



BUREAU OF EDUCATION AND SOCIAL WELL-BEING

STATE EDUCATIONAL SYSTEM (SEBS-ISEP)
OFFICE OF HIGHER EDUCATION AND RESEARCH

CENTER FOR TECHNICAL AND SUPERIOR EDUCATION

Name of Institution

Master degree in Education with an Option in Legal Culture

Course Name

Course ID: **MECL 07**

Starting January 2008

Bachelor's Degree

Validity

School entry requirements

Code	Course Name	HC	HI	HT	Credits
Common Core		216	504	720	45
CS 519	Education for the XXI century	24	56	80	5
CS 520	Curricular and Instructional design	24	56	80	5
CS 521	Learning Facilitation	24	56	80	5
CS 522	Learning through Technology	24	56	80	5
CS 523	Learning Assessment	24	56	80	5
CS 524	Educational Research	24	56	80	5
CS 525	Educational Psychology	24	56	80	5
CS 526	Educational Management	24	56	80	5
CS 527	General Didactics	24	56	80	5
Elective courses		144	240	384	24
	Elective I	36	60	96	6
	Elective II	36	60	96	6
	Elective III	36	60	96	6
	Elective IV	36	60	96	6
Terminal phase		36	60	96	6
CS 505	Integrative Seminar	36	60	96	6
Totals		396	804	1200	75

Mexicali, Baja California, October 23 2007.

RECTOR OF
CETYS UNIVERSITY SYSTEM

EDUCATIONAL PRINCIPAL OF CETYS
UNIVERSITY SYSTEM

Ing. Enrique C. Blancas de la Cruz

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PRINCIPAL OF HIGHER EDUCATION AND
RESEARCH
STATE EDUCATIONAL SYSTEM SEBS-ISEP

Lic. Esther Vaca Jiménez

ELECTIVE COURSES

Students may select 4 of the following courses:

AP 505	Mexican Political System
AP 508	Culture of Legality
AP 509	Justice and Public Security Administration
AP 510	Public Security and the Community
CS 500	Ethics in Public Offices
CS 503	Ethics and Human Rights Seminar
DE 502	Constitutional Rights

COMMON CORE

Course program

Course Name Education for the XXI Century	Course ID CS 519
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Placement in Curricular Map

Common Core

Course Characteristics

This is the first course of the master's degree. Students must go through an introductory session where the history of the institution is described, as well as its educational model and the central aspects of Graduate School Management. After this, the program contemplates two essential aspects: understand the importance of an educational model even in times of conflict. The second aspect focuses on the student with an initial glance at the educational paradigm centered in learning, all of which will be seen in depth in later courses.

General Learning Objectives

At the end of this course, students will be able to:

- a) Analyze the position of at least three philosophical currents in education in regard to educational means.
- b) Develop and sustain a personal position in regard to the current educational situation and confront it with the means suggested by diverse philosophical currents.
- c) Establish relations between educational needs and the educational paradigm centered on the learner.

Thematic Content:

I. Teachers and their work. An expression of reality.	4 hrs.
II. Essential roots of educational thinking	4
III. An educational philosophy for the XXI Century	4
IV. The gestation of a thinking paradigm in education.	4
V. Education centered on learning (model)	4
VI. Expressions of the immediate future (coexistence modes)	4

Learning activities:ITeachers and their work. An expression of reality

PURPOSE: Develop an initial reflection analyzing the case of a teacher, linking them to their own education practice in a current context.

LEARNING ACTIVITIES:

- a. Collective reading of the text: *Why not Close Schools?*, by Lourdes Barraza. The group reflects on the most valuable elements that make up teaching.
- b. Reading of the text: *University Résumé upon XXI Century Challenges*, by Alicia de Alba. Each student will develop an analysis through a 3 level scheme: description of a paradox; explain its implication in school work; selection of 2-3 points to be taken advantage of or attacked.
- c. Collective reading of the text: "Voices in the classroom" by Alberto Gárate. The group reflects on the most valuable elements that make up teaching.
- d. Initial reflection: What is a structural crisis? Crisis-education-school relationship. Individually, each student prepares a brief two page text reflecting on this aspect.
- e. Initiation of a writing compilation of the archives of: classroom cases, things, stories.

