, since the family is the closest relationships that young people have, it is not surprisingly that they make a great impact in the major decision of the youth. Young people are usually more inclined to follow guidance from people who they feel they could trust. And the first people that youth look for guidance is family members; this can be seen in those long groups of families of lawyers, doctors, teachers, etc. Sometimes, young people study certain majors not because they have the aptitude or vocation, but because the family pressures them. That in most of the cases leads to dropouts or change a major from students.

This influence also prevents young people to discover their own aptitudes, attitudes, and abilities since young people are more focused on pleasing their families than pleasing or pursuing their own goals. It is well known that family takes an important role in most of the decisions a person makes. Major decisions are not

the exception, and young people are inclined to follow the opinion of family members concerning this. If they are foreshadowing by a history of family major, they do not have the opportunity to develop their own abilities. That can lead to an unsatisfied life and mediocre professionals that do not have the vocation to perform their jobs. Knowing this, young people need to have a balanced family influence when they are choosing their University major and it is necessary in order to have the best major option for young people.

The second reason is the labor markets. The opportunities that the labor market demands are reflected in young people's decisions over their election of their University major. Too often, people are influenced by many different social and economic contextual factors in their pursuit of markedly different occupational paths while transitioning from school to work (Natalie M. Ferry, 2001).

Since most of the young people wish to get the "ideal job", they tend to choose the University major that will allow them to get it. This initial major decision-making is a cultural developmental task that adolescents are expected to have accomplished by the end of their High School year (Super, Savicks, & Super, 1996). But this decision takes time, and it is because High School students are influenced by the labor market. Sometimes young people wish to study certain University major but since there is not a wide range of opportunities in that field, they are forced to choose another one.

The labor market plays an important role, if it could offer more jobs in a wide variety of fields, young people could have more opportunities to develop their abilities and work doing what they like. Young people have the right to get a job

that not only satisfies their basic needs like food, education, medicine and so on, but also that satisfies their personal likes, and makes them feel successful.

A third reason that is necessary to be analyzed is how the economic capacity of the responsible of providing education to the young people influences the final decision of the University career of them. Young adults recognize that barriers exist to implementing their future major choices and seek for ways to overcome these obstacles. Many of the youth voiced that the lack of financial resources to attend additional schooling or training was the major barrier (Natalie M. Ferry, 2001).

Young people know that sometimes they cannot pursue their dreamed major because of the poor or lack capacity of financial resources. This is because of other different kinds of reasons; some common ones are: the low income, the low opportunities to enter to a University, or the high costs of the majors. When young people have to face these obstacles, they decide to choose a major that represents less investment and that can be reached with the low income of the family, or in some cases this results in preferring not to study a University major at all. A person can influence his/her own major which can be strongly affected by their position in the field and the resources at their job (Phil Kodkinson, 2008).

Depending on the social class from which the people come from, some of the university students are forced to work in order to pay for their own studies. This leads to spend more time studying a major, low or poor development in it, or even dropouts. Work and study at the same time is not always possible because of the poor variety of schedules available for those kinds of students. This produces frustration and discontent on the students that in most of the cases they decide to

drop out or suspend their studies for some time. Even though the family or responsible of the education pretend and wish to give the best option, they have to submit to their income. Also the future University students need to surrender to a major that they do not want just because they cannot afford the one they want to. There are a lot of majors that are full because they are affordable for most of the people. The economic capacity to provide a University major affects in great level the decision of young people.

Young people's decisions making of their University major are influenced by **personal and environmental reasons too**. In the personal reasons, it is shown that **the family** is the most influencing agent in order to make the choice of a major. As they are the first group of people to have contact with the future University students, they make a great impact. It can be seen on how the family history plays an important role in the decision, and young people are more inclined to follow their opinions.

Another personal factor is **the social class** of the young people and the responsible of their education. This also represents an impact in their decisions because young people need to surrender to the income that they have, which means to accept those careers that they can afford. In the environmental reason, it is found the **labor market**. This reason also affects the major decision because young people need to assure that after their University major, they will be able to get a really well paid job.

C. CONCEPTUAL FRAMEWORK

There are some key words that have guided the researchers to investigate and gather more suitable information. The following paragraphs will explain and describe them all.

The **first key word** for this research is **motivation**. Maria Wasna (1974) has a conception of motivation as to “an emotional and cognitive expectation where there always will be positive and negative situations (Page 20)”. This means that when facing these situations a person will reach either a stimulus or a penalty.

Human beings by nature (meaning women and men) are competitive, which makes them always be looking for reaching success and avoiding failures; moreover, what happens here is that humans fear about being disapproved or being ridiculed in public. Therefore, students are always following almost the same patterns that are performed by other people. But, in this case, students fear about getting low grades or scores on tests and fail them. The issue is that by getting excellent results on tests, students can be seen as favorite for some teachers and cause happiness to their parents. However, their classmates probably will take revenges against them and try to make other classmates and teachers think differently until that student is tagged as *bad student*.

On the other hand, for understanding motivation it is necessary to open minds up to other definitions. Theories of motivation have different elements and one of the most mentioned ones is multidimensional¹⁰. So, this is explained by different authors as follows. For Biggs (1999), motivation is described as “a result

¹⁰ Munt, Jane A. (2004). Understanding Motivation, Learning Development Center (LDC), Volume 5 # 2.

of two major factors: the value the learner places on the learning and the other, the expectation the learner has about the possibility for success”. Then, Marzano (2001) adds a third element, “the experiences of students about learning”.

In addition, according to Marzano, the first effort of every learner should be to examine the Self-System. The self-system contains several elements that are interrelated and lead to motivation for completion of a task. The primary elements are the beliefs and goals of learners around the task. If a student believes that he or she is capable of completing the task, he or she is more likely to be motivated to do so.

Furthermore, still concerning motivation, it appears to be necessary to talk about **the second key word** which is **academic motivation**. In that sense, Heckhausen (1965), defines it as “the temptation to improve ones capacity or pushing it to the highest level if possible in every activity that allows certain quality norms” It is important to notice that when students find the possibility to achieve goals they are closed to be successful; a way to be motivated to study.

As **third key word** it is the **success**. Success is the achievement of an action within a specified period of time or within a specified parameter. Success can also mean completing an objective or reaching a goal. This can be also expanded to encompass an entire project or be restricted to a single component of a project or task. It can be achieved within the workplace, or in an individual personal life¹¹. Students can be successful until they are working and developing in the field of their career. Therefore, it is said that professional people

¹¹ BusinessDictionary.com

succeed and this in a way is related to the high level of motivation and self-confidence they reach.

Apparently, if students are neither motivated nor self-confident, they come to get frustrated and as a result, they drop out or make decisions to change schools, and at the University, to change major. So, as **forth key word** it is the **migration**. According to the International Organization of Migration, migration can be defined as “the movement of a person or a group of people, either across an international border, or within a State”. It is a population movement, encompassing any kind of movement of people, whatever its length, composition and causes; it includes migration of refugees, displaced people, economic migrants, and people moving for other purposes, including family reunifications¹².

In the academic field it is the movement of students from one School to another or even from one University to another. This situation carries out consequences not only for the University, but also for themselves because they tend to change their first selected major. So, that is how migration happens concerning University education.

Consequently, when students migrate either into the same University or out of it, it sometimes causes a **University major change** as **fifth and final key word**. First of all, it is important to define what Major is. A major is a field of study designated by a prescribed set of courses in an academic discipline. When combined with specific general education and cognate courses, the successful completion of the requirements within the major lead to a degree in that area of

¹² IOM, Glossary on Migration, International Migration Law Series No. 25, 2011.

study. All degree-seeking students must declare a major¹³. Second, applying this definition, a major change can be defined as the result of quitting the learning process in a specific academic discipline in a higher education institution.

D. LEGAL FRAMEWORK

After its foundation, the University of El Salvador has made different changes on the Reglamento Académico Interno in order to improve and succeed in the development of the academic processes. Some of the changes are stated on the Reglamento Académico recently approved by the Asamblea General Universitaria in the agreement 106/2011-2013 (V).

According to that Reglamento Académico on the “Título VIII Cambios de Carrera, Intercambios y Equivalencias” Capítulo I, Proceso y Aprobación de Cambios de Carrera in the article 156 says: *“todo estudiante matriculado en la Universidad de El Salvador, tiene el derecho a cambiar de Carrera”*. That can be approved only if those students accomplish certain specific requirements and they can ask for continuing in the same School or in a different one. The process of major changes is permitted only twice.

Moreover, the article 157 establishes: *“para ejercitar el derecho al cambio de carrera, el interesado deberá haber sido estudiante regular durante un año académico como mínimo”*; and in addition, according to the article 66 regulated in Reglamento General de la Ley Orgánica, says, *“además los interesados deberán*

¹³ Adventist University of Health Sciences.

realizar prueba de aptitudes que les orienten en el área de conocimiento solicitada, no haber reprobado unidades de aprendizaje en tercera matrícula, que sean obligatorias en la carrera solicitada o resulten equivalentes y no deben tener pendiente el cumplimiento de sanción disciplinaria”

But, there are some other requirements that the student has to accomplish during the process which are stated in the article 159 of the Reglamento Académico says: *“El estudiante que solicite cambio de carrera en diferente Facultad, deberá presentar la siguiente documentación: a) Solicitud de trámite con la respectiva justificación; b) Original y fotocopia de documento Único Estudiantil; c) Solvencias de bibliotecas, materiales y equipos de acuerdo a la carrera; d) Resultados de prueba de aptitudes; y e) Constancia de no tener pendiente el cumplimiento de sanción disciplinaria, emitida por el Secretario de la Facultad”.*

One of the improvements implemented by the authorities of the University of El Salvador in 2013 is to administer a placement test in the Schools that are teaching Foreign Languages. This test is applied to those students who have made major changes after their first year; this new rule can help those Schools that teach a foreign language because their authorities can identify if the students are able to study in that School or not.

III. METHODOLOGICAL FRAMEWORK

A. PURPOSE OF THE STUDY

The purpose of this study was to explore, describe, explain, interpret, and analyze the main causes that made students to migrate from their first major to the Major of Modern Languages at the University of El Salvador.

The population from which the researchers got their sample was from a total of 391¹⁴ students who migrated from different majors all over the University of El Salvador and who made major changes since 2008, and who were currently studying in the Major of Modern Languages at the Foreign Language Department in semester II 2013. (*Fifth year of the Major*)

B. SAMPLE

The researchers gathered the information from **73** students chosen randomly in the different groups and levels of the Major of Modern Languages at the Foreign Languages Department at the University of El Salvador. There were 15 students chosen from first academic year, 15 from second year, 15 from third year, 15 from fourth year, and 13 from fifth year, respectively. The researchers also chose between male (33) and female (40) candidates in the different academic years and who made major changes from 2008 until 2013. Therefore, talking about

¹⁴ This number of students was gotten from the Academic Administration of the School of Sciences and Humanities. These are divided as follows: 2008 (111 applications and 43 approved), 2009 (128 applications and 80 approved), 2010 (132 applications and 86 approved), 2011 (235 applications and 89 approved), 2012 (132 applications and 40 approved), and 2013 (124 applications and 53 approved). That makes a total of 391 applications at present.

percentages, the researchers chose 60% female population and just 40% of male population.

This present study also counted on the help of the Major of Modern Languages Coordinator Lic. Alfredo López since he provided the researchers with the lists and names of the students who applied to study Modern Languages after asking for a change from their first major choice. On the other hand, Engineer Carolina Magaña from Administración Académica, the Head of the Foreign Languages Department Licenciado Ricardo Gamero, the professional Psychologist José Ángel Meléndez who was the current Coordinator at the Psychology Department. This was why the researchers thought that the situation made them better and ideal candidates to answer the questions related to the topic in the designed instrument when administered it.

i. Sampling Procedure:

a) Simple Random Sampling

In this sampling, the researchers chose students at random with the objective that the preferences and desires were not going to influence the process.

For applying this, it was necessary to have the lists and names of all the students population numbered from 1 to 391.

$$n = \frac{Z^2 pq N}{NE^2 + Z^2 pq}$$

b) Procedure

$$n = \frac{(0.95)^2(0.5)(0.5)(391)}{(391)(0.05)^2 + (0.95)^2(0.5)(0.5)}$$

$$n = \frac{(0.9025)(0.5)(0.5)(391)}{391(0.0025) + (0.9025)(0.05)(0.5)}$$

$$n = \frac{88.219375}{0.9775 + 0.225625}$$

$$n = \frac{88.219375}{1.203125}$$

$$n = 73.32 \approx \mathbf{73}$$

Where:

- n is the sample size;??
- Z is the confidence level; 95% (0.95)
- p is the positive variability; 0.5
- q is the negative variability; 0.5
- N is the population size; 391
- E is the accuracy or error; 5% (0.05)

C. RESEARCH STRATEGY

The research strategies that were used in this project or study were surveys and in-depth interviews because the research was exploratory, descriptive and non-experimental. Those were necessary to gather the information needed for answering the research questions related to the topic.

D. FIELD WORK

i. Researchers:

The research was conducted by Alexander Ernesto Salinas Centeno, Lessyrinereira Velásquez Díaz, and Víctor Manuel Andaluz Recinos.

ii. Data Collection Technique:

The techniques that were designed and used by the researchers to gather the needed information were a survey, a focus group, some transcriptions, audios, videos, and the researchers also administered some interviews in order to collect valuable data and obtain the results of the study.

It was expected that these techniques would help the researchers to find out the main reasons that made students to migrate from their first major to the Major of Modern Languages, at the Foreign Language Department at the University of El Salvador, in the period of 2008 – 2013 in order to understand in a better way the phenomenon and try to suggest some possible solutions.

E. RECORDING AND ANALYZING DATA

The process of the data gathering is with no doubt one of the most important sections in this research due to the fact that here is where the researchers consolidated the information that was gotten through different resources. So, this section was for applying the qualitative analysis. Furthermore, the researchers included tables, charts, and graphs for a more accurate analysis and description of the used findings.

F. METHODOLOGICAL PROCEDURE

The importance of creating a procedure for the data gathering was compulsory. This was why the researchers started the interviews process with some professional Psychologists such as Licenciado José Ángel Meléndez who was the current area Coordinator. There were other interviews addressed to Licenciado Ricardo Gamero as well as Engineer Carolina Magaña.

On the other hand, the researchers designed a survey that was composed of twenty three closed questions that were administered to a number of 73 students who made major changes in different years, starting in 2008 and ending in 2013, and who were currently studying the Major of Modern Languages.

The process was easier for finishing it due to the support of Licenciado Alfredo López who helped the researchers to find, identify, and recruit the students who had the required profile to fill out the surveys.

G. RESOURCES

Through the process of this research, there were different resources such as the data provided by Engineer Carolina Magaña from the Administración Académica, Licenciado Ricardo Gamero who was the Head of the Foreign Languages Department, Psychologist José Ángel Meléndez, Licenciado Alfredo López who was the Coordinator of the Major of Foreign Languages, and the most important part of this section, students who made major changes from different majors to the Major of Modern Languages from 2008 to 2013.

H. BUDGET

This present undergraduate research project was conducted and completely sponsored by the researchers' own funding. In addition, it is important to highlight that this research was developed from April 2013 to May 2014. The budget's period that was used lasted approximately one year and one month which was started in April 2013. For a more accurate description of the resources that were used and that the researchers considered as part of the budget were as follows:

- ✓ Human resources: this included the researchers, students, professional experts, academic authorities (Head of the FLD, Coordinator of the Major of Modern Languages, Academic Administrator).
- ✓ Material resources: the researchers used different material such as desktops, laptops, paper, printer, printer ink, pens, pencils, highlighters, photocopies, internet, USB drivers, and audio recorders. (\$150.00)
- ✓ Equipment: as equipment, the researchers had to invest in getting a printer and printer ink. (\$100.00)
- ✓ Travel: this included public transportation only. (\$300.00)
- ✓ Material and supplies: it was also needed to get photocopies or dossiers. (\$150.00)
- ✓ Printing: this included every single report given to the advisor and also the final research report. (\$250.00)

Total Project Cost:	\$950.00
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IV. DATA ANALYSIS

The present analysis of the graphics shows the results gotten after administering a survey to students who changed from their first major choice to the Major of Modern Languages at the Foreign Languages Department at the University of El Salvador.

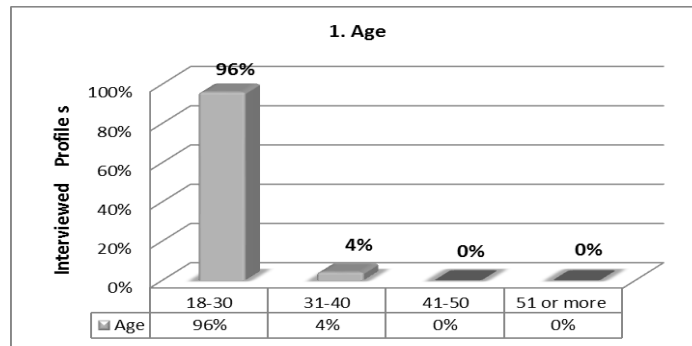
Survey Objective:

To determine the main reasons that made students to migrate from their first Major to the Major of Modern Languages, at the Foreign Language Department, at the University of El Salvador, in the period 2008-2013.

A. General Information

1 .Age

1	18-30	70	96%
2	31-40	3	4%
3	41-50	0	0%
4	51 or more	0	0%



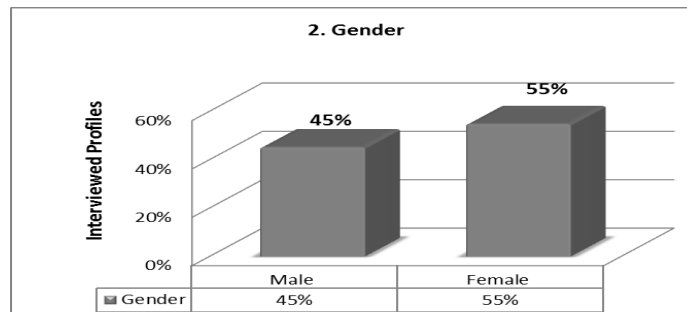
Sources: Questionnaire administered to students from different Majors who have changed to Modern Languages Major at the Foreign Languages Department at the University of El Salvador, in the period 2008 - 2013

The results obtained in this question regarding the age of the students is: between 18-30 years old is the highest percentage with the 96% as it is shown in the graphic which means that those students are older enough to answer

analytically all of the questions of the survey. Therefore, it is followed by a 4% that represents students from 31-40 years old which at the same time is the minority.

2. Gender

1	Male	33	45%
2	Female	40	55%

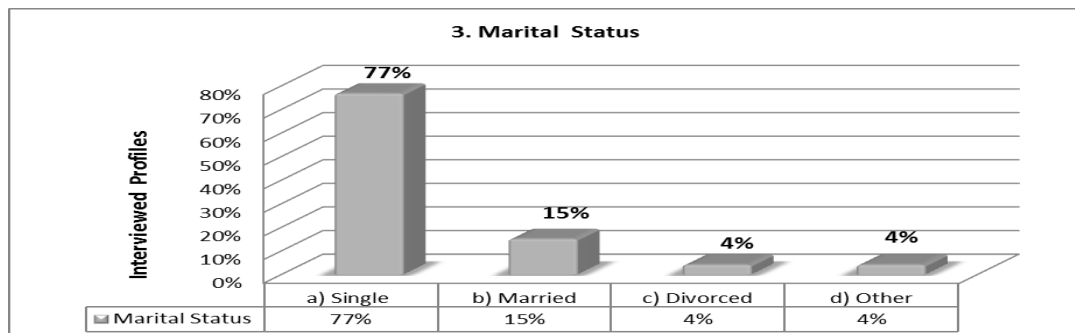


It is not a secret that most of the students' population at the University is women. So, according to the answers gotten regarding gender, female population is represented by the 55%, and on the contrary, there is a 45 % that represents male population.

As a result, it can be concluded that among those students who have made major changes from different majors to the Major of Modern Languages, women are in first place due to the fact that they are in the majority at the University.

3. Marital Status

a) Single	56	77%
b) Married	11	15%
c) Divorced	3	4%
d) Other	3	4%

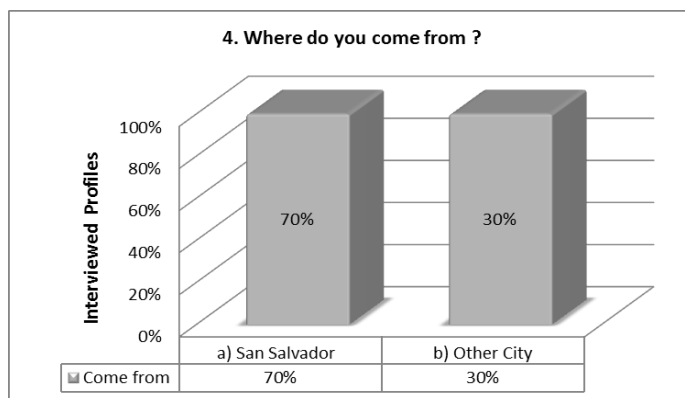


The results obtained in this question show that the majority of the interviewees are single which is represented by the 77% of the students' population followed by the 15% of them who are married. That means that the majority of the interviewed population is between 18 and 25 years old.

It can be concluded then, that in general that population does not have commitment at all more than just being focused on studying, and as a result, they are the ones that at the end graduate in six years from the major where they changed.

4. Where do you come from?

a) San Salvador	51	70%
b) Other City	22	30%



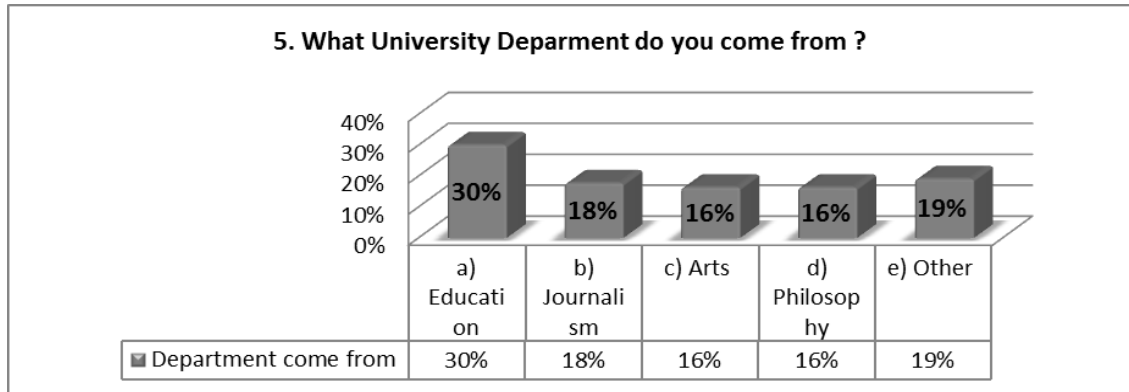
This graphic shows that most of the students who are studying Modern Languages live in San Salvador. It is represented by the 70% percent, while the 30% of them comes from different cities such as: La Libertad, Sonsonate, San Vicente, Cabañas and Santa Ana.

Therefore, the results obtained in this part of the survey say that not many people who live in the countryside have the opportunity to study a Major at the University of El Salvador specifically the major of Modern Languages.

B. Academic and Social Facts

5. What University Department do you come from?

a) Education	22	30%
b) Journalism	13	18%
c) Arts	12	16%
d) Philosophy	12	16%
e) Other ¹⁵	14	19%



In this part of the survey related to what university department students come from, the highest percentage represented by the 30% of students come from the Education's Department and the lowest percentage which is the 16% comes from Arts and Philosophy Department.

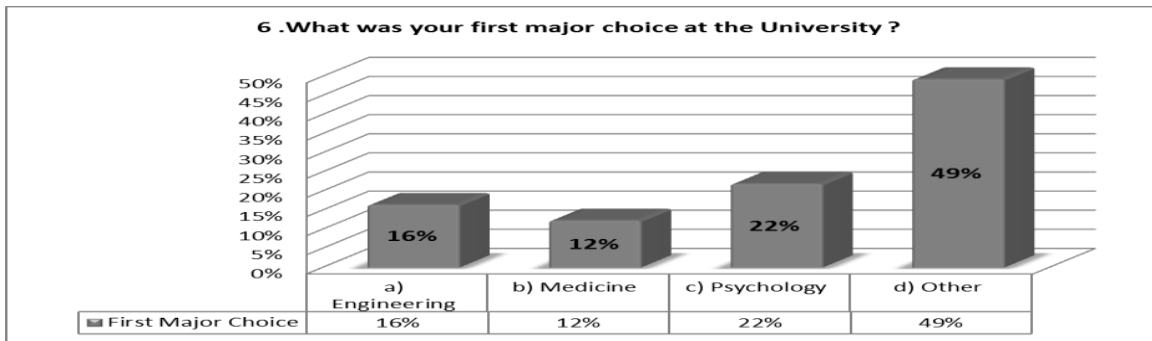
It is important to mention that the percentages listed before are not similar because students decided to migrate from one Department in which teaching is not applied.

6. What was your first major choice at the University?

a) Engineering	12	16%
b) Medicine	9	12%
c) Psychology	16	22%
d) Other ¹⁶	36	49%

¹⁵ Within other Departments are: Social Sciences, Mathematics, Economy, Medicine, Engineering, Agronomy, and Architecture.

¹⁶ Within other majors are: Sociology, Mathematics, Teaching, English for teaching, Journalism, International Relationships, Odontology, History, Philosophy, Letras, and Laws.

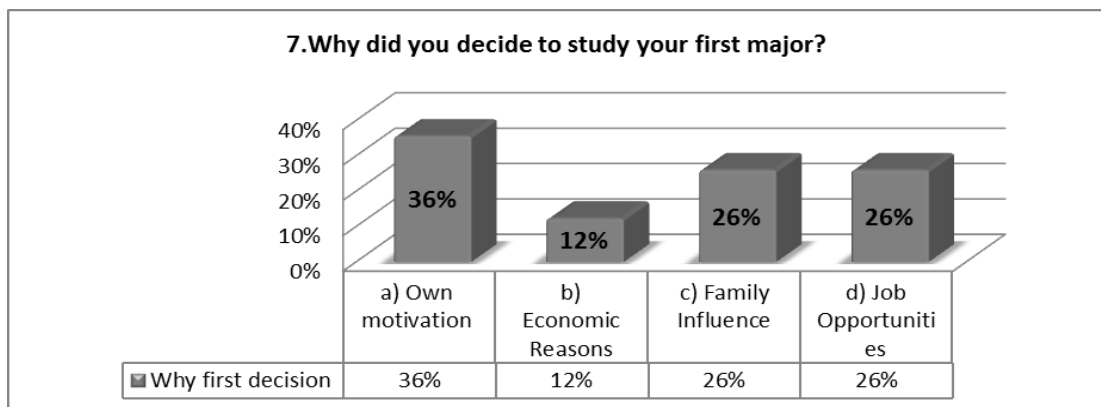


All of the students who were involved in this survey had migrated from other majors. So, before studying Modern Languages at the University of El Salvador, students decided to study a different major. That graphic for instance, shows that the 49% of student chose medicine, economy, and law as their first major choice, and indeed, those majors do not belong to the School of Sciences and Humanities.

On the other hand, the 22% chose Psychology as their first major and finally the 16% of them chose Engineering.

7. Why did you decide to study your first Major?

a) Own motivation	26	36%
b) Economic Reasons	9	12%
c) Family Influence	19	26%
d) Job Opportunities	19	26%

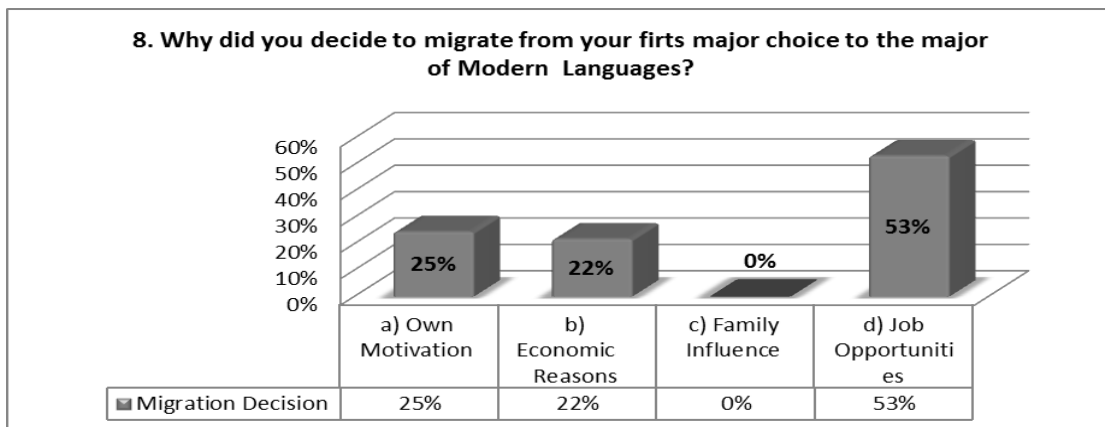


The results gotten in this graphic show that the 36% of students decided to study the first major chosen at the beginning by their own motivation which means they did not have any influence on them in order to choose to study in it.

Family influence and job opportunities are represented by the 26% each which in a way demonstrate that those in a way influence students to choose any major.

8. Why did you decide to migrate from your first major choice to the major of Modern Languages?

a) Own Motivation	18	25%
b) Economic Reasons	16	22%
c) Family Influence	0	0%
d) Job Opportunities	39	53%



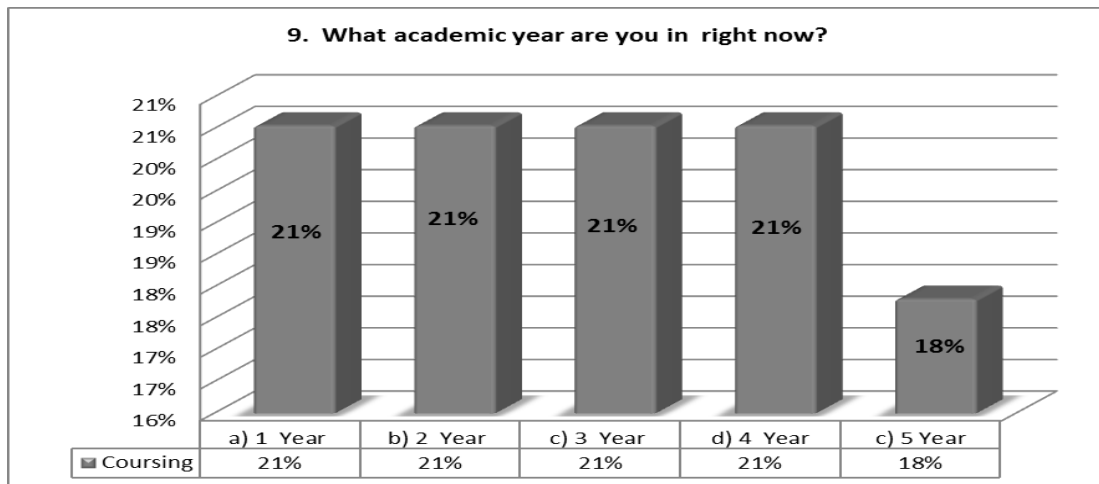
The graphic indicates that the highest percentage of students which is the 53%, decided to migrate to the major of Modern Languages due to the fact that it gives students the opportunity to find jobs easier than other students of other majors.

However, there is a really important number of students who decided to migrate because of their own motivation. This is represented by the 25% of the

interviewed people. Economic resources on the contrary is in third place of reasons that motivate students to migrate to study a major that seems relatively affordable than in many other majors in comparison to medicine.

9. What academic year are you in, right n now?

a) 1 Year	15	21%
b) 2 Year	15	21%
c) 3 Year	15	21%
d) 4 Year	15	21%
c) 5 Year	13	18%



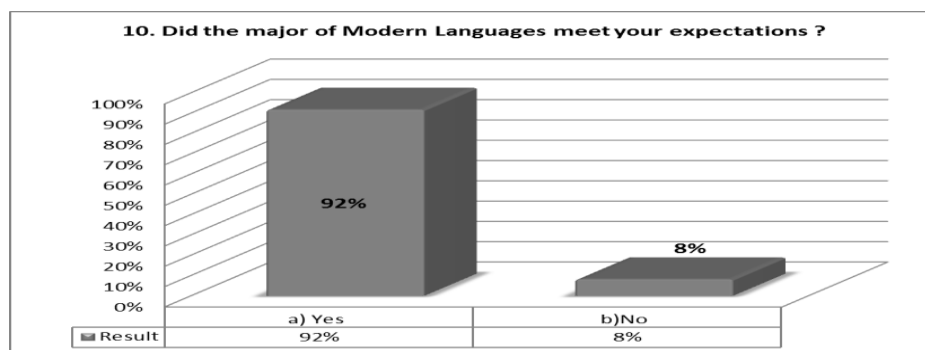
It is known that a major at the University of El Salvador lasts approximately five or six years to graduate. According to the researchers sample procedure, the number of students from where it was planned to gather the information were seventy three (73). Then, at random, the researchers chose a certain number of students which was fifteen (15) students including men and women from first, second, third, and fourth years as well as thirteen (13) from fifth year.

In fact, the graphic shows that 21% is repeated in four of the years. So it means that they belonged to the sample students who were chose from first to

forth years. But, on the other hand, fifth year just shows the 18% but that is because the number of students chosen was less than the first four years.

10. Did the major of Modern Languages meet your expectations?

a) Yes	67	92%
b)No	6	8%



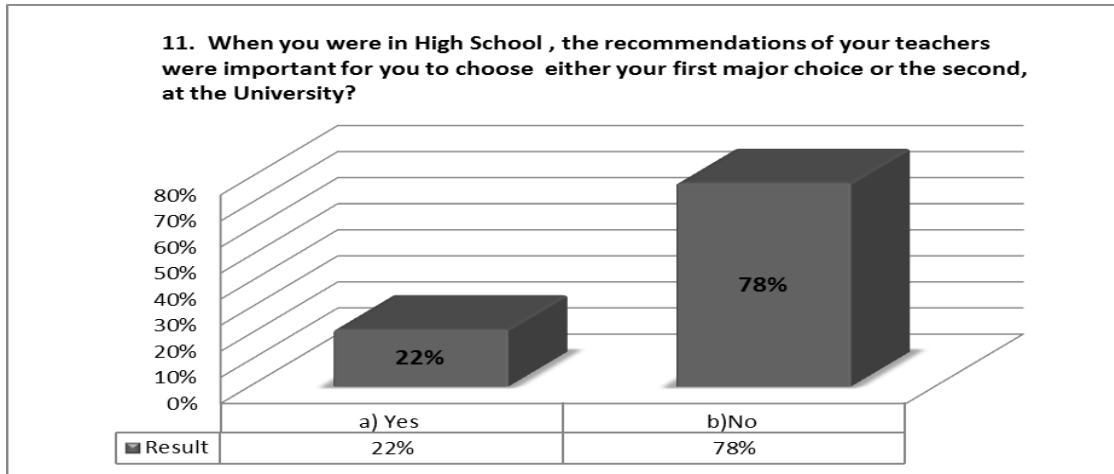
As the researchers have found out already, there are different reasons why students make the decision to change from their first major to the Major of Modern Languages. However, it does not mean that they were going to find out that the major they migrated to, was going to be the correct choice, and therefore, that it was going to meet their expectations.

Even though this, the results shown by the graphic are positive in a way because sixty seven (67) students out of seventy three (73) consider that the major chosen was worth to be in because of the fact that it met their expectations. As a result it represented the 92% of the students. While, on the other hand, only the 8% say that it did not. That eight percent is the representation of six (6) people.

Finally, migrating from different majors to the Major of Modern Languages meets the majority's expectations.

11. When you were in High School, the recommendations of your teachers were important for you to choose either your first major choice or the second, at the University?

a) Yes	16	22%
b) No	57	78%



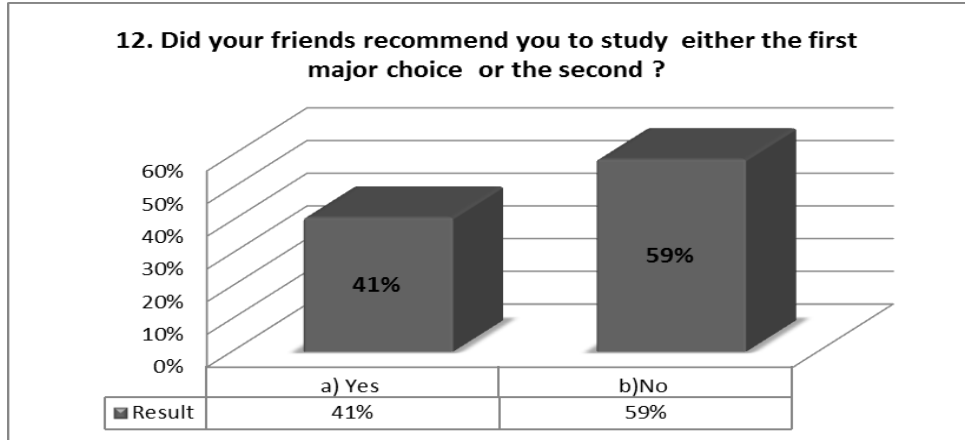
It is normal sometimes in adolescents or even young adults to doubt when they are not sure if choosing between one and another option. Well, students at the University of El Salvador are not the exception.

The results gotten from the administered survey is that the majority of students who enter the University and made the decision to choose either the first or second option were not influenced by their teachers at High School.

The total of students who said that, were fifty seven (57) out of seventy three (73) which makes the 78%. However, a good representation of students considered that their decision was influenced by their teachers somehow; those were sixteen (16) people which represented a 22%.

12. Did your friends recommend you to study either the first major choice or the second?

a) Yes	30	41%
b) No	43	59%

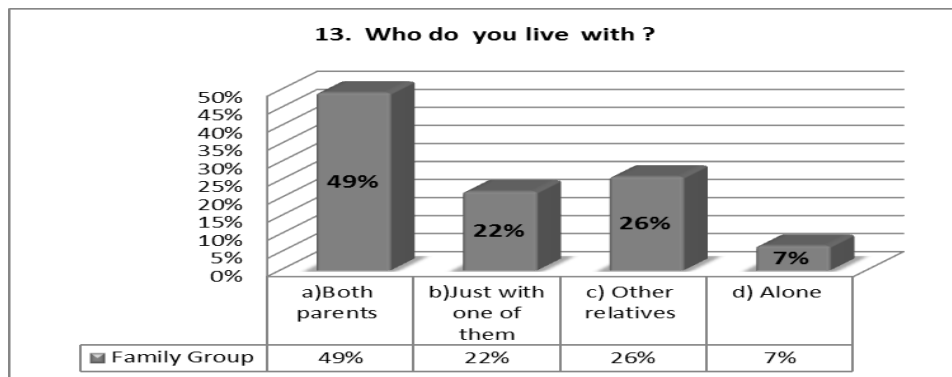


Considering the results gotten in this particular question the relevant issue is clear while there is 59% of the interviewed students who think they were not influenced by their friends to decide between one and another major choice.

The 41%, in contrast, think that they in a way were influenced by their friends at the moment to decide whether to choose one or another major. So, finally there is just a very narrow difference between the influenced ones and the ones who were not.

13. Who do you live with?

a) Both parents	36	49%
b) Just with one of them	16	22%
c) Other relatives	19	26%
d) Alone	5	7%

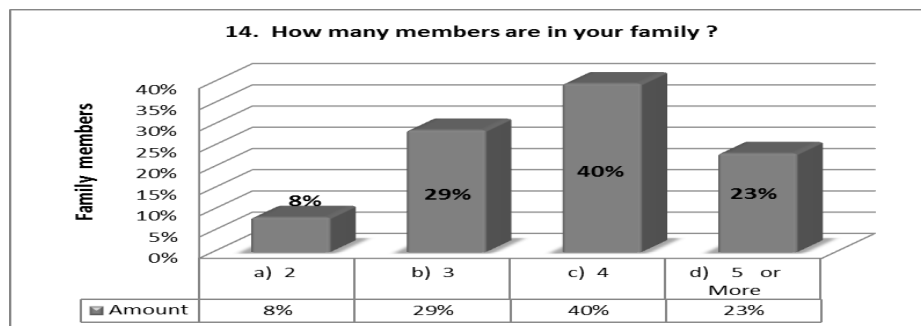


There is a reality that cannot be invisible at all in the Salvadoran families. Due to the fact that there is just one public University, students have to travel far from their houses every day in order to study (not all of them but the majority). In many other cases students have to migrate to the city and live there until they finish their major.