ASSESSMENT ACTIVITY:

It will stem from the reading of the text *Postmodernism, new culture and life model*, by Javier Martínez Cortés. Each student, individually, will try to synthesize how they perceive their educational reality, and how it is affected by today's world, developing the capacity for analysis at the same time.

Extra-curricular activity. Elaborating an essay.

The text must correspond to the vision each student has on education.

Considering the following aspects:

- How is education affected by the postmodern position on wrong elevation of reason?
- Should education serve as a means to find happiness? Is happiness sought by postmodernism? In what sense is it different from modernism happiness?
- If no compromise is found, what can I do as an educator? Does it make sense to try to educate when there is no sense caught by the learner?

IIThe essential rules of educational thinking

PURPOSE: Recognize the sense of originality in education, its subjective dimension and, at the same time, its strong ideological burden.

LEARNING ACTIVITY:

- a. Collective reading of the text *The Myth of Prometheus*, by Nicolás Abagnano. The sense and significance of education is rescued.
- b. Reading materials are distributed: *Human Learning*, by Fernando Savater (taken from the value of education); *Values and Postmodernism*, by Luis Linares; *A Good Education*, by Pablo Latapí.
- c. Each team will do a comprehension reading adding new elements to the great PURPOSES of education. They present their results to the class.

ASSESSMENT ACTIVITY:

To develop in pairs. Taking the texts of this topic as a base and some others that will be researched, (Greek, middle ages, modern philosophers), they will elaborate an EDUCATIONAL PHILOSOPHY for a newly created school, at an educational level accorded by the team. The proposition has to have foundations. It will be sent to the instructor by e-mail in longer than a week's time.

Extra-curricular activity:

Elaborate a brochure that presents the philosophy and bases of the educational model of an educational model in development. It must include:

Name of the institution.

Educational level.

Its mission.

Educational objectives it pursues.

Important curricular areas and co-curricular activities.

Other aspects they find relevant.

III**An Educational Philosophy for the XXI Century**

PURPOSE: Recognize the social and cultural sense of education, as well as its transcendent in time and space despite changes in the model.

LEARNING ACTIVITY:

Collective and commented readings of the following texts:

The Social Functions of a School, by Ángel Pérez Gómez

Generalized Indifference Toward Humanism, by Luis Olmos

Altered Pedagogy, by Pedro Ortega.

- b. Work in groups of three. Each one will do a comprehension reading adding new elements the great PURPOSES of education. The results of their work will be presented to the class.

ASSESSMENT ACTIVITY

In pairs, they will work the topic: Educational Thought in the End of the XX Century. They will give it a didactic treatment, presenting the contents through a mental or conceptual map.

A mental map:

- Contains the central concept exactly in the middle of the page.
- It allows the use of drawing, symbols, words and colors. Its purpose is to give its creator a complete and memorable vision of the concept in a logical way.
- The necessary connectors can be included.
- The concepts and ideas furthest from the center are the least important ones..

IV

The Gestation of a Thinking Paradigm in Education

PURPOSE: Analyze, from the school and classroom where students are, the educational proposal from Jacques Delors, presented in *Learning: The Treasure Within*.

LEARNING ACTIVITY:

a. Basic reading:

Learning: The Treasure Within, by Jacques Delors. (The purchase of this book is recommended).

Current Education, by Juan Delval.

Economic, Liberty and Development Inequalities, by Julio Torres.

ASSESSMENT ACTIVITY:

The search for some testimonials from instructors and students about what is happening in the classroom. Initially, interviews are developed, they are put in order and structured. Afterwards, they are compared to those proposed by Jacques Delors.

Each student carries out an interview with an instructor in order for them to share an educational experience that breaks the mold of what normally occurs;

The fundamentals will be transcribed and a brief text will be developed in which the student reflects on that case based on the 4th chapter of Delors' inform.

All cases will be presented before the class, and three of them –randomly- will be commented in the class.

VEducation Centered on Learning (Model)

PURPOSE: The student, through Electronic information research, will define and explain the central elements of the educational model centered on learning.

LEARNING ACTIVITY:

This is a project that will be developed by the learners. One of its requirements is that they search for information in printed or electronic sources on *education centered on learning*. They can research information corresponding to any educational level

What does an educational paradigm explanation have to tackle (theoretic level)?:

- a. Socio-political context from which it arises;
- b. Educational paradigm to which it contrasts;
- c. The foundations of educational philosophy that support it.
- d. The conception of a school and curriculum.
- e. The conception of a teacher and student.
- f. The basic expressions of its work methodology (resources, methods, techniques).

ASSESSMENT ACTIVITY:

- a. Students search for material on innovative education;
- b. With the obtained material, they will prepare a class;
- c. At the end of the presentations, the innovations presented will be evaluated.

The following questions are answered: In which way does this break away from traditional teaching? Does technology assure a change in the education style? To change the model: does the teacher or the administration influence more?

VIExpressions of the Immediate Future (coexistence modes)

PURPOSE: Through critical judgment and without losing sight of reality, students integrate the central ideas and propositions of this course, and those expressed in a final document that manifests the possibilities and impossibilities of change in a school.

LEARNING ACTIVITY:

Educational innovation in higher education. This is a Project that the students will develop themselves. One of the requirements is that they search for information through electronic means.

Assessment criteria and procedures

1. Submission of assignments per unit in assessments. 50%

Presentation of future scenarios

The final assignment will consist of a text prepared as if it were a magazine article in which the future of education is discussed.

The idea is that each student will write a text in which they will present their own vision of the main innovations that education can go through in the next fifteen to twenty years, trying to respond to the following questions:

- What role will the instructor play? Which abilities, knowledge, and attitudes must students display? How will technology be incorporated in diverse levels of education?

The idea is that each student writes keeping in mind the level of education in which they are working at the moment.

They must pay close attention to presentation: 4-5 pages, Arial font size 12, single spaced,

Correct spelling, include bullets, bibliography.

This assignment represents 50% of the course's assessment.

Bibliography

	<i>Type</i>	Title	Author	Publisher	Year
1	Consultation	Esperanza en tiempos de crisis	Laín Entralgo Pedro	Galaxia Gutenberg	1994
2	Consultation	Los caminos para la libertad. Ética y educación.	Savater Fernando	Ariel ITESM	1999
3	Consultation	Nueve retos para la educación superior	Martínez Rizo Felipe	ANUIES	2000
4.	Consultation	La Educación Encierra un Tesoro	Delors Jacques y otros		
5	Consultation	Retos de la Educación Superior para el Siglo XXI	ANUIES	ANUIES	2000
6	Consultation	Historia de la Pedagogía	Abbagnano, N. y Visalberghi A.	Ed. FCE, 15° reimpresión México	2001
7	Consultation	Innovación Educativa		ANUIES	2003
8	Consultation	Ser profesor y dirigir profesores en tiempos de cambio	Barraza, L., Casanova, O. y García, J.	Narcea de Ediciones, Madrid	2004
9	Consultation	El curriculum universitario de cara al nuevo milenio	De Alba, Alicia	Plaza y Valdés Editores-UNAM, México	1997

10	Consultation	La educación encierra un tesoro	Delors, Jacques	Ed. UNESCO	1996
11	Consultation	Los fines de la educación	Delval, Juan	Ed. Siglo XXI 7° edición, Mexico	1999
12	Consultation	Antropología y Educación	Fullat, Octavi	Ed. UIA, México	1997
13	Consultation	Las voces del aula	Gárate Rivera, Alberto	Edic. SEE-CETYS Mexicali, B.C	2006
14	Consultation	Comprender y transformar la enseñanza	Gimeno, S. y Pérez, A	Ed. Morata, 9° edición, Madrid	2000
15	Consultation	Una educación para la vida	Inciarte, Esteban. Ortega y Gasset	Ed. El caballito-SEP, México	1986
16	Consultation	Los valores y la posmodernidad	Linares Borboa, Luis E.	Edic. CETYS. 2da. Edic. Mexicali B.C.	2006
17	Consultation	Los cuatro pilares de una buena educación.	Latapí Sarré, Pablo	Conferencia magistral. Universidad Sonora	2002
18	Consultation	Cultura posmoderna y fe cristiana	Martínez, J. Rovira, J.	Ed. Popular	1999
19	Consultation	La crisis de la universidad humanista	Olmos, Luis	Ed. CETYS, Mexicali	2005
20	Consultation	El valor de Educar	Savater, Fernando	Ed.. Ariel, México	2001
21	Consultation	Educación en tiempos de Neoliberalismo	Torres, Jurjo	Ed. Morata, Madrid	2001