This graphic shows that the majority of students live with both parents and that is represented by the 49% which is higher in comparison to students who live with other relatives which represents the 26%. On the other hand, there is 22% of students who just live with one of their parents contrasted with the 7% that live alone.

14. How many members are in your family?

a) 2	6	8%
b) 3	21	29%
c) 4	29	40%
d) 5 or More	17	23%

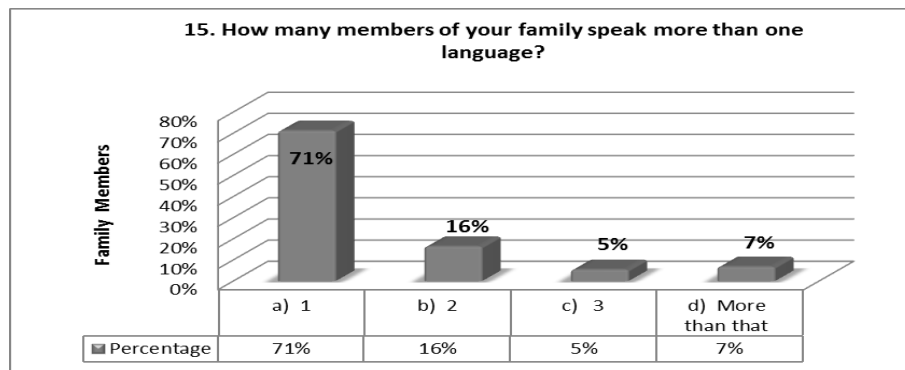


The graphic indicates that the highest percentages of students belong to a nuclear family with three and four members, and that is represented by the 40% and the 29% of the interviewed students respectively. While on the other hand, there is a considerable number of students who belong to an extended family which represents the 23%.

To conclude, it is really interesting to know that just six students out of the seventy three are two members in the family. This, in percentages, represents the 8%, being this the minority.

15. How many members of your family speak more than one language?

a) 1	52	71%
b) 2	12	16%
c) 3	4	5%
d) More than that	5	7%



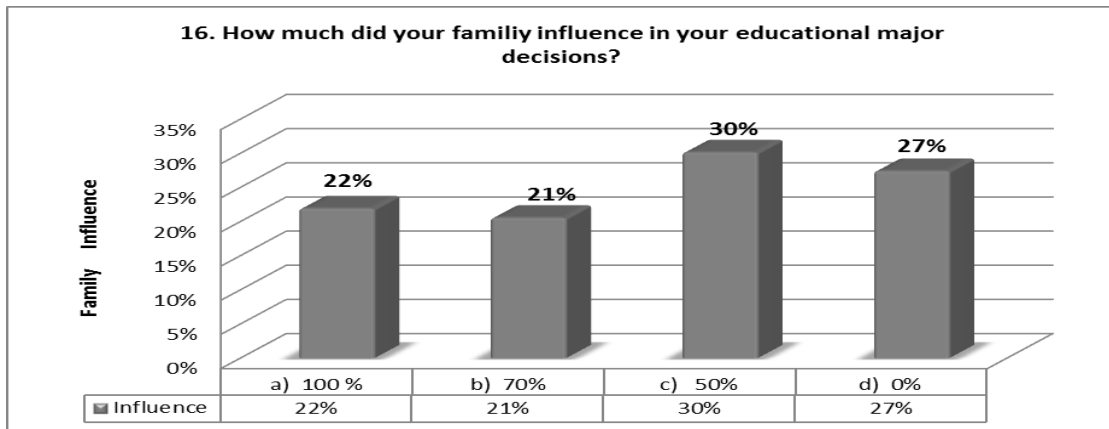
It seems that the majority of students are not able to practice the language at home due to the fact that the 71% of them just have one family member who speaks another language apart from Spanish. That could in a way be an indicator why, even though, a student is learning a language and has a family member who knows English for example; it does not mean they will be available at the time students want to practice.

On the other hand, only the 16% of students who were interviewed have at least two members in the family who speak English so that students have a chance to practice for a while with them.

At last, the minority counts on more three or even more people who know another language. That seems to be kind of hard to most of the families to have bilingual members which it is logical due to the fact that El Salvador is a Spanish speaking country.

16. How much did your family influence in your educational major decisions?

a) 100 %	16	22%
b) 70%	15	21%
c) 50%	22	30%
d) 0%	20	27%



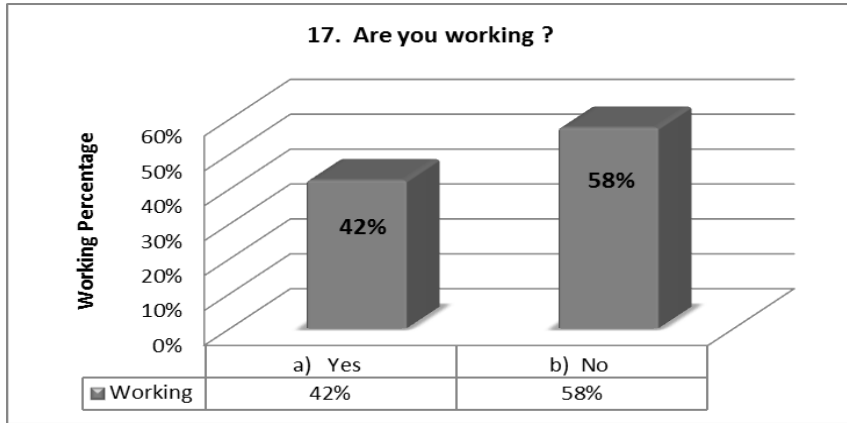
This graphic shows that the family in a way influences students in their education major decisions. It reveals a narrow difference between 50% and 0% of influence where 22 out of 73 students think that they are half influenced by their family. This represents the 30% of the interviewed students; while 20 out of 73 students think that they are not influenced at all by their family representing the 27% of the sample.

Nevertheless, 70% to 100% of influence got similar and narrow results with 21% and 22% respectively.

C. Economic Facts

17. Are you working?

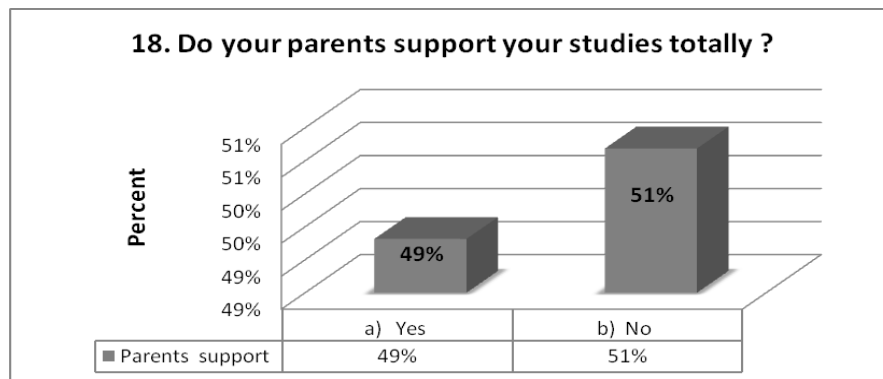
a) Yes	31	42%
b) No	42	58%



The results gotten in this question reveals that the majority of students who were interviewed do not have extra activities to do more than just study. It means that they are focused only in their studies and do not have worries. That number of students is represented by the 58%; while on the other hand, there is a 42% who said they need to work in order to get their major finished.

18. Do your parents support your studies totally?

a) Yes	36	49%
b) No	37	51%



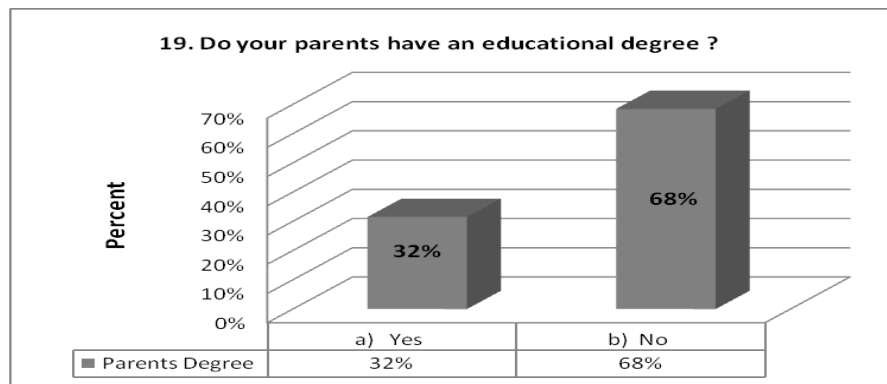
The graphic indicates that the highest percentage of students represented by 51%, reported that they study the major at the University by their own efforts and/or other relatives support them economically.

On the contrary, the 49% said that the parents were the ones who afforded their university studies. However, it is important to note that there is a very narrow result between both of the options.

Considering the results, the relevance of higher education of parents is important; in contrast, the labor situation indicates that obtaining a University degree is not guaranteed to succeed as a professional. However it is a fundamental right and duty to be academically prepared.

19. Do your parents have an educational degree?

a) Yes	23	32%
b) No	50	68%

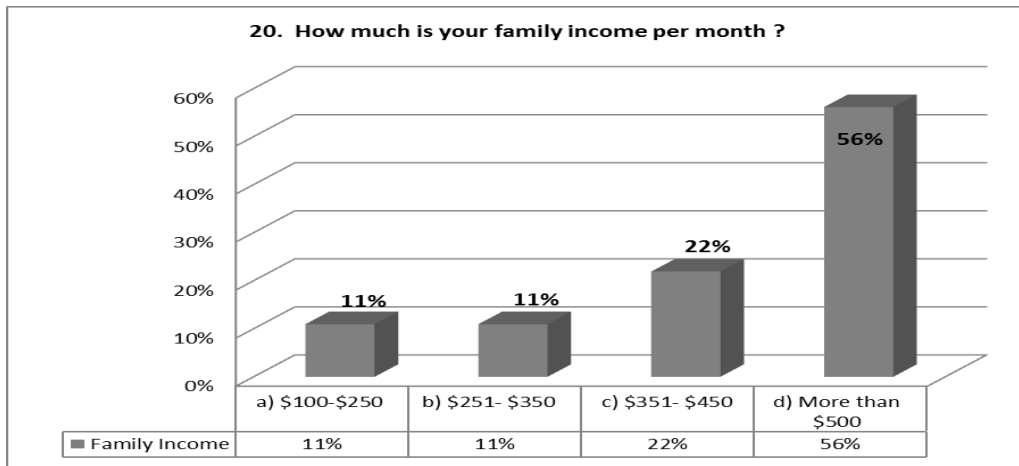


University education in the past was more a privilege, so that not all people could have access to it and that is why the result of this question reveals that the 68% of the interviewed students said that their parents did not even study elementary school; while on the other hand, only the 32% of parents of students have a University degree.

Somehow, parents have an important influence to motivate their children to continue studying no matter what major the students will choose.

20. How much is your family income per month?

a) \$100-\$250	8	11%
b) \$251- \$350	8	11%
c) \$351- \$450	16	22%
d) More than \$500	41	56%

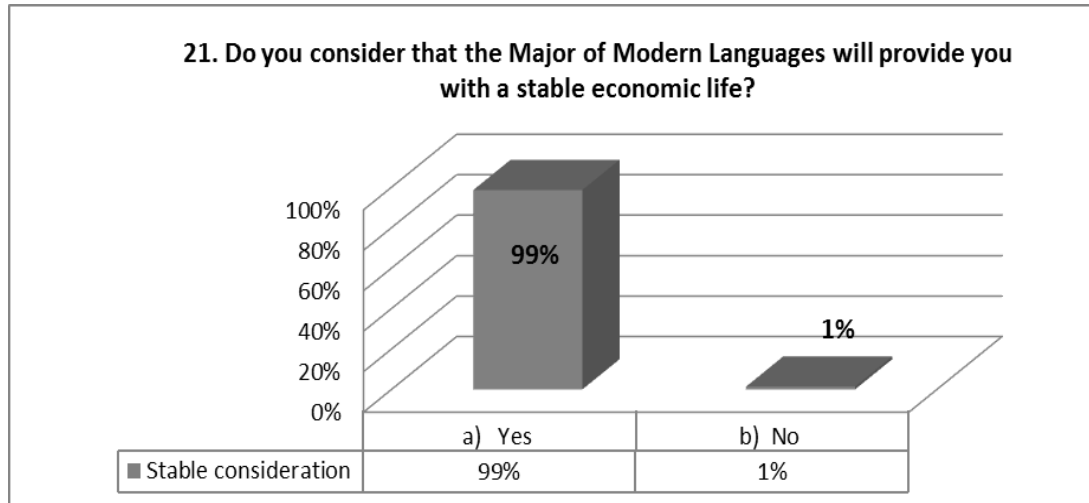


The 56% reveals that the family income is more than \$500 per month; in contrast, the 22% of them have an income of \$351 - \$450 per month and finally sharing the same percentage (11%) shows that there is \$100 - \$350 income per month. (That result does not specify if the income is only for one member of the family, both parents or if it is a group income).

However, we can identify that the majority of families have almost the minimum wage. Therefore, students expect to study a major from where they can have economic benefits in the short period of time as the best solution.

21. Do you consider that the major of Modern Languages will provide you with a stable economic life?

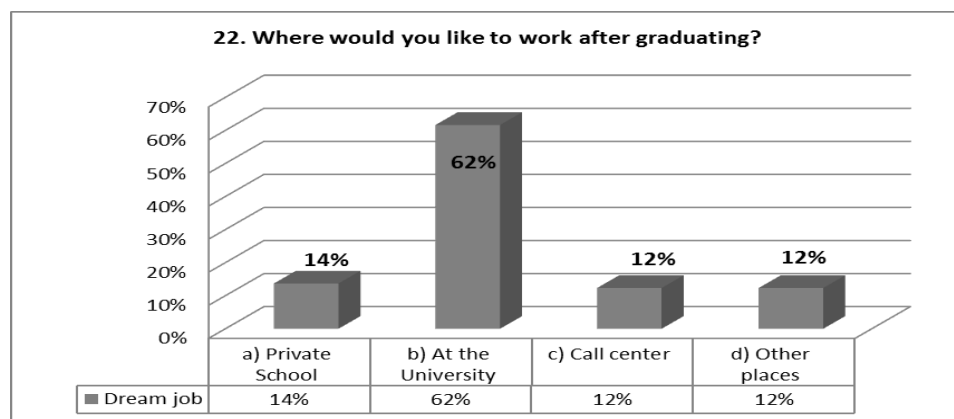
a) Yes	72	99%
b) No	1	1%



Most of the interviewed students think that the major of Modern Languages provides economic stability to their lives; the result is 99%, while only 1% disagrees with it. According to graphic, the economic motivation is a key factor for students who have migrated from their first major choice.

22. Where would you like to work after graduating?

a) Private School	10	14%
b) At the University	45	62%
c) Call center	9	12%
d) Other places ¹⁷	9	12%



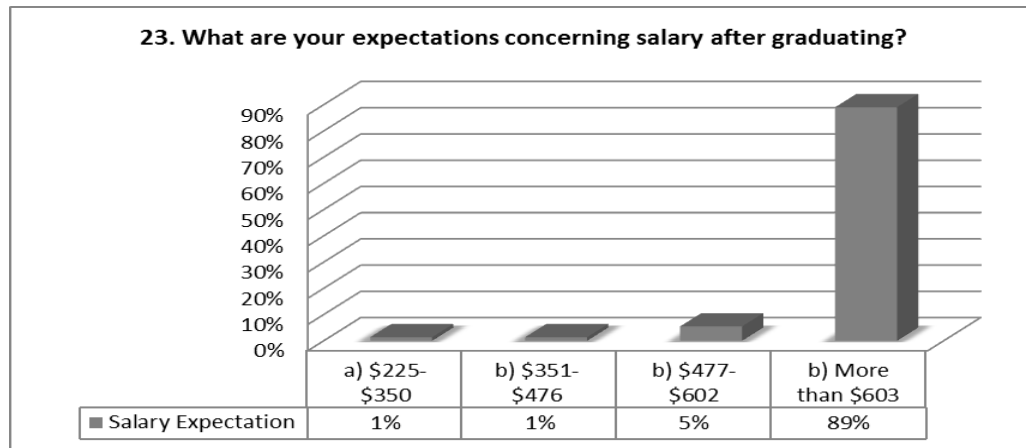
¹⁷ Within other places are: Embassies, Banks, among others.

According to the results, the graphic shows that the 62% of interviewed students would like to get a job opportunity at the University. Moreover, the 14% would like to apply at private schools.

The interesting issue here is that only 12% would like to apply at call centers and other places. Indeed, most people aim to work in Universities because they want to obtain better life conditions and economic benefits.

23. What are your expectations concerning salary after graduating?

a) \$225-\$350	1	1%
b) \$351- \$476	1	1%
b) \$477- \$602	4	5%
b) More than \$603	65	89%



One of the main reasons why students made the decision to change their major is the desire to have better job opportunities that allow them to reach an economic stability. That is why the 89% of the total population expect to earn over \$603 per month.

In contrast, just the 5% of them expect to earn more than \$477; while the rest said that they expected to earn between \$225 and \$476 which is represented by the 1.

V. CONCLUSIONS

A. CONCLUSIONS

As a result of field investigation, with data collected and analyzed, the respective conclusions are stated in order to provide strong ideas that can be valuable for the current University authorities as well as for the Foreign Language Department focused more on the Major of Modern Languages:

- i. It is determined through this research that one of the reasons that influence students to change a major from different Schools and Departments is the desire to find a job opportunity that generates economic stability for their families. Regarding the subsidiary questions which are referred to this reason, the results show a clear tendency with more than 50% of certainty. Therefore, the labor market is crucial for decision-making that currently affects the migration of other majors to the Major of Modern Languages.

- ii. Overpopulation, as a strong indicator, is the result of allowing students to change from their original major choice to the Major of Modern Languages. By being accepted in that Major, among students expectations highlight well paid jobs, job opportunities in a shorter term than being in their original Major choice, and different academic subject requirements that are not required in other majors; pure math, logics, among others, for instance. In order to clarify this, it is a fact that every major has its difficulties and it is not possible to establish and measure exactly which of the majors are more

difficult. Therefore, according to the results, expectations of students (as *second indicator*) when migrating to Modern Languages are accomplished in a considerable percentage that is eventually positive to those who have experienced that process.

- iii. The results obtained in this investigation determine that the economic situation is decisive and crucial for students who decide to change from their first major; considering this option for Modern Languages, it also provides greater economic opportunities for overcoming not only professionally but also personally. This is, in fact, one of the strongest reasons why students decide to migrate. There are majors that require more expenses that go beyond the budget of most of students even if they are studying in the only public University along the country. The reality is that most of Salvadoran families survive with the minimum wage, and in other cases, less than that. So, studying Modern Languages becomes worth to afford due to it requires less expenses than those major that surpass many families budget.

- iv. Though, achieving a major change has effects on the academic performance of students due to the established requirements are different, just as the time to be accepted after applying is prolonged. As undergoing the process, it involves sacrifice to study for two semesters, one academic year, which also require students to be adapted to new learning methodologies, different environments, new challenges, new academic

demands, and other situations that may affect directly in their outcomes and proficiencies.

- v.** In fact, the Foreign Language Department has to face the consequences. By opening the door to a high number of major changes made by students from different Schools and Departments, is that the student population increases to the extent of having neither enough professors nor infrastructure. Consequently, this creates problems for the current University authorities in planning their curricula and classroom distributions.