Course Name: Curricular and Instructional Development	Course ID CS 520
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Location in curricular map:

Common core

Course characteristics:

The structure of this course has the ultimate goal of developing in students a reflexive development on cutting Edge didactic focuses, which try to center in learning as a fundamental change for new didactics: from focusing on pure learning to learning focused on the student, taking on the elements that constitute the curriculum in its foundation, design and assessment, as well as the theoretical aspects that intervene in the process of teaching learning, taking some of the paradigms of cognitivism and constructivism.

General learning objectives

At the end of this course, students will::

As a central part of the subject, students will elaborate, under a methodological proposition, an application project based on the strategic development of teaching practice of a current course, in which curricular, strategic, and instructional elements will be considered in order to develop the practice of teaching in relation to significant learning and the processes that this implies.

Specific objectives:

At the end of this course, students will be able to:

1. Understand the socio-historical process that gave its origin to curricular development, analyzing the curricular propositions that arose to explain the society-education relation and that are still current due to their transcendence.
2. Analyze the psychological, pedagogical and sociological sources that are the foundation of the curriculum, in order for them to be considered as essential in its design and assessment.
3. Analyze the new ways of providing and facilitating learning, considering general learning, abilities and attitudes.
4. Reflect on a new curriculum that is change oriented, complementing knowledge with didactic strategies based on innovation.
5. Understand the factors that condition learning in students, as well as the repercussions that didactic innovations generate.
6. Apply a methodological model of curricular and instructional design to a specific project.
7. Define an assessment and facilitation procedure of learning, as well as identify learning mediators.

Thematic content	Hours
Topics and subtopics of each unit.	
1. Concept of curriculum <ul style="list-style-type: none"> 2.1 Formal curriculum 2.2 Real curriculum 2.3 Hidden curriculum 	2
2. Origin of curricular problematic.	2
3. Classic representatives of the curriculum <ul style="list-style-type: none"> 3.1 Ralph Tyler 3.2 Hilda Taba 3.3 Mauritz Johnson 	4
4.- Curriculum sources <ul style="list-style-type: none"> 4.1 Psychological foundation 4.2 Pedagogical foundation 4.3 Sociological foundation 	4
5. Curricular design: Processing of information and teaching models.	
6. Methodology of curricular design. <ul style="list-style-type: none"> 6.1 Abilities to teach 	2
<ul style="list-style-type: none"> 6.2 Learning strategies, under application of a methodological proposal. 	2
7. New models of didactic design based on instruction. <ul style="list-style-type: none"> 7.1 Phases of didactic design 7.2 Alternatives of innovative didactic design 7.3 Didactic strategies oriented toward goal-learning. 7.4 Cognitive and organizational strategies. 7.5 Application of knowledge on didactic strategies. 	2

<p>Strategies for significant learning: Foundations, acquisitions and intervention models..</p> <p>8.1 What are strategies?</p> <p>8.2 Classification of learning strategies</p> <p>8.3 Meta-cognition and learning auto-regulation.</p> <p>8.4 Learning strategy training</p>	<p>2</p> <p>2</p>
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Learning Activities

Diverse activities are suggested, such as: discussion boards, educational case resolution, Interactive teaching, cooperative learning strategies, conference, individual work, as well as reading assignments, individual and Group presentations and a final Project.

Assessment criteria and procedures

The assessment will include individual performance during each session, the methodology used in the elaboration of written and presented assignments, development of a final project and integration of everything learned in this course where it applies.

Bibliography

	<i>Type</i>	Title	Author	Publisher	Year
1	Reference	A estudiar se aprende	García, Cecilia	Alfa-Omega	2006
2	Reference	Aprender a aprender	Ontoria, A., Gómez y Molina	Alfa-Omega	2006
3	Reference	Aprendizaje Inteligente	Trotter, Mónica	Alfa-Omega	2006
4	Reference	El placer de Aprender	Zambrano, Jazmín	Alfa-Omega	2006