- vi.** Finally, it was determined that the self-motivation, quality in critical analysis of the interviewed students, and the environment in which most of them live today and are constantly exposed to, are in addition, other influences that push them to decide to change from their first major to the Major of Modern Languages, at the Foreign Language Department, at the University of El Salvador.

VI. RECOMMENDATIONS

A. RECOMMENDATIONS

Having done the research on the main reasons why students make the decision to change from their first major to the Major of Modern Languages, it is advisable for the current University authorities, Deans, Head of Departments, Coordinators of Majors, and Professors to:

- i. Implement and design up to date educational vocation guidance programs for new, active, and former students in order for them to be given professional support and advise that can provide them with a strong awareness concerning their true calling so that they can choose the right major option which can be focused on their skills and opportunities for professional and productive development tools.
- ii. Provide with enough information related to different tools and advisories so that students can be given the opportunity in any of the majors to propose and help to design the curricula and that can be taken into account by the authorities for future implementations.
- iii. Pay attention to the phenomenon that takes place at the Foreign Language Department. If every year, there are many new and former students coming to study any of the offered majors, then, there is the urgent need to design, approve, and socialize a project with the University staff, whose main

objectives could be to build comfortable, secure, and adequate classrooms exclusively for Foreign Languages students as well as to create alternative schedules for those students who struggle with attending classes due to working reasons, and at last, to minimize the number of students per group in any of the subjects, then, opening more groups for classes, and train professors on new and updated teaching methodologies; "Popular Education" for instance. In that way the University would be guaranteeing a quality of education that must be offered to every single student as a fundamental right.

- iv.** To coordinate with the Psychology Department and study the possibility to create a psychology office at the Foreign Language Department with the objective to provide psychological support to new, current/active, and former students so that they can have the opportunity to ask and search for information related to the requirements to start the process for major changes. In fact, the researchers believe that this is one of the fundamental rights of students at the University, and consequently, it becomes an obligation for the University authorities to guarantee students wellbeing.

VII. LIMITATIONS

During this research process, the researchers faced different difficulties which did not allow them to successfully conclude this in a shorter time. Those difficulties are listed as follows:

- i. At the Administración Académica of the School of Arts and Sciences, the researchers wrote a letter requesting to get files and personal information concerning the major changes made by students from different majors to the Major of Modern Languages. That letter was accepted by Ing. Carolina Magaña. However, the requested information was not provided due to the fact that it was confidential information. Therefore, this is one of the reasons why the researchers did not find out main information needed to go on in the process of writing the research.
- ii. Another limitation was the time. It turned kind of hard to meet not only with the advisor, but also with the complete team work. This was due to different working schedules of each of the researchers.
- iii. In addition, the advisor was medically disabled to continue with the advisories for about three months which did not allow researchers to continue working accurately.

VIII. REFERENCES

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Consulted: 29/07/2013
- <http://materiadeeconomia.bligoo.com.mx/concepto-de-economia#.Umrss1ZidK0> Consulted: 26/10/2013
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APPENDICES

APPENDIX A

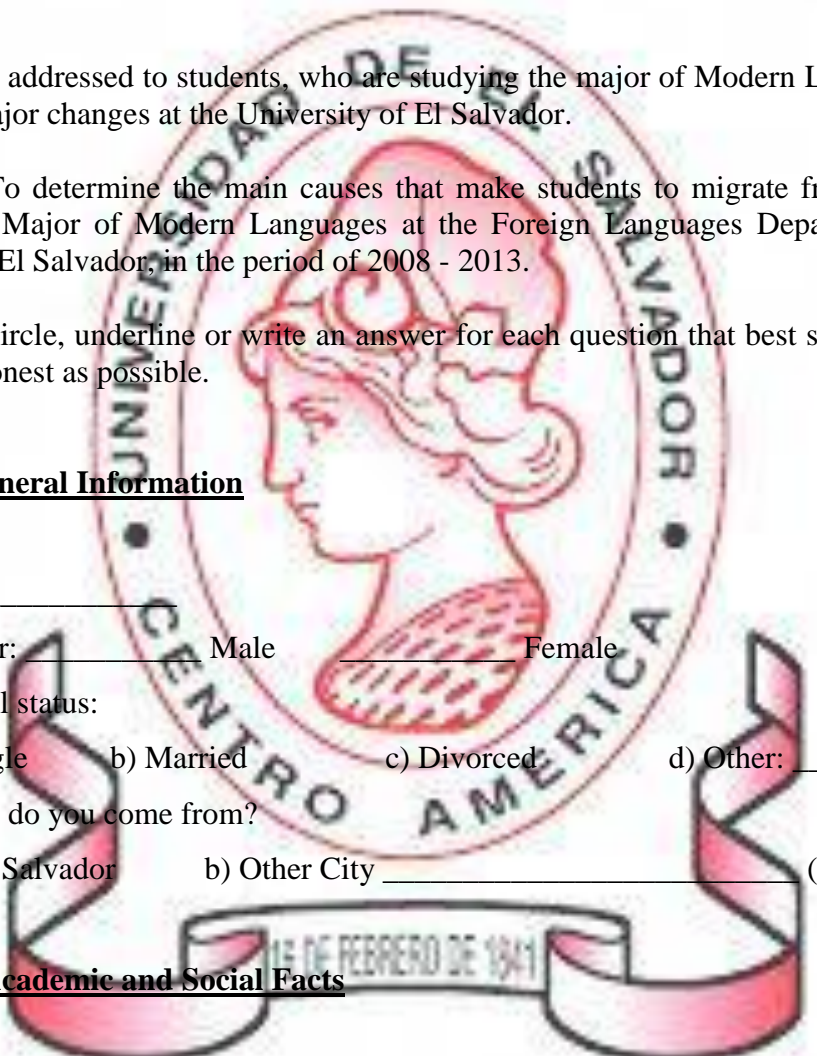
University of El Salvador School of Arts and Sciences Foreign Languages Department

This survey is addressed to students, who are studying the major of Modern Languages and have made major changes at the University of El Salvador.

Objective: To determine the main causes that make students to migrate from their first Major to the Major of Modern Languages at the Foreign Languages Department at the University of El Salvador, in the period of 2008 - 2013.

Directions: Circle, underline or write an answer for each question that best suits your case as the most honest as possible.

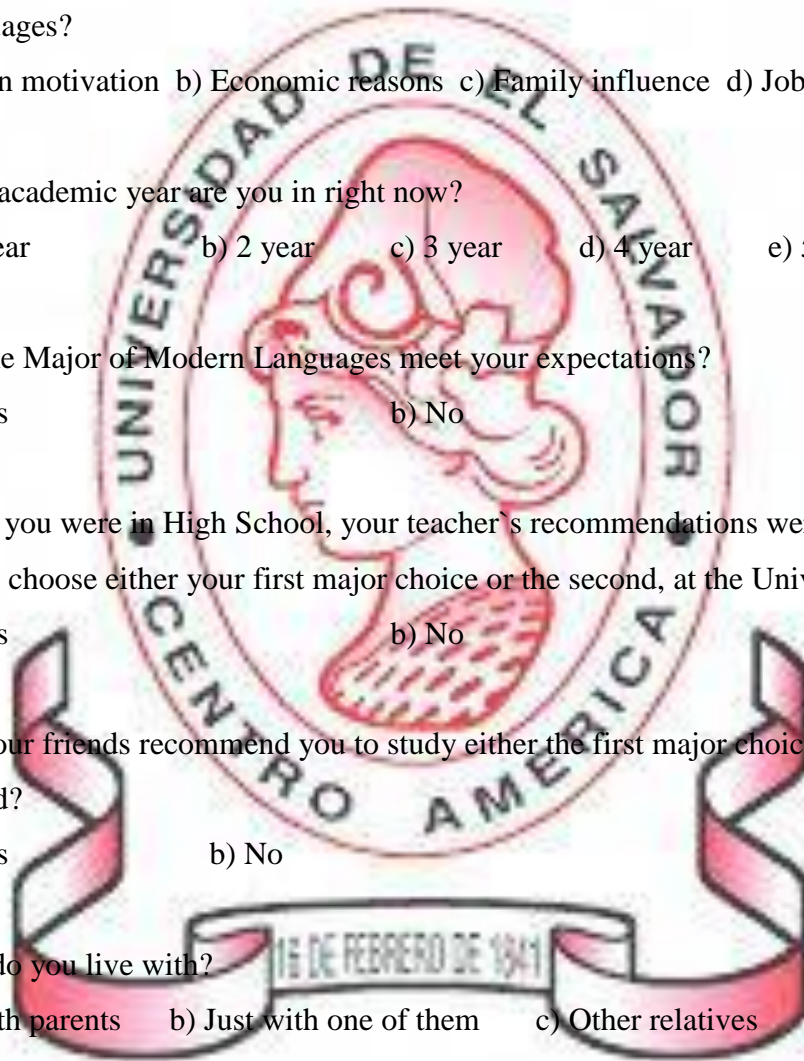
PART I General Information

- 
- The seal of the University of El Salvador is a circular emblem. It features a central profile of a woman's head facing left, with a crown on top. The text "UNIVERSIDAD DE EL SALVADOR" is written around the top inner edge of the circle, and "CENTRO AMERICA" is written around the bottom inner edge. A ribbon at the bottom of the seal contains the date "15 DE FEBRERO DE 1941".
1. Age: _____
 2. Gender: _____ Male _____ Female
 3. Marital status:
a) Single b) Married c) Divorced d) Other: _____
 4. Where do you come from?
a) San Salvador b) Other City _____ (Specify)

PART II Academic and Social Facts

5. What University Department do you come from?
a) Education b) Journalism c) Arts d) Philosophy e) Other _____ specify.
 6. What was your first major choice at the University?
a) Engineering b) Medicine c) Psychology d) Other _____ specify.
-

-
7. Why did you decide to study your first major?
a) Own motivation b) Economic reasons c) Family influence d) Job opportunities
8. Why did you decide to migrate from your first major choice to the Major of Modern Languages?
a) Own motivation b) Economic reasons c) Family influence d) Job opportunities
9. What academic year are you in right now?
a) 1 year b) 2 year c) 3 year d) 4 year e) 5 year
10. Did the Major of Modern Languages meet your expectations?
a) Yes b) No
11. When you were in High School, your teacher's recommendations were important to you to choose either your first major choice or the second, at the University?
a) Yes b) No
12. Did your friends recommend you to study either the first major choice or the second?
a) Yes b) No
13. Who do you live with?
a) Both parents b) Just with one of them c) Other relatives d) Alone
14. How many members are in your family?
a) 2 b) 3 c) 4 d) more _____ specify.
15. How many members of your family speak more than one language?
-



-
- a) 1 b) 2 c) 3 d) More than that.

16. How much did your family influenced in your educational major decisions?

- a) 100% b) 70% c) 50% d) 0%

PART III Economic Facts

17. Are you working? (If your answer is “YES” Where are you working?)

- a) Yes _____ (Specify Where, Place) b) No

18. Do your parents support your studies totally?

- a) Yes b) No

19. Do your parents have an educational degree? (If your answer is “YES”, which one)

- a) Yes _____ (Specify your parent degree) b) No

20. How much is your family income per month?

- a) \$100 - \$250 b) \$251 - \$350 c) \$351- \$450 d) More than \$500

21. Do you consider that the Major of Modern Languages will provide you with a stable economic life?

- a) Yes b) No

22. Where would you like to work?

- a) Private school b) At the university c) Call Center d) Other _____ (Specify)

23. What are your expectations concerning salary after graduate?

- a) \$225 - \$350 b) \$351 - \$476 c) \$477 - \$602 d) More than \$603
-

APPENDIX B

San Salvador, 23 de Abril 2013.

Licenciado José Ángel Meléndez

Coordinador de la Unidad de Evaluación
Departamento de Psicología
Facultad de Ciencia y Humanidades

Reciba un cordial saludo esperando tenga éxitos en sus labores cotidianas. Alumnos en proceso de elaboración de tesis del Departamento de Idiomas solicita a usted a través de la presente una asesoría en relación de como clasificar el perfil de un estudiante de acuerdo a las aptitudes que este posee al momento de seleccionar una carrera universitaria.

De antemano agradecemos de su tiempo e imprescindible colaboración. Sin más por el momento, nuestros mejores deseos de éxitos en sus actividades.

Atentamente,

Licenciado Pedro Antonio Salazar Murcia

Departamento de Idiomas

Asesor de Tesis

San Salvador, 23 de Abril 2013.

Licenciada Sara Vilma de Barbón

Jefa del Departamento de Educación Médica
Facultad de Medicina

Reciba un cordial saludo esperando tenga éxitos en sus labores cotidianas. Alumnos en proceso de elaboración de tesis del Departamento de Idiomas solicita a usted a través de la presente una asesoría en relación de como clasificar el perfil de un estudiante de acuerdo a las aptitudes que este posee al momento de seleccionar una carrera universitaria.

De antemano agradecemos de su tiempo e imprescindible colaboración. Sin más por el momento, nuestros mejores deseos de éxitos en sus actividades.

Atentamente,

Licenciado Pedro Antonio Salazar Murcia

Departamento de Idiomas

Asesor de Tesis

APPENDIX C

UNIVERSIDAD DE EL SALVADOR
FACULTAD DE CIENCIAS Y HUMANIDADES
DEPARTAMENTO DE IDIOMAS EXTRANJEROS
LIC. EN LENGUAS MODERNAS, FRANCÉS E INGLÉS

RESPONSABLE: JOSÉ ALFREDO LÓPEZ
CICLO 01-2008

REPORTE DE RESULTADOS A LAS SOLICITUDES DE CAMBIO DE CARRERA LICENCIATURA EN LENGUAS MODERNAS – L10412

<i>APELLIDOS Y NOMBRES</i>	<i>CARRERA DE PROCEDENCIA</i>	<i>NOTA</i>	<i>RESULTADO</i>
Acosta Dueñas, Diana Elizabeth	Ing. de Sistemas Informáticos	2.0	REPROBADO
Aguilar Moz, Yoselin Guadalupe	Lic. en Historia	8.0	APROBADO
Alfaro Escamilla, Madelyn Elizabeth	Lic. en Psicología	0.0	REPROBADO
Alfaro Guardado, Carlos Ernesto	Lic. en Rel. Internacionales	0.0	REPROBADO
Alfaro Mejía, Xiomara Elizabeth	Lic. en Antrop. Sociocultural	6.0	REPROBADO
Andino Ortiz, Evelyn Patricia	Lic. en Química y Farmacia	4.0	REPROBADO
Aquino, Morena Guadalupe	Lic. en Ciencias Químicas	2.0	REPROBADO
Araujo Villegas, Caren Alexia	Lic. en Psicología	9.6	APROBADO
Arévalo, David Reynaldo	Lic. en Filosofía	8.0	APROBADO
Avendaño Torres, Carlos Mauricio	Ing. de Sistemas Informáticos	6.0	REPROBADO
Barrera Alvarez, Carmina Rocío	Lic. en Rel. Internacionales	6.0	REPROBADO
Barillas Meléndez, Noemí Elizabeth	Lic. en CC de la Educación	8.0	APROBADO
Bonilla Flores, José Emmanuel	Ing. Civil	2.0	REPROBADO
Borja Pérez, Verónica Nathaly	Lic. en CC de la Educación	2.0	REPROBADO
Cabrera Alvarenga, Santos Isaac	Lic. en Historia	8.4	APROBADO
Calderón Cruz, Brenda Jazmín	Lic. en Historia	2.0	REPROBADO
Calderón Rivera, Jessica Esmeralda	Ing. Agronómica	6.0	REPROBADO
Cardoza Henríquez, Vilma Cossette	Ing. Industrial	1.2	REPROBADO
Chicas Masferrer, Morena Guadalupe	Lic. en Física	8.2	APROBADO
Chorro Realegeño, Vanessa María	Lic. en Química y Farmacia	3.6	REPROBADO
Contreras Saravia, Jorge Alejandro	Lic. en Mercadeo Internacioal	2.0	REPROBADO
Cruz Chanta, Karla Guadalupe	Lic. en Antrop. Sociocultural	10.0	APROBADO
Cubías Acajabón, Mónica Beatriz	Lic. en Sociología	9.6	APROBADO
Delgado Sánchez, Mario Hugo Alberto	Ing. Eléctrica	10.0	APROBADO
Díaz Rodríguez, Gabriela María	Lic. en Letras	9.6	APROBADO
Elías Granados, Berenice Carolina	Lic. en Sociología	2.0	REPROBADO
Flores, Walter Alfredo	Lic. en Historia	7.2	APROBADO
Flores González, Víctor Edgar	Lic. en Med. Vet. y Zootecnia	5.6	REPROBADO
Flores Orellana, Marta Leticia	Lic. en Filosofía	9.2	APROBADO

Flores Rivas, Grecia Rebeca	Lic. en Letras	0.0	REPROBADO
Funes Gasca, Kelly Alexandra	Ing. Industrial	10.0	APROBADO
García Rosales, Marilyn del Rocío	Lic. en Biología	10.0	APROBADO
Gil Zañas, Ariel Marcela	Lic. en Historia	4.4	REPROBADO
Girón Torres, Aarón Christian	Doctorado en Medicina	8.0	APROBADO
Godínez Menjívar, Ricardo Vladimir	Ing. Agronómica	6.0	REPROBADO
González, Daniel Stefano	Lic. en Med. Vet. y Zootecnia	8.0	APROBADO
González Carrillo, Vilma Arely	Lic. en Economía	4.0	REPROBADO
González Delgado, Alma Jeannette	Lic. en Rel. Internacionales	10.0	APROBADO
Guardado Cartagena, Miguel Angel	Prof. en Educ. Media en Inglés	10.0	APROBADO
Guardado Monge, Roberto Wilfredo	Lic. en Sociología	4.0	REPROBADO
Guzmán Hernández, Josué David	Lic. en Física	10.0	APROBADO
Hernández Abarca, Jasmerlin Erenia	Lic. en Física	8.0	APROBADO
Henríquez Cañas, Carlos Guillermo	Lic. en Filosofía	7.6	APROBADO
Hernández García, Rosibel	Lic. en CC de la Educación	2.0	REPROBADO
Hernández Hernández, David Enrique	Ing. Agronómica	0.0	REPROBADO
Hernández Morales, Luis Edgardo	Ing. Agronómica	0.0	REPROBADO
Huezo Chacón, Glenda Raquel	Lic. en Estadística	4.8	REPROBADO
Jaimés Delgado, Tito	Ing. Eléctrica	9.6	APROBADO
Landaverde Flores, María Cristabel	Lic. en Filosofía	2.0	REPROBADO
Lenchoni Rivera, Karla Patricia	Lic. en Ciencias Jurídicas	10.0	APROBADO
Linares Araujo, Moisés Samuel	Lic. en Inglés, Enseñanza	*	ACEPTADO
Linares Cerón, Yesenia Yamileth	Lic. en Ciencias Químicas	0.0	REPROBADO
Mancía, Roxana Xiomara	Prof. en Educ. Bás. I y II Ciclo	2.0	REPROBADO
Manzano Martínez, César Alejandro	Técnico en Bibliotecología	0.8	REPROBADO
Martínez Escobar, Jonathan Alexander	Lic. en Sociología	5.6	REPROBADO
Martínez Valle, Rafael Antonio	Ing. Industrial	0.1	REPROBADO
Martínez Vásquez, Geraldine Isabel	Lic. en Trabajo Social	5.2	REPROBADO
Mejía Reyes, Luis Alberto	Ing. Agronómica	9.2	APROBADO
Melara Campos, Diana Marisol	Lic. en Artes Plásticas	7.6	APROBADO
Meléndez Duque, Nataly Emperatriz	Lic. en Filosofía	2.0	REPROBADO
Meléndez Quinteros, Silvia Lorena	Lic. en Historia	4.0	REPROBADO
Méndez, Giovanni Rafael	Lic. en Inglés, Enseñanza	*	ACEPTADO
Mendoza Cerna, Ana Gloria	Lic. en Rel. Internacionales	2.8	REPROBADO
Menjívar Palacios, Omar Ernesto	Ing. de Sistemas Informáticos	7.6	APROBADO
Molina Alvarado, Angel Orlando	Técnico en Bibliotecología	2.0	REPROBADO
Monterola Toledo, Yeimmy Lorena	Lic. en Filosofía	2.0	REPROBADO
Morán Miranda, Luz Daniela	Lic. en Letras	5.6	REPROBADO
Nieto Rodríguez, Jennifer Elizabeth	Lic. en Letras	9.2	APROBADO

Orellana, María Antonia	Lic. en Contaduría Pública	9.2	APROBADO
Orellana Ruiz, José Luis	Doctorado en Medicina	0.0	REPROBADO
Ortega Rivera, Laura Inés	Lic. en Artes Plásticas	10.0	APROBADO
Parada Rodríguez, Irene Melania	Lic. en Filosofía	2.8	REPROBADO
Paz Alas, Ricardo Antonio	Lic. en Economía	2.0	REPROBADO
Peralta Arévalo, Benjamín	Ing. de Sistemas Informáticos	6.0	REPROBADO
Pereira Flores, Evelyn Esmeralda	Lic. en Economía	2.0	REPROBADO
Pérez Navarro, Rubén Alfonso	Ing. Eléctrica	0.0	REPROBADO
Pérez Quijada, Tatiana Gissela	Lic. en Filosofía	5.2	REPROBADO
Piedrasanta Menjívar, Dulce María	Lic. en Letras	6.0	REPROBADO
Pineda Aguilar, Josué Eleazar	Lic. en Idioma Inglés	*	ACEPTADO
Pineda Flores, Karen María	Lic. en Química y Farmacia	2.0	REPROBADO
Pineda López, Rebeca Nohemy	Lic. en Economía	3.6	REPROBADO
Polanco Peñate, José Carlos	Ing. Eléctrica	6.8	REPROBADO
Portillo Mancía, Wendy Verónica	Lic. en Contaduría Pública	0.0	REPROBADO
Portillo Portillo, Adela Beatriz	Técnico en Bibliotecología	4.4	REPROBADO
Quevedo Canales, Stephanie Beatriz	Lic. en Economía	6.0	REPROBADO
Quijada Brizuela, Gloria Mercedes	Lic. en Física	2.4	REPROBADO
Ramírez Alvarado, Mario Ernesto	Ing. Civil	9.2	APROBADO
Ramírez Manchán, Luis Alberto	Lic. en Filosofía	0.0	REPROBADO
Ramos Aguilar, Ana Carolina	Lic. en Ciencias Jurídicas	10.0	APROBADO
Rauda Mena, Irving Alirio	Doctorado en Medicina	8.0	APROBADO
Rivas Suria, Oliver Amílcar	Lic. en Filosofía	7.6	APROBADO
Rivera Chávez, Hugo César	Ing. de Sistemas Informáticos	4.4	REPROBADO
Rivera Rivera, David	Ing. Eléctrica	7.2	APROBADO
Rodríguez, Eduardo Ernesto	Doctorado en Cirugía Dental	5.2	REPROBADO
Rodríguez Meléndez, Luis Francisco	Doctorado en Medicina	2.0	REPROBADO
Sáenz Guevara, Julissa Marilí	Doctorado en Medicina	0.0	REPROBADO
Suriano Alvarenga, David Alexander	Ing. de Sistemas Informáticos	2.0	REPROBADO
Tamacas Nolasco, Gloria Mariela	Lic. en Filosofía	8.4	APROBADO
Torres Andino, Alejandra Esmeralda	Ing. de Sistemas Informáticos	2.0	REPROBADO
Torres Cruz, Nelson Antonio	Lic. en Biología	6.0	REPROBADO
Torres Cruz, Reyna Melania	Lic. en Biología	6.4	REPROBADO
Umanzor Soto, Brenda Nathaly	Lic. en Rel. Internacionales	4.0	REPROBADO
Valle Rosales, Kevin Jonathan	Ing. Industrial	9.6	APROBADO
Vásquez Alvarez, Karen Yaneth	Lic. en Rel. Internacionales	3.6	REPROBADO
Velasco Pérez, Jenny Margarita	Doctorado en Medicina	4.4	REPROBADO
Velásquez Rodríguez, Héctor Rolando	Lic. en Periodismo	8.8	APROBADO
Zelaya Peña, Graciela Esther	Lic. en Filosofía	5.6	REPROBADO

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Observaciones:

- Para ser aceptado en la Licenciatura en Lenguas Modernas, Francés e Inglés, se ha considerado lo establecido en el Reglamento de la Administración Académica de la Universidad de El Salvador, en lo respectivo a Cambios de carrera, plasmado en el Capítulo XI, Artículos del 43 al 47.
- Además, se ha considerado la nota obtenida en la prueba de inglés, que se programó en las instalaciones del Departamento de Idiomas Extranjeros, el pasado lunes 21 de enero de 2008.
- Los estudiantes inscritos, en el Ciclo 02-2007, en las carreras de la Licenciatura en Inglés, opción Enseñanza y del Profesorado en Inglés para Tercer Ciclo de Educación Básica y Educación Media quedan exonerados de esta prueba por ser estudiantes del Departamento de Idiomas Extranjeros.

Universidad de El Salvador
Facultad de Ciencias y Humanidades
Departamento de Idiomas Extranjeros
Licenciatura en Lenguas Modernas, especialidad Francés e Inglés – L 10412

PRIMER REPORTE DE RESULTADOS EN CAMBIO DE CARRERA 01-2009

Nº	CARNET	NOMBRE	CARRERA DE PROCEDENCIA	RESULTADO
1	AP 08016	Alfaro Pereira, Daysi Dalila	Licenciatura en Idioma Inglés, opción Enseñanza	ACEPTADO
2	AM 95071	Alvarenga Miranda, Hugo Iván	Licenciatura en Idioma Inglés, opción Enseñanza	ACEPTADO
3	HL 02009	Hernández López, René Marcell	Licenciatura en Idioma Inglés, opción Enseñanza	ACEPTADO

Observaciones:

- Este primer reporte de resultado ampara sólo tres cambios de carrera aceptados.
- Los estudiantes aceptados son estudiantes inscritos, en el Ciclo 02-2008, en la carrera de Licenciatura en Inglés, opción Enseñanza, y quedan exonerados de la prueba oral y escrita en idioma inglés por ser estudiantes del Departamento de Idiomas Extranjeros.
- El proceso para ser aceptado en la Licenciatura en Lenguas Modernas, especialidad Francés e Inglés, se ha basado en lo establecido por el Reglamento de la Administración Académica de la Universidad de El Salvador, en lo que respecta a Cambios de Carrera, plasmado en el Capítulo XI, Artículos del 43 al 47.

José Alfredo López Vásquez
Responsable
Proceso de cambio de carrera
Licenciatura en Lenguas Modernas,
especialidad Francés e Inglés

UNIVERSIDAD DE EL SALVADOR
Facultad de Ciencias y Humanidades
Departamento de Idiomas Extranjeros
Licenciatura en Lenguas Modernas, Especialidad Francés e Inglés – L 10412

RESULTADOS DE ANALISIS DE SOLICITUDES DE CAMBIOS DE CARRERA 01-2010

N°	CARNET	NOMBRES	CARRERA DE PROCEDENCIA	CUM	RESULTADO
1	CC 09203	Cuerno Contreras, Amalia Noemy	Lic. en Letras	0.00	
2	DG 01009	De León González, Boris Dagoberto	Lic. en Letras	0.00	
3	HM 09040	Hernández Martínez, Karina Liseth	Lic. en Letras	0.00	
4	MM 08149	Mejía, Gabriel Mauricio	Lic. en Letras	7.00	ACEPTADO
5	MM 98086	Miranda Morataya, Edwin	Lic. en Letras	0.00	ACEPTADO *
6	OO 09031	Ortega, Álvaro Ernesto	Lic. en Letras	0.00	
7	RM 09098	Rivera Menjivar, José Gabriel	Lic. en Letras	0.00	
8	VS 09019	Valle Sotomayor, Ronald Alejandro	Lic. en Letras	0.00	
9	CA 09054	Campos Ardón, Juan Emmanuel	Téc. en Bibliotecología	0.00	
10	GG 09112	Gómez, Jocelyn Abigail	Téc. en Bibliotecología	0.00	
11	MR 06070	Mazariego Rosales, Joseph Américo	Téc. en Bibliotecología	8.08	ACEPTADO
12	OO 09017	Ortiz, Erika Yesenia Guadalupe	Téc. en Bibliotecología	0.00	
13	AE 04001	Alfaro Escamilla, Madelyne Elizabeth	Lic. en Psicología	6.86	
14	BA 09008	Beltrán Ascencio, María de los Ángeles	Lic. en Psicología	6.10	
15	HH 01035	Herrera Hernández, Idalia Yanet	Lic. en Psicología	6.00	
16	JM 01009	Jiménez Miranda, Ana Esthela	Lic. en Psicología	0.00	
17	AP 09039	Arana Pineda, Rudy Danilo	Lic. en Filosofía	6.90	
18	BG 09019	Benitez Guevara, Nathaly Magdalena	Lic. en Filosofía	7.60	ACEPTADO
19	BP 09023	Bracamonte Peña, Karen Rebeca	Lic. en Filosofía	7.93	ACEPTADO
20	CR 09143	Cáceres Ramos, Elisa del Carmen	Lic. en Filosofía	7.10	ACEPTADO
21	CZ 05005	Castro Zelaya, Diana Verónica	Lic. en Filosofía	7.10	ACEPTADO
22	CH 09061	Córdova Hernández, María Elizabeth	Lic. en Filosofía	7.40	ACEPTADO
23	CQ 09011	Cortez Quintanilla, Cindy Stephanie	Lic. en Filosofía	7.33	ACEPTADO
24	CM 09179	Cruz Mendoza, Glenda Haydeé	Lic. en Filosofía	8.70	ACEPTADO
25	DA 09013	Deras Alas, Mariela Alejandra	Lic. en Filosofía	7.13	ACEPTADO
26	GG 09147	Gutiérrez Guardado, Manuel Alejandro	Lic. en Filosofía	7.80	ACEPTADO
27	HR 09042	Hernández Roque, Silvia Steffanie	Lic. en Filosofía	6.83	
28	JS 09004	Jacobo Saravia, Johanna Vanessa	Lic. en Filosofía	7.05	ACEPTADO

29	LV 09029	Lemus Vargas, Orfa Leticia	Lic. en Filosofía	8.25	ACEPTADO
30	LE 09017	López Espinoza, Lorena Beatriz	Lic. en Filosofía	8.13	ACEPTADO
31	LG 09030	López Guevara, Gloria Liseth	Lic. en Filosofía	7.00	ACEPTADO
32	LM 09083	López Meléndez, Josué Elías	Lic. en Filosofía	7.15	ACEPTADO
33	LR 09059	López Romero, Karla Yamileth	Lic. en Filosofía	7.00	ACEPTADO
34	MS 09087	Marroquín Serrano, Rosa Beatriz	Lic. en Filosofía	7.20	ACEPTADO
35	MD 09006	Matozo de Salguero, Evans Belinda	Lic. en Filosofía	7.20	ACEPTADO
36	MM 09348	Martínez Mejía, Rosibel Beatriz	Lic. en Filosofía	7.65	ACEPTADO
37	MN 09020	Melara Navarrete, José Enoc	Lic. en Filosofía	7.25	ACEPTADO
38	MR 09110	Molina Regalado, Marcela Jacqueline	Lic. en Filosofía	7.76	ACEPTADO
39	RR 09223	Ramírez Herrera, Sonia Liseth	Lic. en Filosofía	8.10	ACEPTADO
40	RM 09095	Rauda Mena, Eduardo André	Lic. en Filosofía	8.40	ACEPTADO
41	RP 04059	Robles Palacios, Silvia Roxana	Lic. en Filosofía	6.95	
42	RA 09121	Rodríguez Álvarez, Mónica Stephanie	Lic. en Filosofía	8.70	ACEPTADO
43	SC 09045	Salazar Callejas, Karla Gisselle	Lic. en Filosofía	8.40	ACEPTADO
44	TN 09018	Torres Martínez, Wendi Yamileth	Lic. en Filosofía	6.97	
45	VR 09036	Villatoro Ramos, Mónica Cristina	Lic. en Filosofía	7.03	ACEPTADO
46	AR 09007	Ayala Rosales, Diego Enrique	Lic. en Periodismo	7.05	ACEPTADO
47	RS 09044	Rivas Sánchez, Jennifer Guadalupe	Lic. en Periodismo	8.68	ACEPTADO
48	ST 086009	Solís Tobar, José Agustín	Lic. en Periodismo	4.60	
49	AA 09162	Álvarez Argueta, Mayra Jeannette	Lic. en Antropología Socioc.	7.05	ACEPTADO
50	AL 09044	Argueta López, Jairon Bladimir	Lic. en Antropología Socioc.	8.85	ACEPTADO
51	BG 09028	Bermúdez García, Adalberto Natanael	Lic. en Antropología Socioc.	8.00	ACEPTADO
52	CS 09034	Castillo Sánchez, Lucía Elizabeth	Lic. en Antropología Socioc.	8.20	ACEPTADO
53	DZ 09004	De la Cruz Zavaleta, Erika Elizabeth	Lic. en Antropología Socioc.	7.00	ACEPTADO
54	DV 09015	De la O Villalta, Erlin Alexander	Lic. en Antropología Socioc.	7.00	ACEPTADO
55	DR 09014	Díaz Ríos, Willian José Ernesto	Lic. en Antropología Socioc.	7.80	ACEPTADO
56	EO 09001	Escobar Ortiz, Damaris Irene	Lic. en Antropología Socioc.	8.60	ACEPTADO
57	FS 09014	Fernández Sánchez, Astrid Eunice	Lic. en Antropología Socioc.	8.05	ACEPTADO
58	FP 09019	Flores Pineda, Karla Cecilia	Lic. en Antropología Socioc.	8.90	ACEPTADO
59	GC 09088	García Castro, Vanessa María	Lic. en Antropología Socioc.	9.20	ACEPTADO
60	GR 09054	González Raymundo, Jacqueline Beatriz	Lic. en Antropología Socioc.	7.58	ACEPTADO
61	LR 09040	López Recinos, Sandra Verónica	Lic. en Antropología Socioc.	8.45	ACEPTADO
62	MR 09133	Mejía Rodríguez, Johana Beatriz	Lic. en Antropología Socioc.	7.93	ACEPTADO
64	MN 09022	Navarro Melgar, Sergio Julio	Lic. en Antropología Socioc.	7.00	ACEPTADO
65	PB 09014	Portillo Barrera, Leydy Karina	Lic. en Antropología Socioc.	7.00	ACEPTADO

66	RM 09100	Ramírez Miranda, Yohanna Marisol	Lic. en Antropología Socioc.	7.50	ACEPTADO
67	RV 09036	Ramos Ventura, Israel Ascención	Lic. en Antropología Socioc.	7.05	ACEPTADO
68	RG 09052	Rivas García, Sandra Jamileth	Lic. en Antropología Socioc.	7.35	ACEPTADO
69	SM 09055	Siciliano Mendoza, José Guillermo	Lic. en Antropología Socioc.	7.60	ACEPTADO
70	GJ 06010	Guzmán Juárez, Dámaris Noemi	Lic. en Trabajo Social	7.42	ACEPTADO
71	AA 09107	Acevedo Alvarado, Karen Fidelina	Lic. en Sociología	7.08	ACEPTADO
72	CP 09054	Chicas Pérez, Josué Israel	Lic. en Sociología	7.53	ACEPTADO
73	MA 09084	Molina Aguilar, Verónica Magdalena	Lic. en Sociología	7.40	ACEPTADO
74	PS 09018	Pérez Salazar, Jonathan René	Lic. en Sociología	8.83	ACEPTADO
75	QR 09008	Quijano Rivas, José Raúl	Lic. en Sociología	7.70	ACEPTADO
76	RB 09035	Ramírez Benítez, Karla Esmeralda	Lic. en Sociología	6.85	
77	RO 09024	Ramírez Orellana, René Adalberto	Lic. en Sociología	8.17	ACEPTADO
78	AC 09070	Acevedo Calderón, Víctor Manuel	Lic. en Historia	0.00	
79	AR 09073	Ayala Rivera, Hade Marisol	Lic. en Historia	7.05	ACEPTADO
80	CM 09115	Castillo Monterroza, Paola Beatriz	Lic. en Historia	7.10	ACEPTADO
81	DM 09029	De Paz Muñoz, Inés Haydee	Lic. en Historia	6.95	
81	ER 09013	Espinoza Ramírez, Karla María	Lic. en Historia	0.00	
82	FE 09006	Flores Escobar, Ruth Grissel	Lic. en Historia	7.90	ACEPTADO
83	GO 09010	González Orellana, Fátima Lucía	Lic. en Historia	7.00	ACEPTADO
84	GG 09144	Guzmán Grande, Miriam Marlene	Lic. en Historia	7.65	ACEPTADO
85	GV 09041	Gutiérrez Velásquez, Merly Azucena	Lic. en Historia	6.75	
86	HC 09030	Hernández Comayagua, Brenda Natalí	Lic. en Historia	0.00	
87	HG 09034	Hernández Galindo, Gabriela Nicole	Lic. en Historia	7.15	ACEPTADO
88	MM 09228	Martínez Mendoza, Telma Aída	Lic. en Historia	6.15	
89	MA 09093	Mercado Amaya, Laura Guadalupe	Lic. en Historia	6.63	
90	MD 09029	Miranda Deodanes, Yaneth Esmeralda	Lic. en Historia	7.20	ACEPTADO
91	MP 09105	Molina Portillo, Ernesto Misael	Lic. en Historia	6.70	
92	PR 09075	Parada Reina, Sandra Beatriz	Lic. en Historia	6.63	
93	PM 09083	Peña Mendoza, Karla Alicia	Lic. en Historia	6.45	
94	PA 09046	Pérez Amaya, Ana Delmy	Lic. en Historia	7.75	ACEPTADO
95	RQ 09007	Rivera Quintanilla, Romy Abigail	Lic. en Historia	7.57	ACEPTADO
96	RG 09046	Rosales Girón, Rebeca Abigail	Lic. en Historia	6.30	
97	ST 09008	Segura Tovar, Kenia Esmeralda	Lic. en Historia	6.98	
98	TG 09011	Tobar Galán, Wilber Adalberto	Lic. en Historia	6.63	
99	VM 09034	Vásquez Martínez, Irene Gabriella	Lic. en Historia	7.15	ACEPTADO
100	VR 08038	Ventura Rodríguez, Luis Ernesto	Lic. en Historia	6.70	

101	AG 09010	Alfaro García, Luis Enrique	Lic. en Artes Plásticas	7.04	ACEPTADO
102	DH 06010	Durán viuda de Meléndez, Yessenia Leonor	Lic. en Artes Plásticas	6.40	
103	MO 07031	Mendoza Olivares, Arturo Enrique	Lic. en Artes Plásticas	7.02	ACEPTADO
104	MG 83022	Mejía Guerrero, Blanca Nelly	Lic. en Ciencias de la Educ.	7.90	ACEPTADO
105	MF 08056	Martínez Flores, Evelyn Carolina	Lic. en Relaciones Internac.	6.78	
106	SE 04002	Sánchez Escobar, Nelson David	Lic. en Relaciones Internac.	6.73	
107	AR 05041	Ayala Romero, Jenny Carolina	Lic. en Ciencias Jurídicas	7.24	ACEPTADO
108	FH 09014	Flores Hernández, Sandra Elizabeth	Lic. en Ciencias Jurídicas	7.00	ACEPTADO
109	JP 09006	Juárez Platero, Marcela Sthefany	Lic. en Ciencias Jurídicas	0.00	
110	UC 09005	Urbina Cuyuch, Virgilio Valdemar	Lic. en Ciencias Jurídicas	7.00	ACEPTADO
111	AM 09138	Alejo Molina, Adriana Brendalí	Lic. en Economía	6.00	
112	AA 09166	Avelar Avelar, Evelin Cristela	Lic. en Economía	6.51	
113	CL 02031	Chávez López, Gerardo Antonio	Lic. en Economía	6.65	
114	GC 07086	González Carrillo, Vilma Arely	Lic. en Economía	6.55	
115	RM 09142	Rivas Moreno, Mónica Rebeca	Lic. en Economía	6.70	
116	ZC 09016	Zúñiga Cortés, Alejandra Guadalupe	Lic. en Economía	6.10	
117	MS 07016	Meléndez Salina, Carlos Andrés	Lic. en Admón de Emp.	6.24	
118	MM 03203	Mena Martínez, Sara Evelyn	Lic. en Admón de Emp.	6.80	
119	PM 09090	Palacios Machuca, Verónica Elizabeth	Lic. en Admón de Emp.	7.05	ACEPTADO
120	EJ 00002	Escobar Jordan, Richard Steve	Lic. en Contaduría Pub.	7.72	ACEPTADO
121	CG 08046	Contreras González, Ana Sarai	Lic. en Mercadeo Internac.	7.03	ACEPTADO
122	GD 07026	Guzmán De Paz, Henry Manfredo	Lic. en Mercadeo Internac.	6.73	
123	HH 07042	Hernández Hernández, Vanessa Yamileth	Lic. en Mercadeo Internac.	6.95	
124	MV 09021	Mejía Valle, Elba María	Lic. en Mercadeo Internac.	8.19	ACEPTADO
125	VM 09055	Ventura Muñoz, Mirian Leticia	Lic. en Mercadeo Internac.	7.44	ACEPTADO
126	AL 09036	Ayala López, Jairo Ulises	Lic. en Geofísica	0.00	
127	EL 09007	Escalante Láinez, María Victoria	Lic. en Geofísica	6.10	
128	CC 04193	Cerritos Córdova, Ingrid Elena	Lic. en Física	0.00	
129	AA 09038	Abarca Abarca, Victoria Beatriz	Ingeniería de Sistemas Inf.	6.90	
130	FZ 06003	Fuentes Zavaleta, Joel Norberto	Ingeniería de Sistemas Inf.	6.60	
131	GB 01001	Galdámez Borja, Mirna Guadalupe	Ingeniería de Sistemas Inf.	8.73	ACEPTADO
132	MM 09158	Morales Moreno, Manuel Antonio	Ingeniería de Sistemas Inf.	6.65	
133	NH 09003	Navas Hernández, Wilber Adonay	Ingeniería de Sistemas Inf.	0.00	
134	SA 07008	Santacruz Aquino, Daniel Alexander	Ingeniería de Sistemas Inf.	0.00	Hijo de Trabajador
135	VG 08008	Vásquez García, José Octavio	Ingeniería de Sistemas Inf.	6.00	

136	AC 06066	Acosta Cortez, Jonathan Josue	Ingeniería Civil	6.50	
137	RV 09038	Reyes Vásquez, David Enrique	Ingeniería de Alimentos	6.90	
138	PA 08029	Pérez Alvarado, Ever Orlando	Ingeniería Mecánica	0.00	
139	SC 08024	Sánchez Castillo, Carlos Omar	Ingeniería Industrial	6.35	
140	AG 03001	Abarca Garay, Ana Mercedes	Arquitectura	0.00	
141	MP 04006	Marín Palacios, Alberto Emerson	Arquitectura	6.72	
142	ZC 08019	Zelaya Clemente, Jairo Eduardo	Arquitectura	0.00	
143	AS 09035	Angulo Sanabria, Erick Alberto	Ingeniería Agronómica	6.55	
144	RL 09049	Rivera López, Laura Carolina	Ingeniería Agronómica	7.60	ACEPTADO
145	MH 09017	Mejía Hernández, Ashley Guadalupe	Doctorado en Medicina	6.70	
146	PG 07049	Peña González, Eduardo Antonio	Doctorado en Medicina	6.70	
147	RR 06029	Rodas Ramos, Patricia Guadalupe	Doctorado en Medicina	7.01	ACEPTADO
148	VS 05016	Vaquerano Sánchez, Ingrid Iliana	Doctorado en Medicina	6.37	
149	RH 07005	Romero Hernández, Laura Gabriela	Lic. en Fisioterapia y Terap.	0.00	
150	EC 09001	Escobar Calles, Stefany María	Doctorado en Cirugía Dental	6.50	
151	GS 09002	Gálvez Santamaría, Mónica Denisse	Doctorado en Cirugía Dental	0.00	
152	NF 09006	Nieto Flores, Sonia Esther	Lic. en Biología	8.80	ACEPTADO
153	LR 04031	Landaverde Rivera, Blanca Esmeralda	Lic. en Ciencias Químicas	8.20	ACEPTADO
154	MR 09061	Moz Rivas, José Denis	Lic. en Matemáticas	6.47	
155	RQ 09003	Rivera Quintanilla, Wendy Carolina	Lic. en Química y Farmacia	0.00	

CAMBIOS INTERNOS

1	GM 09054	Girón Martínez, Wendy Beatriz	Lic. en Idioma Inglés	8.27	ACEPTADO
2	RM 09101	Rodríguez Menjívar, Gustavo Adolfo	Lic. en Idioma Inglés	8.00	ACEPTADO
3	RC 02028	Rubio Constanza, Norma Griselda	Lic. en Idioma Inglés	7.87	ACEPTADO

OBSERVACIONES:

- ✓ El proceso para ser aceptado en la Licenciatura en Lenguas Modernas, especialidad Francés e Inglés, se ha regido en lo establecido por el reglamento de la Administración Académica de la Universidad de El Salvador, en lo que respecta a Cambios de Carrera, plasmado en el Capítulo XI, Artículos del 43 al 47.
- ✓ Se ha considerado también el cupo disponible para el ciclo 01-2010, en las instalaciones del Departamento de Idiomas Extranjeros, y el CUM de 7.00 a 10.00.
- ✓ Los estudiantes inscritos, en el Ciclo 02-2009, en las carreras de Licenciatura en Inglés, opción Enseñanza, y Profesorado en Inglés para Tercer Ciclo y Educación Media son admitidos automáticamente por ser estudiantes del Departamento de Idiomas Extranjeros.
- ✓ Los estudiantes con el criterio de ACEPTADO* han sido favorecidos con el cambio de carrera a la Licenciatura en Lenguas Modernas, Especialidad en Francés e Inglés, dado que tienen derecho por antigüedad de estar inscritos en la Universidad de El Salvador y por haber solicitado por tercera vez el cambio de carrera.

MsD. José Alfredo López Vásquez
Coordinador de la Licenciatura en Lenguas Modernas
Especialidad Francés e Inglés

MsD. Odir Alexander Mendizábal A.
Coordinador Adjunto

UNIVERSIDAD DE EL SALVADOR
Facultad de Ciencias y Humanidades
Departamento de Idiomas Extranjeros
Licenciatura en Lenguas Modernas, Especialidad Francés e Inglés – L10412

RESULTADOS DE ANALISIS DE SOLICITUDES DE CAMBIOS DE CARRERA 01-2011

N°	CARNET	NOMBRES	CARRERA DE PROCEDENCIA	CUM	RESULTADO
1	AG10026	Alvarado Guevara, José Miguel	Lic. en Letras	8.15	APROBADO
2	BV10013	Benavides Vicente, Karen Ivette	Lic. en Letras	7.10	
3	BR10013	Bernal Rivas, Diana Rosemari	Lic. en Letras	7.45	
4	CM10056	Cabezas Méndez, Adriana Angélica	Lic. en Letras	6.93	
5	CC10154	Campos Castillo, Karla Lisette	Lic. en Letras	7.53	
6	CM10057	Campos Mendoza, Alba Marina	Lic. en Letras	7.75	APROBADO
7	CC10054	Cortez Candray, Iris Elizabeth	Lic. en Letras	7.15	
8	DL10005	Díaz León, María Elena	Lic. en Letras	7.73	APROBADO
9	EC10020	Elías Chicas, Brenda Karina	Lic. en Letras	6.60	
10	GS10045	González Suria, Marlene del Rosario	Lic. en Letras	6.93	
11	HS10006	Hidalgo Sánchez, Liliana Lisbeth	Lic. en Letras	7.13	
12	HR10028	Huezo Ramírez, Víctor Javier	Lic. en Letras	7.43	
13	LF10005	López Fabián, Katia Yanira	Lic. en Letras	7.63	APROBADO
14	LO10005	López Orellana, Marleni Elizabeth	Lic. en Letras	7.20	
15	LQ10003	López Quijano, Karen Gabriela	Lic. en Letras	8.03	APROBADO
16	MB10016	Martínez Barrera, Julia Scarleth	Lic. en Letras	7.20	
17	MD10042	Martínez Díaz, Isela Michelle	Lic. en Letras	7.57	
18	ME10008	Martínez Escobar, Jesenia Beatriz	Lic. en Letras	8.08	APROBADO
19	MA10036	Medina Aldana, Wilfredo Alonso	Lic. en Letras	7.50	
20	MH10066	Melara Hidalgo, Karla Patricia	Lic. en Letras	7.65	APROBADO
21	MQ10018	Miranda Quinteros, Kenia Susana	Lic. en Letras	7.50	
22	OR10010	Orellana Rivera, Mario Iván	Lic. en Letras	7.58	
23	PG10059	Perdomo García, Roxana Elizabeth	Lic. en Letras	7.40	
24	PA10022	Pérez Ayala, Vanessa María	Lic. en Letras	8.43	APROBADO
25	PV10036	Pérez Vásquez, Luis Antonio	Lic. en Letras	6.15	
26	PA10073	Pintor Aguilar, Cristina Arely	Lic. en Letras	6.60	
27	QS10009	Quezada Salazar, Georgina Lisseth	Lic. en Letras	6.70	
28	RC10038	Retana Cisneros, José Fredy	Lic. en Letras	7.83	APROBADO

29	RA10031	Rodríguez Aquino, Víctor Manuel	Lic. en Letras	7.40	
30	SV10009	Sánchez Vides, Oscar Enrique	Lic. en Letras	7.37	
31	VE10011	Vanegas Escobar, Lennon Ricardo	Lic. en Letras	6.87	
32	VV10010	Villalobos, Ingrid Vanessa	Lic. en Letras	8.40	APROBADO
33	VH10023	Villanueva Henríquez, Flor de María	Lic. en Letras	7.50	
34	VC10018	Villegas Chávez, Sabrina Sujey	Lic. en Letras	8.08	APROBADO
35	PV10008	Portillo Vásquez, Adriana Mélani	Lic. en Periodismo	7.30	
36	AR06061	Acosta Reyes, Wendy Argentina	Lic. en Psicología	6.85	
37	EM09011	Escobar Martínez, Mauricio Antonio	Lic. en Psicología	6.88	
38	ZC08014	Zúniga Colorado, Jaqueline Vanessa	Lic. en Psicología	6.33	
39	AA10175	Aguirre Alvarado, Claudia Patricia	Lic. en Sociología	7.13	
40	CG10025	Castillo García, Jennifer Ivonne	Lic. en Sociología	9.40	APROBADO
41	CA08105	Chávez Arévalo, Néstor Hugo	Lic. en Sociología	6.50	
42	CH10015	Cruz Hernández, Flor Carolina	Lic. en Sociología	8.62	APROBADO
43	ER10009	Erazo Ramírez, Roberto de Jesús	Lic. en Sociología	7.78	APROBADO
44	FM10016	Flores Montes, Karla Raquel	Lic. en Sociología	8.18	APROBADO
45	GA10027	González Alfaro, Ingrid Carolina	Lic. en Sociología	7.90	APROBADO
46	GM10045	González Miranda, Karen Lissette	Lic. en Sociología	8.43	APROBADO
47	HG10014	Hernández Guardado, Edwin Alexander	Lic. en Sociología	8.20	APROBADO
48	MS10054	Marquina Salmerón, Karen Gisela	Lic. en Sociología	6.17	
49	OR10011	Orellana Rubio, Jennifer Pamela	Lic. en Sociología	8.40	APROBADO
50	PH10033	Parada Hernández, Nínive Jesaela	Lic. en Sociología	6.50	
51	PS10015	Portillo Salguero, Joel Ernesto	Lic. en Sociología	7.93	APROBADO
52	SP10011	Santos Peraza, Claudia Eugenia	Lic. en Sociología	8.00	APROBADO
53	TR10007	Tobar Rosales, Stefanie Guadalupe	Lic. en Sociología	8.00	APROBADO
54	VD10019	Vásquez Domínguez, Orlando Javier	Lic. en Sociología	7.83	APROBADO
55	VR10016	Vásquez Ramos, Wilber Alexis	Lic. en Sociología	8.08	APROBADO
56	AM10055	Abrego Martínez, Alejandro David	Lic. en Trabajo Social	8.30	APROBADO
57	CM10052	Campos Marín, Ericka Bethsabe	Lic. en Trabajo Social	8.46	APROBADO
58	CP10021	Castro Parada, Brenda Yamileth	Lic. en Trabajo Social	7.71	APROBADO
59	CM10058	Cerón Melgar, Liliana Yamileth	Lic. en Trabajo Social	7.57	
60	CM10051	Cuchilla Minero, Nataly Alejandra	Lic. en Trabajo Social	7.76	APROBADO
61	FR10016	Figueroa Ríos, Teresa Elizabeth	Lic. en Trabajo Social	7.40	
62	GG10036	Gálvez González, Jessica Esmeralda	Lic. en Trabajo Social	7.35	
63	HB10003	Hernández Balette, Jacqueline María	Lic. en Trabajo Social	7.45	
64	HS10007	Hernández Santamaría, Rhony Edgardo	Lic. en Trabajo Social	7.27	

65	MC10053	Mejía Castro, Wendy Liliana	Lic. en Trabajo Social	7.77	APROBADO
66	MM10083	Melgar, Yolanda Maritza	Lic. en Trabajo Social	7.11	
67	MH10019	Muñoz Hernández, Yenny Rosibel	Lic. en Trabajo Social	8.20	APROBADO
68	PG10018	Peña González, Rosa Yahaira	Lic. en Trabajo Social	7.54	
69	PQ10003	Pineda Quintanilla, Kevin Joel	Lic. en Trabajo Social	6.94	
70	RS10017	Ramírez Santacruz, Milena Lisbeth	Lic. en Trabajo Social	6.94	
71	RV10018	Rodríguez Ventura, Nancy Esmeralda	Lic. en Trabajo Social	6.70	
72	SC10018	Salazar Cortez, Erick Alberto	Lic. en Trabajo Social	6.95	
73	SP10010	Siciliano Pérez, Marlene Carolina	Lic. en Trabajo Social	7.57	
74	UR10006	Ulloa Roque, Diego Josué	Lic. en Trabajo Social	7.41	
75	ZZ10004	Zavaleta Larin, Diego Alejandro	Lic. en Trabajo Social	7.55	
76	ZM10002	Zelaya Mendoza, Monica Izel	Lic. en Trabajo Social	6.63	
77	AM10159	Alvarado Minero, Suleyma Gloribel	Lic en Antropología Sociocul.	8.25	APROBADO
78	CJ10013	Campos Jacobo, Gloria Abigail	Lic en Antropología Sociocul.	7.90	APROBADO
79	CG10030	Carrillo González, Yaqueline Lissette	Lic en Antropología Sociocul.	7.27	
80	CG10027	Castro Guzmán, Juan Francisco	Lic en Antropología Sociocul.	7.55	
81	CD10014	Cunza de Barillas, Raquel Elizabeth	Lic en Antropología Sociocul.	7.83	APROBADO
82	EM10011	Echeverría Menjivar, Margarita Ivette	Lic en Antropología Sociocul.	8.00	APROBADO
83	EB10001	Estrada Beltrán, Eli Adonay	Lic en Antropología Sociocul.	6.80	
84	FR08022	Fuentes Romero, Rolando Arnoldo	Lic en Antropología Sociocul.	7.31	
85	GR10093	Granados Rivera, Dania Saray	Lic en Antropología Sociocul.	0.00	
86	GA10025	Guzmán Abarca, Pablo Ernesto	Lic en Antropología Sociocul.	8.55	APROBADO
87	HB10004	Hernandez Benitez, Iliana Carolina	Lic en Antropología Sociocul.	7.77	APROBADO
88	HM09050	Herrera Monroy, Jessica Marisol	Lic en Antropología Sociocul.	7.93	APROBADO
89	IC10006	Interiano Campos, Ana Nohemy	Lic en Antropología Sociocul.	9.05	APROBADO
90	JO10010	Jiménez Ortiz, Brisseth Azucena	Lic en Antropología Sociocul.	8.45	APROBADO
91	LP10013	Lemus Portillo, Karla Irene	Lic en Antropología Sociocul.	7.83	APROBADO
92	LR10013	López Rico, Hazel Marivela	Lic en Antropología Sociocul.	7.97	APROBADO
93	MB10017	Mejía Bernal, Oscar Alexander	Lic en Antropología Sociocul.	7.57	APROBADO
94	MA10035	Méndez Alas Cindy Carlina	Lic en Antropología Sociocul.	8.20	APROBADO
95	MV10035	Méndez Valencia, José Ignacio	Lic en Antropología Sociocul.	7.70	APROBADO
96	MR10042	Mendoza Rodríguez, Sara Patricia	Lic en Antropología Sociocul.	7.40	
97	ML10023	Molina López, Erick Francisco	Lic en Antropología Sociocul.	8.47	APROBADO
98	PF10005	Posada Fajardo, Mercedes Eugenia	Lic en Antropología Sociocul.	8.80	APROBADO
99	PR10026	Ramos Panameño, Evelyn Yamileth	Lic en Antropología Sociocul.	8.37	APROBADO
100	RH10054	Rivas Henríquez, Mélida Montserrat	Lic en Antropología Sociocul.	0.00	

101	RM10050	Rivas Morales, Silvia Margarita	Lic en Antropología Sociocul.	8.10	APROBADO
102	RP10024	Rivas Pocasangre, Vilma Cecilia	Lic en Antropología Sociocul.	8.60	APROBADO
103	RD10010	Romero Díaz, Katya Georgina	Lic en Antropología Sociocul.	7.80	APROBADO
104	RM10150	Ruiz Mozo, Abel Antonio	Lic en Antropología Sociocul.	7.85	APROBADO
105	SR10011	Sánchez Reyes, Juan Manuel	Lic en Antropología Sociocul.	7.40	
106	SS10051	Sánchez Sánchez, Carlos Orlando	Lic en Antropología Sociocul.	6.90	
107	VS10009	Villalta Santos, Yessenia del Carmen	Lic en Antropología Sociocul.	8.20	APROBADO
108	MG06026	Menjivar González, Blanca Alicia	Lic en Artes Plásticas	6.93	
109	GH06029	García Hernández, Liliana Marisol	Lic en Artes Plásticas	6.31	
110	SC06059	Salinas Cocar, Mario alfredo	Lic en Artes Plásticas	6.48	
111	BT10004	Beltrán Torres, Jeniffer Yamileth	Técnico en Bibliotecología	0.00	
112	GL10015	García López, David Armando	Técnico en Bibliotecología	0.00	
113	SR10014	Saravia Rivas, Edgar Alejandro	Técnico en Bibliotecología	0.00	
114	VB10004	Valle Benavides, Graciela Estefani	Técnico en Bibliotecología	0.00	
115	VF10007	Villanueva Fuentes, Lilian Elizabeth	Técnico en Bibliotecología	0.00	
116	AD10010	Argumedo Díaz, Edwin	Lic en Ciencias de la Educ.	7.74	APROBADO
117	BR10014	Berrios Reyes, Yancy Lisette	Lic en Ciencias de la Educ.	7.00	APROBADO
118	BB10006	Bonilla Bonilla, Martha Dinora	Lic en Ciencias de la Educ.	7.35	
119	BD03011	Burgos de Guerrero, Sandra Beatriz	Lic en Ciencias de la Educ.	7.53	
120	DM10009	Díaz Mejía, Karla Johanna	Lic en Ciencias de la Educ.	8.74	APROBADO
121	FM08030	Fernández Montoya, Lely Vanessa	Lic en Ciencias de la Educ.	7.58	
122	PP10018	Paz Pérez, Bryan Alberto	Lic en Ciencias de la Educ.	8.60	APROBADO
123	AA10048	Arce Alegría, Melvin Alexander	Lic en Filosofía	6.95	
124	AM10050	Ayala Murillo, William David	Lic en Filosofía	6.97	
125	BA10028	Batres Aguilar, Karla Patricia	Lic en Filosofía	7.27	
126	CT09020	Cardona Tochez, Glenda Tatiana	Lic en Filosofía	6.10	
127	CA10021	Castillo Alvarado, Ligia Carolina	Lic en Filosofía	7.70	APROBADO
128	CR10030	Castillo Ramírez, Maricruz	Lic en Filosofía	7.23	
129	CG10058	Cerón García, Sonia Miriam	Lic en Filosofía	7.05	
130	DM10036	Díaz Moreno, Elsy Esmeralda	Lic en Filosofía	7.60	APROBADO
131	ED10003	Escobar Durán, José Arturo	Lic en Filosofía	0.00	
132	GP10058	García Parada, Oscar Eduardo	Lic en Filosofía	0.00	
133	JV10003	Javier Vega, Patricia Sarai	Lic en Filosofía	6.60	
134	LG10046	López Guevara, Sandra Beatriz	Lic en Filosofía	7.35	
135	ML10022	Mendoza López, Sandra Yoselin	Lic en Filosofía	7.10	
136	PC10027	Paz Cañas, Fermin Eduardo	Lic en Filosofía	6.80	

137	PV10009	Pérez Villegas, José Alberto	Lic en Filosofía	6.97	
138	RF10010	Romero Figueroa, José Luis	Lic en Filosofía	7.43	
139	TT09022	Torres, Jaime Alexis	Lic en Filosofía	7.50	
140	VR10017	Valladares Reyes, Sandra Lizeth	Lic en Filosofía	7.25	
141	AL10015	Alvarenga Lemus, Jordania Patricia	Lic en Historia	6.95	
142	AM08117	Ayala Mejía, Karen Yesenia	Lic en Historia	6.55	
143	GV09041	Gutiérrez Velásquez, Merly Azucena	Lic en Historia	6.83	
144	JE10004	Jovel Escalante, José Mario	Lic en Historia	8.05	APROBADO
145	LO10017	López Orellana, Liliana Lissette	Lic en Historia	8.00	APROBADO
146	MA04107	Mejía Alvarenga, Ricardo Alexander	Lic en Historia	8.18	APROBADO
147	MG10156	Molina Gómez, Santos de Jesús	Lic en Historia	8.60	APROBADO
148	NM09024	Nolasco Melara, Héctor Rafael	Lic en Historia	0.00	
149	PM09083	Peña Mendoza, Karla Alicia	Lic en Historia	6.73	
150	SC10019	Solórzano Calderón, Liliam Victoria	Lic en Historia	6.97	
151	SA10056	Sandoval Aguilar, Deysi Raquel	Lic en Historia	7.83	APROBADO
152	UE10002	Umanzor Esperanza, Christy Adelayda	Lic en Historia	0.00	
153	VV07063	Viche, Flor de María	Lic en Historia	7.17	APROBADO
154	CT09022	Cardona Tóchez, Tania Michelle	Lic en Ciencias Jurídicas	6.68	
155	HN07003	Hernández Navas, Ruth Verónica	Lic en Ciencias Jurídicas	7.15	
156	HA09009	Herrera Aguilar, Laura Maritza	Lic en Ciencias Jurídicas	7.34	
157	MH94033	Merino Hernández, Martín Adalberto	Lic en Ciencias Jurídicas	6.89	
158	RR09198	Rivera, Daniela Yanicely	Lic en Ciencias Jurídicas	6.90	
159	SM09071	Soriano Martínez, Néstor Adonay	Lic en Ciencias Jurídicas	8.90	APROBADO
160	RR09043	Ramírez Romero, Guillermo Enrique	Lic en Ciencias Jurídicas	7.45	
161	TL09002	Tobar Loza, Javier Enrique	Lic en Ciencias Jurídicas	7.85	APROBADO
162	UR10008	Urrutia Recinos, Tatiana Liseth	Lic en Ciencias Jurídicas	7.85	APROBADO
163	BN09003	Bonilla Navarro, Alba Gabriela	Lic en Relaciones Interna.	6.88	
164	GB10029	González Blanco, Wendy Xiomara	Lic en Relaciones Interna.	6.60	
165	MT10015	Montano Torres, David Godofredo	Lic en Relaciones Interna.	7.40	
166	MP10014	Mendoza Portillo, Eduardo Antonio	Lic en Relaciones Interna.	8.50	APROBADO
167	MG10092	Mejía Guevara, Christian Armando	Lic en Relaciones Interna.	6.90	
168	SL10015	Sánchez López, Kevin Joel	Lic en Relaciones Interna.	7.15	
169	FE10004	Fuentes Escobar, Nancy Roxana	Arquitectura	7.50	APROBADO
170	RM10057	Rivas Melara, Guillermo Josué	Arquitectura	7.24	
171	AA10087	Alvarado Alvarado, Elmer Antonio	Ing. Agronómica	7.70	APROBADO
172	BD10006	Bernal Díaz, Fátima Lisbeth	Ing. Agronómica	8.55	APROBADO

173	CD10021	Carranza Díaz, Ruth Noemy	Ing. Agronómica	8.23	APROBADO
174	CE10031	Castro Esperanza, Edwin Alexis	Ing. Agronómica	7.65	APROBADO
175	DR10014	Díaz Rauda, Evelyn Xiomara	Ing. Agronómica	7.50	
176	PD10006	Pineda Díaz, Gerardo Alberto	Ing. Agronómica	6.95	
177	VP10021	Vásquez Pérez, Magaly Maricela	Ing. Agronómica	0.00	
178	EA08020	Escalante Alvarenga, Néstor Enrique	Ing. en Alimentos	0.00	
179	FV09009	Franco Valle, Gabriela María	Ing. en Alimentos	6.43	
180	RR09209	Rodríguez Ramírez, Eliseo Isaí	Ing. en Alimentos	0.00	
181	FP10007	Fuentes Pérez, Florencio Alejandro	Ing. en Alimentos	0.00	
182	AS08020	Ayala Sabrian, Nelson Enrique	Ing. Civil	6.99	
183	CS08027	Cruz Sánchez, Alejandro Enrique	Ing. Civil	0.00	
184	GH10016	García Hernández, Isaí Ezequiel	Ing. Civil	6.80	
185	MC08028	Morazán Chávez, José Gerardo	Ing. Civil	6.85	
186	CB05050	Castillo Bernal, Ricardo Hernán	Ing. Civil	6.20	
187	NA07007	Nerio Aguilar, Eduardo de Jesús	Ing. Civil	6.81	
188	AG09081	Alvarado García, Boris Alejandro	Ing. Eléctrica	6.40	
189	CC10161	Cruz, José Luis	Ing. Eléctrica	6.99	
190	EG09010	Escobar González, Fidel Natanael	Ing. Eléctrica	6.57	
191	PL06017	Polanco López, Julia Roxana	Ing. Eléctrica	6.36	
192	AD10013	Alvarado Dueñas, Elvin Danilo	Ing. Mecánica	0.00	
193	MM09252	Martínez Meza, Carlos Alberto	Ing. Mecánica	6.86	
194	RR08084	Rivera Rodríguez, Alexis Ernesto	Ing. Mecánica	6.83	
195	RR08106	Rosales Ramírez, Víctor Fernando	Ing. Mecánica	6.74	
196	CA10028	Castillo Alvarado, Carlos Alberto	Ing. Química	6.70	
197	MR09030	Méndez Ramos, Milton Alexander	Ing. Química	0.00	
198	AV09050	Aguilar Vásquez, Luis Alberto	Ing. en Sistemas Informat.	6.50	
199	AH10001	Avalos Hernández, Luis Sebastián	Ing. en Sistemas Informat.	0.00	
200	BA08029	Benítez Alberto, Ramón Armando	Ing. en Sistemas Informat.	6.68	
201	CP95024	Chávez Parada, Sonia Elizabeth	Ing. en Sistemas Informat.	6.94	
202	GM07003	Gálvez Morales, Denys Alexander	Ing. en Sistemas Informat.	6.93	
203	GR08004	García Ramírez, Enrique Alexander	Ing. en Sistemas Informat.	6.60	
204	GM08116	González Montoya, Raúl Alberto	Ing. en Sistemas Informat.	6.95	
205	GC09053	Granadeño Campos, Karla Elizabeth	Ing. en Sistemas Informat.	6.36	
206	FB09013	Figuroa Benavides, Pamela Stephanie	Ing. en Sistemas Informat.	7.15	
207	LZ91003	López Zelaya, Hilda Marlene	Ing. en Sistemas Informat.	6.78	
208	MC07046	Membreño Cortez, Oscar Ernesto	Ing. en Sistemas Informat.	7.13	

209	MM09264	Monterroza Murcia, Celsita Carolina	Ing. en Sistemas Informat.	0.00	
210	MA06068	Morales Alarcón, Dany Josué	Ing. en Sistemas Informat.	0.00	
211	PC08058	Pineda Crespín, José Eugenio	Ing. en Sistemas Informat.	6.00	
212	PS06005	Pineda Segura, Rafael Alberto	Ing. en Sistemas Informat.	7.05	
213	RM08074	Ramírez Martínez, Xiomara Lisseth	Ing. en Sistemas Informat.	6.35	
214	RS09019	Rauda Salinas, Rodrigo Ernesto	Ing. en Sistemas Informat.	7.28	
215	VP08014	Vásquez Palma, Gerson Enrique	Ing. en Sistemas Informat.	6.40	
216	BP09011	Bonilla Peñate, María Auxiliadora	Doctorado en Medicina	7.50	
217	EQ04002	Elías Quintanilla, Eduardo Arturo	Doctorado en Medicina	6.78	
218	LG08012	López Gómez, Stephany Elizabeth	Doctorado en Medicina	6.98	
219	MM10040	Mártir Mancía, Jessica Rosibel	Doctorado en Medicina	7.43	
220	MA05122	Mina Alas, Arleen Abigail	Doctorado en Medicina	6.85	
221	JL09008	Jiménez Luna, Juan Carlos	Lic en Enfermería	6.00	
222	EB09008	Escobar Barrientos, Laura Marcela	Lic en Nutrición	0.00	
223	AR09134	Amaya Rivera, Ana Yancy	Lic en Salud Materno Inf.	0.00	
224	CT09005	Castro Tenorio, Andrea Gabriela	Lic en Salud Materno Inf.	0.00	
225	MO10034	Monteagudo Olmedo, Cecilia Marina	Lic. en Edu. Para la Salud	0.00	
226	HE09004	Hernández Escobar, César Wilfredo	Lic. en Anestesiología	0.00	
227	MM01150	Monterroza Murcia, Luis Enrique	Lic. en Radiología e Imag.	6.66	
228	AA08001	Amaya Alvarado, Angela Guadalupe	Doctorado en Odontología	6.60	
229	NC08001	Najarro Cruz, Karen Vanessa	Doctorado en Odontología	6.58	
230	GH10030	García Hernández, Norma Carolina	Doctorado en Odontología	6.20	
231	GG08001	González, Dora Alicia	Doctorado en Odontología	6.80	
232	GA08002	Gutiérrez Acosta, Adonia Vitalina	Doctorado en Odontología	6.49	
233	HA03034	Hidalgo Alfaro, Enrique Javier	Lic en Admón de Empresas	6.18	
234	MP99032	Mendoza Posada, Mirna Guadalupe	Lic. en Admón de Empresas	6.75	
235	RE10015	Ramírez Elías, Edith Andrea	Lic. en Admón de Empresas	6.84	
236	RJ10012	Rivera Juárez, Mercy Melany	Lic. en Admón de Empresas	6.40	
237	RR05109	Romero Ramírez, Ricardo Enrique	Lic. en Admón de Empresas	6.70	
238	VM06018	Violante Mancía, Carlos David	Lic. en Admón de Empresas	6.96	
239	DM93007	Duran Moreno, René Mauricio	Lic. en Contaduría Pub.	6.54	
240	AS07015	Amaya Sosa, Julio César	Lic. en Contaduría Pub.	6.25	
241	PB09010	Pineda Benítez, Kelvin Antonio	Lic. en Contaduría Pub.	6.90	
242	FM05052	Flores Monterrosa, Lorena Yamileth	Lic en Economía	6.54	
243	OS10014	Orellana Santos, Yanira Nohemy	Lic en Economía	6.60	
244	RR08167	Recinos Ruíz, María Ivania	Lic en Economía	6.70	

245	AL07010	Acevedo Lozano, Karen Liliveth	Lic. en Mercadeo Intern.	6.95	
246	AF10001	Alfaro Fajardo, Brenda Natalia	Lic. en Mercadeo Intern.	7.50	
247	AN08008	Alvarado Navarro, Karla Rebeca	Lic. en Mercadeo Intern.	6.86	
248	LU08002	Lima Urías, Ana María	Lic. en Mercadeo Intern.	7.03	
249	MV08011	Molina Villacorta, Sergio Alejandro	Lic. en Mercadeo Intern.	6.37	
250	PC10052	Paredes Choto, Yesenia Carolina	Lic. en Mercadeo Intern.	6.60	
251	AL07025	Ardón López, José Roberto Carlos	Lic en Biología	6.36	
252	RH10061	Rodríguez Hernández, Rafael Edgardo	Lic. en Biología	0.00	
253	CE10024	Cubías Errodas, Yakelin Arely	Lic en Geofísica	6.00	
254	RR10145	Rivas Ramírez, Samuel Adonias	Lic. en Estadística	6.00	
255	RR10139	Rivas Rivas, Gerson Jonathan	Lic. en Física	6.25	
256	TV10008	Torres Vásquez, Rodrigo Exequiel	Lic. en Física	6.50	
257	AA10061	Ayala, Marvin Ernesto	Lic en Química y Farmacia	0.00	
258	PC06025	Parada Centeno, Fátima Celeste	Lic en Química y Farmacia	6.60	

CAMBIOS INTERNOS

1	AR10012	Alas Reyes, Roberto Enrique	Lic. en Idioma Inglés	8.24	ACEPTADO
2	AV10022	Araniva Ventura, Jennifer Vanessa	Profesorado en Idioma Inglés	9.25	ACEPTADO
3	AR10028	Avilia Romero, Irvin Jacob	Lic. en Idioma Inglés	9.0	ACEPTADO
4	AC10044	Azucena Cárcamo, Andrea Maricela	Profesorado en Idioma Inglés	9.4	ACEPTADO
5	DA10004	Doñán Alas, Oscar Eduardo	Lic. en Idioma Inglés	8.95	ACEPTADO
6	GU10004	Guerra Urquia, María Elena	Lic. en Idioma Inglés	8.80	ACEPTADO
7	MA10032	Martir Ascencio, Erick Edenilson	Lic. en Idioma Inglés	8.17	ACEPTADO

OBSERVACIONES:

- ✓ El proceso para ser aceptado en la Licenciatura en Lenguas Modernas, especialidad Francés e Inglés, se ha regido en lo establecido por el reglamento de la Administración Académica de la Universidad de El Salvador, en lo que respecta a Cambios de Carrera, plasmado en el Capítulo XI, Artículos del 43 al 47.

- ✓ Se ha considerado también el cupo disponible para el ciclo 01-2010, en las instalaciones del Departamento de Idiomas Extranjeros, y el CUM de 7.60 a 10.00.
- ✓ Los estudiantes inscritos, en el Ciclo 02-2010, en las carreras de Licenciatura en Inglés, opción Enseñanza, y Profesorado en Inglés para Tercer Ciclo y Educación Media son admitidos automáticamente por ser estudiantes del Departamento de Idiomas Extranjeros.

MsD. Odir Alexander Mendizábal Arévalo
Coordinador de la Licenciatura en Lenguas Modernas
Especialidad Francés e Inglés

Licda. Francisca Aguillón
Coordinadora Adjunta

ANEXO N° 1

CAMBIOS DE CARRERA 2013

#	NOMBRE	CARNET	CARRERA DE PROCEDENCIA	CUM	40%	EXM	60%	N F	DICTAMEN
FACULTAD DE CIENCIAS Y HUMANIDADES									
1	Choto Flores, Yensi Stefanie	CF12033	Licenciatura en Filosofía	7.17	2.87	7.52	4.51	7.38	FAVORABLE
2	González Valle, Vinicio Vladimir	GV12026	Licenciatura en Filosofía	7.5	3.00	7.6	4.56	7.56	FAVORABLE
3	Osegueda Cortez, Roberto Mardoqueo	OC12023	Licenciatura en Filosofía	7.8	3.12	8.62	5.17	8.29	FAVORABLE
4	Ramírez Aragón, Oscar Samuel	RA12097	Licenciatura en Filosofía	7.27	2.91	8.14	4.88	7.79	FAVORABLE
5	Ramírez Martínez, Erika Guadalupe	RM12129	Licenciatura en Filosofía	7.57	3.03	7	4.20	7.23	FAVORABLE
6	Rodríguez Reina, Joselyne Nohemy	RR11107	Licenciatura en Filosofía	8.67	3.47	6.7	4.02	7.49	FAVORABLE
7	Torres Merino, Dagoberto Ernesto	TM10017	Licenciatura en Filosofía	7.05	2.82	9.96	5.98	8.80	FAVORABLE
8	Alvarado Ortiz, Misael Antonio	AO12007	Licenciatura en Antropología Sociocultural	6.85	2.74	7.9	4.74	7.48	FAVORABLE
9	Castro Rojas, Stephanie Adriana	CR12058	Licenciatura en Antropología Sociocultural	8.35	3.34	9.2	5.52	8.86	FAVORABLE
10	Orellana Preza, Alexander Rodrigo	OP11015	Licenciatura en Antropología Sociocultural	7.19	2.88	7.8	4.68	7.56	FAVORABLE
11	Pérez Mendoza, Jacqueline Saraí	PM12046	Licenciatura en Antropología Sociocultural	8	3.20	8.1	4.86	8.06	FAVORABLE
12	Ramírez Lovato, Maciel Yajaira	RL12035	Licenciatura en Antropología Sociocultural	7.75	3.10	7.12	4.27	7.37	FAVORABLE
13	Rivera Barillas, José Rodrigo	RB11028	Licenciatura en Antropología Sociocultural	6.66	2.66	7.8	4.68	7.34	FAVORABLE
14	Anaya Pineda, Gricelda Maribel	AP12022	Licenciatura en Historia	8.2	3.28	6.8	4.08	7.36	FAVORABLE
15	Córdova Rivera, Nelson Fernando	CR12100	Licenciatura en Historia	7.00	2.80	7.86	4.72	7.52	FAVORABLE
16	Cristino Gómez, Luis Nahúm	CG12073	Licenciatura en Historia	6.7	2.68	8.88	5.33	8.01	FAVORABLE
17	Guzmán de Fuentes, Débora Sofía	GD12011	Licenciatura en Historia	9.23	3.69	8.5	5.10	8.79	FAVORABLE
18	Méndez Estrada, Luis Ernesto	ME12022	Licenciatura en Historia	8.83	3.53	9.1	5.46	8.99	FAVORABLE
19	Tamacas Rivas, Esmeralda Michelle	TR11013	Licenciatura en Historia	7.18	2.87	7.9	4.74	7.61	FAVORABLE
20	Vásquez Vásquez, Erick Eliezer	VV12020	Licenciatura en Historia	7.55	3.02	7.02	4.21	7.23	FAVORABLE

21	Hernández Aguilar, Isela Carolina	HA12026	Licenciatura en Sociología	8.2	3.28	6.9	4.14	7.42	FAVORABLE
22	Hernández León, Ricardo José	HL12012	Licenciatura en Sociología	7.74	3.10	9.96	5.98	9.07	FAVORABLE
23	Hernández Rodríguez, Josué Alejandro	HR12004	Licenciatura en Sociología	7.6	3.04	7.8	4.68	7.72	FAVORABLE
24	Orellana Guardado, Xitlaly Margarita	OG12015	Licenciatura en Sociología	8.22	3.29	7.3	4.38	7.67	FAVORABLE
25	Vides García, Walter Alexander	VG12020	Técnico en Bibliotecología	6.88	2.752	7.8	4.68	7.43	FAVORABLE
26	Blandón de Fernández, Clara Estrella	BH09021	Licenciatura en Letras	7.9	3.16	7.2	4.32	7.48	FAVORABLE
27	Maravilla Prudencio, Francia Magaly	MP12035	Licenciatura en Artes Plásticas, Opción Diseño Gráfico	7.96	3.18	8	4.80	7.98	FAVORABLE
FACULTAD DE CIENCIAS NATURALES Y MATEMÁTICAS									
28	Aguiluz Amador, Ana Ingrid	AA11080	Licenciatura en Biología	7.9	3.16	9.56	5.74	8.90	FAVORABLE
FACULTAD DE JURISPRUDENCIA Y CIENCIAS SOCIALES									
29	Bayona Alvarez, Jonathan Josué	BA11013	Licenciatura en Ciencias Jurídicas	6.2	2.48	8.4	5.04	7.52	FAVORABLE
30	Lara Del Cid, Denisse Yamileth	LD12002	Licenciatura en Relaciones Internacionales	7	2.8	8.2	4.92	7.72	FAVORABLE
FACULTAD DE MEDICINA									
31	Díaz Maravilla, José Luis	DM09011	Doctorado en Medicina (Facultad Multidisciplinaria de Oriente	6.8	2.72	8.5	5.10	7.82	FAVORABLE
32	Morales Hernández, Elsa Leonor	MH09068	Doctorado en Medicina	7.71	3.08	8.92	5.35	8.44	FAVORABLE
FACULTAD DE INGENIERÍA Y ARQUITECTURA									
33	González Vásquez, Heizzer Vanessa	GV12021	Arquitectura	6.6	2.64	9	5.40	8.04	FAVORABLE
34	Alegría Gámez, César Alexander	AG11015	Ingeniería de Sistemas Informáticos	6	2.4	9.96	5.98	8.38	FAVORABLE
35	González Rodríguez, Wendy Jocelyn	GR09069	Ingeniería en Sistemas Informáticos	6.58	2.63	8.27	4.96	7.59	FAVORABLE
36	Vides Hernández, Enrique Obed	VH07007	Ingeniería en Sistemas Informáticos	6.73	2.69	7.62	4.57	7.26	FAVORABLE
FACULTAD DE CIENCIAS ECONÓMICAS									
37	Lozano Astorga, María Isabel	LA12020	Licenciatura en Economía	7.6	3.04	7	4.20	7.24	FAVORABLE
38	Castellanos Ortiz, Karla Andrea	CO12001	Licenciatura en Contaduría Pública	7.7	3.08	9	5.40	8.48	FAVORABLE
39	López Villafranco, Agustín Oswaldo	LV12001	Licenciatura en Mercadeo Internacional	8.6	3.44	9.5	5.70	9.14	FAVORABLE

Observaciones:

Para ser aceptado en la Licenciatura en Lenguas Modernas, especialidad en Francés e Inglés, se ha considerado lo establecido en el Reglamento de

Administración Académica de la Universidad de El Salvador, en lo respectivo a Cambios de Carrera, plasmado en el Capítulo XI, Artículos del 43 al 47.

Así mismo, se ha considerado la nota del C U M que cada estudiante trae en su expediente académico de la carrera de procedencia (40%) más la nota obtenida en la prueba oral de inglés (60%), realizada entre el 25 de enero y el 4 de febrero de 2013, en las instalaciones del Departamento de Idiomas.

Los bachilleres que obtuvieron una **nota** entre **7.23** y **9.14** en la prueba oral de inglés, requisito establecido por Junta Directiva de la Facultad de Ciencias y Humanidades para seleccionar a los estudiantes que solicitan cambio de carrera, **HAN SIDO CONSIDERADOS** dentro del cupo establecido para aceptar la solicitud de cambio de carrera para el Ciclo 01-2013.

APPENDIX D

Algunos datos importantes sobre la fundación y el desarrollo de la Universidad de El Salvador*

Presentación

El presente artículo es un guión de las principales efemérides de la Universidad de El Salvador, comprendidas entre el año de 1841 y 1948. Consideramos que en esos 108 años transcurridos fueron construidos los cimientos de nuestra alma máter, y que en 1948 se daría un hecho político complejo que provocaría una inflexión histórica en El Salvador. Nos referimos al movimiento insurreccional del 14 de diciembre de 1948, que, por una parte, resolvió la crisis política que surgiera con el derrocamiento del general Hernández Martínez, en mayo de 1944; y, por otra, fuera la raíz de un proyecto modernizador del país en los años cincuenta. A partir de este año, comienza una nueva etapa para la Universidad de El Salvador, en la cual se destacan la elevación a principio constitucional lo relativo a la autonomía universitaria y las reformas de nuestro primer centro de estudios. Entre la historia de esas reformas destaca la reforma universitaria llevada a cabo bajo el rectorado del doctor Fabio Castillo. Esa reforma merece un tratamiento especial, que, lógicamente, escapa a este guión que hemos redactado especialmente para los estudiantes universitarios como un pequeño aporte a su memoria histórica.

La fundación de la Universidad de El Salvador data del 16 de febrero de 1841. El decreto respectivo fue emitido por la Asamblea Constituyente que por esa fecha se había instalado y fue firmado por Juan José Guzmán, diputado presidencial, y los diputados secretarios Leocadio Romero y Manuel Barberena. La orden de «ejecútese» fue firmada por Juan Lindo (cuyo nombre completo era Juan Nepomuceno Fernández Lindo y Zelaya), quien gobernó el país, en su carácter de jefe provisorio de Estado, del 7 de enero de 1841 al 1 de febrero de 1842.

La ejecución del decreto de fundación corrió a cargo del jefe de sección encargado del Ministerio de Relaciones y Gobernación, quien dispuso su impresión, publicación y circulación.

La UES inició sus actividades hasta 1843, impartiendo matemáticas puras, lógica, moral, metafísica y física general. No fue sino hasta 1880 que se subdividió en facultades, algunas de las cuales desaparecieron con el correr del tiempo, mientras que otras nuevas fueron creadas.

Lo que con el correr de los años llegó a constituir la actual Facultad de Jurisprudencia y Ciencias Sociales tiene el común origen de las otras facultades universitarias; es decir, el decreto constituyente de 1841, dictado a instancias reiteradas del general Francisco Malespín.

El proceso de fundación de esta facultad se remonta a 1846, cuando el licenciado Eugenio Aguilar toma a su cargo la enseñanza de filosofía, cuyo curso duraba tres años y comprendía, entre otras asignaturas, lógica, moral y física.

En 1846 ya se imparten cátedras de derecho. El derecho civil estuvo a cargo del doctor Francisco Dueñas y el derecho canónico fue servido por el doctor Isidro Menéndez. En el año siguiente se estudia, además, el derecho natural.

En 1848 se gradúan los alumnos de filosofía del doctor Aguilar, de quienes el primero fue Irineo Chacón.

El Estatuto Universitario promulgado el 5 de diciembre de 1854 estableció varias secciones universitarias. La segunda comprendía un plan de estudios, así: ciencias morales y políticas, derecho natural, de gentes, romano, derecho patrio, práctica pastoral y reglas de ambos derechos, jurisprudencia universal, práctica forense, economía política, derecho publico, retórica y bellas artes.

A fines de la administración del doctor Francisco Dueñas se estableció la duración de la carrera de abogado en siete años, durante los cuales se desarrollaba un plan de estudios que comprendía derecho canónico, derecho natural, derecho internacional, práctica forense, derecho administrativo y derecho político.

No fue sino hasta el 19 de octubre de 1880 que, por resolución del Poder Ejecutivo, se establece la Facultad de Jurisprudencia.

En el desempeño de la presidencia del Estado de El Salvador, el médico Eugenio Aguilar (febrero 1846-febrero 1848) promulgó un decreto en que se acordaba el establecimiento de una cátedra de anatomía en el colegio La Asunción. Este decreto que lleva fecha 15 de noviembre de 1847, en su artículo primero, además de establecer dicha cátedra, decía que daría principio «por el estudio de la anatomía, debiéndose abrir el 15 del diciembre entrante». Sin embargo, la docencia se inició el 2 de febrero de 1849, fecha en que se procedió a organizar en la universidad del Estado la Facultad de Medicina y el Protomedicato. A la cátedra de anatomía fue anexada la de filosofía.

Por el año de 1850 ya funcionaban también las cátedras de química, cirugía y práctica forense y se proyecta la creación de un laboratorio de química.

Asegúrase en el «Guión histórico de la Universidad de El Salvador» (1949) –el cual en adelante lo citaremos como «Guión histórico»– que en el año de 1850 privaba el criterio de que la juventud debía prepararse únicamente para dirigir los destinos públicos y era la Universidad la encargada de esta preparación. Por consiguiente, parecía que tenía por única misión formar futuros presidentes de la república o ministros de Estado.

Se dice además en el mismo texto: «De ahí nació la aspiración de hacer de su hijo un bachiller o licenciado, en tal o cual cosa, para hacerlo figurar en los puestos más elevados de la política». Sin embargo, apartándose de ese criterio, el señor Julio Rossignon (ciudadano español, académico in honoris causa) trabajó intensamente para fundar la clase de química, alegando que era una materia de vital importancia para todo hombre culto y que urgía a la república hacer técnicos a fin de promover su desarrollo industrial y económico.

De esa forma, el 19 de noviembre de 1850 nació la Facultad de Farmacia, en la que fueron impartidas solamente las cátedras de química y francés a cargo del propio Rossignon.

De conformidad al «Guión histórico», en 1852, el doctor Francisco Dueñas funge como rector de la Universidad, al mismo tiempo que se desempeña como presidente de la república.

El nuevo reglamento del Protomedicato, institución que funcionaba desde 1849, fue sancionado por el nuevo Gobierno, el cual definió lo que debían ser la Facultad de Medicina y la de Farmacia, que por algún tiempo funcionaron juntas.

En la práctica, la existencia legal del Protomedicato separó ambas facultades del control de la Universidad, a la que sólo unía algunas disposiciones del Estatuto. Múltiples eran las atribuciones de esta institución importada de España. Su

gobierno lo formaba un protomédico, regente o presidente de la junta, un vicepresidente, un censor, dos vocales y un secretario, electos todos por un período de dos años.

Para la licenciatura en farmacia se necesitaba el grado de bachiller en filosofía, certificado de haber cursado y aprobado química, física e historia natural y la certificación de un farmacéutico, en cuya botica el sustentante hubiera hecho su práctica.

El 19 de octubre de 1880 fueron publicados los nuevos Estatutos Universitarios – los terceros de la vida institucional de la UES–, siendo presidente de la república el doctor Rafael Zaldívar.

Las disposiciones estatutarias establecieron siete facultades: ciencias y letras; ingeniería; farmacia y ciencias naturales; medicina y cirugía; ciencias políticas y sociales; jurisprudencia y teología.

En el año de 1885, durante la administración del doctor Rafael Zaldívar, se proyectó establecer los estudios de la profesión de dentistería, adscritos a la Facultad de Medicina, sin ser, por consiguiente, elevada a la categoría de facultad. Pero debido al derrocamiento de ese presidente no pudo llevarse a cabo el proyecto.

Durante la administración del general Tomás Regalado fueron establecidas las bases de la futura facultad, estableciéndose un Gabinete Dental. En esa misma administración se emite un decreto ejecutivo, en la rama de justicia e instrucción pública, de fecha 15 de diciembre de 1899, cuyo artículo primero dispone el establecimiento, como anexa a la Facultad de Medicina y Cirugía, la profesión especial de dentista. Según el artículo tercero, se acuerda que los estudios para la profesión de dentista se harán indispensablemente en tres cursos. Se dispuso, asimismo, en el decreto ejecutivo que este empezaría a regir a partir del primero de enero de 1900.

De conformidad al decreto ejecutivo del 26 de marzo de 1920, y por renuncia del personal directivo, fue nombrado el doctor José Llerena h. director del Gabinete Dental.

Siete meses después, el 27 de diciembre, el Gabinete Dental fue elevado definitivamente a la categoría de facultad universitaria, siendo su primer decano el doctor Llerena h. El «Guión histórico» dice lo siguiente: «Durante la segunda mitad del siglo pasado, todavía predominaba en Centroamérica la educación humanística y las letras sobre las profesiones de índole práctica, por lo que es lógico imaginar que la Facultad de Ingeniería se encontraba relegada al olvido».

Aunque no se pensara en el momento de la fundación de la Universidad en el establecimiento de la Facultad de Ingeniería, se creó la cátedra de matemáticas el 20 de diciembre de 1847, fecha en que se dictaran los primeros estatutos de nuestra alma máter. En 1849 ya se impartía la cátedra de física general y al año siguiente, en que comienzan a perfilarse las facultades universitarias, se enseñan las asignaturas de álgebra, física, geometría y aritmética, que propiamente vinieron a ser las precursoras de la Facultad de Ingeniería.

La Universidad fue duramente golpeada por el terremoto de 1853, que destruyó el edificio que ocupara nuestra alma máter. Esta tuvo que trasladarse a la ciudad de San Vicente. No obstante su precaria situación, celebró exámenes a finales de 1854 y resultaron 34 alumnos aptos para continuar estudios superiores de matemáticas,

recibiendo diplomas de bachilleres los 14 alumnos que aprobaron las siguientes materias: lógica, ideología, psicología, moral, historia, astrología, nociones de geografía política, aritmética, álgebra, geometría y física.

No fue sino bajo la administración del doctor Francisco Dueñas (cuando fungió como presidente provisorio de 1863 a 1865), que se creó la Facultad de Agrimensura, cuyo primer plan de estudios se publicó el 19 de agosto de 1864.

Es digno de apuntar que el mismo año de 1864, y como consecuencia de haberse creado en 1863 la Facultad de Ciencias y Letras, el colegio La Asunción casi fue absorbido por la Universidad.

Debido a la similitud existente entre los programas de esta facultad y la de agrimensura, ésta se vio obstaculizada en su desarrollo. Así, por ejemplo, la física, aritmética, álgebra, geometría y geodesia seguían impartándose en la Facultad de Ciencias y Letras.

En 1879, con el auge del cultivo del café, hubo demanda de técnicos que delimitaran las propiedades agrícolas. Ya se percibía además el proyecto de extinción de ejidos y de las comunidades indígenas. Es precisamente en ese año mencionado que la Facultad de Agrimensura, prácticamente inexistente, es revivida, fundándose la Facultad de Ingeniería Civil, que en los años sesenta del siguiente siglo pasó a ser la Facultad de Ingeniería y Arquitectura.

La Facultad de Ingeniería Civil se sujetó a un plan práctico, del cual se suprimieron los estudios filosóficos y literarios, indispensables para los estudiantes de filosofía, derecho y teología.

Según el «Guión histórico», «el nuevo plan colocaba en situación ventajosa a los profesionales egresados de las antiguas Facultades de Agrimensura y de Ciencias y Letras», y para olvidar esa dificultad la comisión que elaboró el reglamento respectivo redactó un artículo que literalmente decía: «Los que ejercen la profesión de ingenieros topógrafos se tendrán en lo sucesivo por agrimensores, sin necesidad de examen previo, y podrán ser nombrados por las autoridades particulares para todo lo concerniente a medidas o deslinde de tierras».

El «Guión histórico» registra en relación a la creación de la Facultad de Economía y Finanzas (actualmente Facultad de Ciencias Económicas) que la iniciativa de su fundación nació el 7 de febrero de 1946.

En efecto, Antonio Ramos Castillo y Gabriel Piloña Araujo, presidente y secretario, respectivamente, de la Corporación de Contadores de El Salvador; le expusieron al doctor Carlos A. Llerena que la corporación consideraba de necesidad establecer en el país estudios de economía y finanzas, por lo cual solicitaba que el Consejo Superior Directivo de la Universidad creara la facultad del mismo nombre (economía y finanzas).

La Corporación de Contadores de El Salvador, considerando que la Universidad carecía de fondos para la creación y sostenimiento de la facultad en proyecto, ofreció al Consejo Superior su ayuda económica en forma de donativos mensuales, a fin de financiar, en parte siquiera, los gastos de mantenimiento en el año de 1946.

La resolución de fundación de la Facultad de Economía y Finanzas fue acordada por unanimidad de votos.

Para afrontar el problema financiero de la nueva facultad, aportaron su ayuda las siguientes personas y entidades: C.K. Vilanova e Hijos, H. de Sola e Hijos, Regalado Hermanos, Sucursal Miguel Dueñas, René Keilhaüer, Benjamín Bloom, Familia

Meza Ayau, Safié Hermanos, Mario Henríquez, Andrés Molins, Santiago Letona, Jorge Meléndez, Goldtree Liebes y Cía. y Ricardo A. Kriete. El total donado por las personas mencionadas ascendió a la suma de 12 000.00 colones.

Además, la Corporación de Contadores de El Salvador dio 500.00 colones mensuales hasta cubrir la suma de 2 500.00 colones y una máquina de escribir.

La inscripción de la matrícula finalizó el 14 de mayo de 1946 y las clases comenzaron el día siguiente. De los 181 aspirantes a ingresar a la facultad sólo 78 obtuvieron matrícula definitiva en el primer curso. El primer año escolar terminó el 14 de diciembre de 1946 y el período de exámenes estuvo comprendido entre el 15 de enero y el 15 de febrero de 1947.

En el período histórico respecto al cual se han hecho estas anotaciones, la última facultad fundada fue la de humanidades.

En efecto, el Consejo Superior Universitario de la entonces Universidad Autónoma de El Salvador, en su sesión del 13 de octubre de 1948, y a propuesta del rector, doctor Carlos A. Llerena, acordó la fundación de la nueva facultad. En la misma sesión se procedió a elegir al decano de la nueva unidad académica, resultando favorecido el doctor Julio Enrique Ávila.

En los años 1947 y 1948, hubo importantes actividades académicas que abrían la brecha para la fundación de la Facultad de Humanidades, que fueron desarrolladas en el Paraninfo Universitario, consistente en cursos y conferencias de contenido humanístico.

Asistieron a la fundación personalidades especialmente invitadas de universidades de México, Cuba, Centroamérica y Panamá; y distinguidos profesores. Así fue como estuvieron presentes el licenciado Eduardo García Maynez, el doctor Elías Entralgo, el doctor Octavio Méndez Pereira, el licenciado Roberto Ramírez, el doctor Carlos Martínez Durán, el licenciado José Rolz Bennett, el doctor Jaime Pi y Suñer, el doctor Carlos Federico Mora, el licenciado Nemesio García Naranjo, el profesor Héctor de Zuani, el doctor Roberto Agramonte y Pichardo, el doctor Pedro Reyes Meléndez, el profesor Diógenes de la Rosa y el profesor Carlos Monge Alfaro.

Con motivo de la fundación de la Facultad de Humanidades fueron dictadas las siguientes conferencias: «La fundación de la Universidad y la crisis de la educación», «Varona, educador de América», «La cultura como palabra esencial», «Cultura hispanoamericana; significado y características de la democracia en América». Una conferencia especial para académicos y estudiantes de jurisprudencia y ciencias sociales, «Tres variantes de la ética empírica: utilitarismo, escepticismo, subjetivismo» (tres conferencias), «El ser y el valor de la Universidad, Ontología y Axiología universitaria», «Medicina y humanismo», «Valor efectivo de la alimentación». Conferencia especial para académicos y estudiantes de medicina y jurisprudencia: «Accidentes de trabajo y seguridad social», «Necesidad del espíritu clásico», «Universalidad de la cultura italiana», «Sociología, psicología y filosofía de la vida», «Centroamérica foco de difusión y vínculo del continente», «Nicaragua unionista y su actitud en relación al pacto del 8 de noviembre de 1849», «La legislación del trabajo en Panamá», y «La sociología y su aporte a la organización correcta de la sociedad humana».

El programa de estudios correspondiente al primer año (curso básico) fue el siguiente: castellano, introducción a la filosofía, introducción a la historia,

introducción a la pedagogía, latín (primer año) y un idioma vivo (primer año, en opciones de inglés o francés).

El número de alumnos matriculados fue de 79: mujeres 39, hombres 40.

Funcionó, anexa a la Facultad de Humanidades, una Academia de Idiomas, en la que se enseñó al comienzo las lenguas inglesa y francesa. Además fueron servidos cursos de extensión sobre arte, filosofía e historia.

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