5	Reference	Aprender cómo aprender	Garza, R. M.	Trillas.	2000
6	Reference	Superaprendizaje	Zambrano, Jazmín	Alfa-Omega	2006
7	Reference	Enseñando para el cambio	Zavalza, Miguel	XII Congreso Nal. Madrid	2000
8	Reference	Estrategias docentes	Eggen, Paul y Kauchak, Donald	FCE	2000
9	Reference	Curriculum de pedagogía	Barrón, C. y Díaz A	ENEP- Aragón	1988
10	Reference	Curriculum de pedagogía	Barrón, C. y Díaz A	ENEP- Aragón	1988
11	Reference	Teoría y diseño curricular	Casarini Ratto	Trillas	1997
12	Reference	Aprendizaje escolar y construcción del conocimiento	Coll Salvador Cesar	Paidos	1990
13	Reference	Psicología y curriculum	Coll, César	Paidos	1991
14	Reference	Ensayos sobre la problemática curricular	Díaz Barriga Angel	Trillas	1984
15	Reference	El currículo escolar	Díaz Barriga, Angel	Aique Grupo editor	1996
16	Reference	Aproximaciones metodológicas al diseño curricular: Hacia una propuesta integral	Díaz Barriga, F.	Trillas	1993
17	Reference	Como diseñar y reestructurar un plan de estudios: Guía metodológica	Estevez E. Y P. Fimbres	Universidad de Sonora.	1998
18	Reference	Curriculum: Una reflexión sobre la práctica	Gimeno Sacristan J.	Morata	1988
19	Reference	Pedagogía y currículo	Pansza, Margarita	Gernika	1988
20	Reference	Análisis del currículo.	Posner, George J.	Mc Graw Hill	1998

Course Name: Learning Facilitation	Course ID: CS 521
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Location in curricular map: Common Core

Course characteristics: Seminar modality, this course is focused on the revision of psychological and pedagogical aspects that fundament the facilitation of learning. Also, in workshop modality, it is oriented toward the development of teaching abilities to facilitate learning through individual and group strategies.
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General learning objectives: Students will be able to: <ol style="list-style-type: none"> 1. Elaborate an essay on the psycho-pedagogical foundations of learning facilitation. 2. Elaborate a case analysis report. 3. Design didactic sessions to facilitate individual learning. 4. Design didactic sessions for the facilitation of group learning. 5. Elaborate a manual for the facilitation of individual and group learning.

Thematic Content

1. Bases for the facilitation of learning. <ol style="list-style-type: none"> 1.1. Education centered on learning. <ol style="list-style-type: none"> 1.1.1. Theoretical foundations 1.1.2. Characteristics 1.1.3. The role of the student 1.1.4. The role of the instructor. 1.2. Learning facilitation axioms. <ol style="list-style-type: none"> 1.2.1. Brain hemispheres. 1.2.2. Sensorial representative systems. 1.2.3. Multiple intelligence. 1.2.4. Learning styles. 1.2.5. Constructivism. 1.2.6. Conceptual and mind maps. 1.2.7. Motivation. 	Hours 8
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<ul style="list-style-type: none"> 1.2.8. Concrete and formal learning. 1.2.9. Induction and deduction. 1.2.10. Group learning. 1.2.11. Significant learning. 1.2.12. Learning to learn. 1.2.13. Tutorials. 1.2.14. Curricular adaptations. 1.3. Principles for the facilitation of learning. <ul style="list-style-type: none"> 1.3.1. Principles related to individual differences. 1.3.2. Principles related to social factors. 1.3.3. Principles related to affective factors. 1.3.4. Principles related to cognitive and meta-cognitive factors. 1.4. Educational modalities. <ul style="list-style-type: none"> 1.4.1. Classroom education. 1.4.2. Distance learning. 1.4.3. Adult education. 1.4.4. On-line learning. 2. Individual learning facilitation. <ul style="list-style-type: none"> 2.1. Presentation techniques. <ul style="list-style-type: none"> 2.1.1. Oral presentations. 2.1.2. Open-ended questions. 2.1.3. Presentations using educational technology. 2.2. Analysis techniques. <ul style="list-style-type: none"> 2.2.1. Conceptual maps. 2.2.2. Use of video 2.3. Professional ability and competency development techniques. <ul style="list-style-type: none"> 2.3.1. Abilities of thought. 2.3.2. Simulations. 2.3.3. Training 2.3.4. Exercises. 2.3.5. Games. 2.4. Information techniques. <ul style="list-style-type: none"> 2.4.1. Directed reading. 3. Group learning facilitation. 	8
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<p>3.1. Collaborative learning.</p> <p> 3.1.1. Characteristics</p> <p> 3.1.2. How it is organized.</p> <p> 3.1.3. Favorable learning</p> <p> 3.1.4. How it is assessed</p> <p>3.2. Learning based on problems.</p> <p> 3.1.1. Characteristics</p> <p> 3.1.2. How it is organized</p> <p> 3.1.3. Favorable learning</p> <p> 3.1.4. How it is assessed.</p> <p>3.3. Method of cases.</p> <p> 3.1.1. Characteristics</p> <p> 3.1.2. How it is organized</p> <p> 3.1.3. Favorable learning</p> <p> 3.1.4. How it is assessed</p> <p>3.4. Learning focused on projects.</p> <p> 3.1.1. Characteristics</p> <p> 3.1.2. How it is organized</p> <p> 3.1.3. . Favorable learning</p> <p> 3.1.4. How it is assessed</p>	8
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Learning Activities:

- Presentation of topics.
- Internet research.
- Small group discussions.
- Reflection on their own experience with learning facilitation.
- Reading of specialized bibliography.
- Elaboration of graphic organizers.
- Case analysis.
- Class session design using individual didactic strategies.
- Class session design using group didactic strategies.
- Elaboration of a manual for the facilitation of learning.

Assessment criteria and procedures:

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|---|------|
| • Essay | 15 % |
| • Case analysis | 20 % |
| • Didactic session design | 20 % |
| • Manual for the facilitation of learning | 45 % |

Bibliography

	<i>Type</i>	Title	Author	Publisher	<i>Year</i>
1	Consultation	Estrategias docentes para un aprendizaje significativo	Díaz-Barriga, A. F y Hernández, R.G.	McGraw Hill	2002
2	Consultation	Técnicas para aprendizaje grupal: grupos numerosos	Chehaybar, K. E.	Plaza & Valdés	2001
3	Consultation	Estrategias docentes: enseñanza de contenidos curriculares y desarrollo de habilidades del pensamiento	Eggen, P.D. y Kauchak, D.P.	Fondo de Cultura Económica	2001
4	Consultation	El aprendizaje cooperativo en el aula.	Jonson, D. W, Jonson, R.T y Holubec, E. J.	Paidós	2004
5	Electronic document	http://www.sistema.itesm.mx/va/dide/documentos/inf-doc/abp.pdf			
6	Electronic document	http://www.sistema.itesm.mx/va/dide/documentos/inf-doc/casos.PDF			
7	Electronic document	http://www.sistema.itesm.mx/va/dide/documentos/inf-doc/proyectos.PDF			
8	Electronic document	http://www.sistema.itesm.mx/va/dide/documentos/inf-doc/exposicion.PDF			
9	Electronic document	http://www.sistema.itesm.mx/va/dide/inf-doc/estrategias/colaborativo.html			

Course name: Learning through Technology	Course ID: CS 522
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Location in curricular map: Common core

<p>Course Characteristics:</p> <p>This course intends to present an overview of education based on electronic media, especially communication mediated by computer, with the objective of valuating its potential in education. This course focuses on the presentation and discussion of education supported by electronic media and the application of some media considered as work tools for instructors..</p> <p>For the course's development, it is necessary to have the support of a computer laboratory equipped with internet access, <i>office</i> tools and access to <i>blackboard</i>.</p>

<p>General learning objective:</p> <p>Students will design learning activities from one of the course's thematic units in a classroom session version supported by electronic means, or an online version.</p>

Thematic Content:	
Unit I. Introduction to electronic media	Hours
1.1 <i>Basic concepts</i>	6
a. Computers: software and hardware	
b. Types of files and how to open them	
1.2 <i>Word processors</i>	
a. Word	
b. WordPad	
1.3 <i>Presentations</i>	
a. PowerPoint	
b. PowerPoint use and abuse	
1.4 <i>Internet</i>	
a. Downloading files	
b. Opening files	
c. Domains	
d. Sites of interest	
Unit II: Technology in Education	12

<p><i>2.1 Communication mediated by computer. (CMC)</i></p> <ul style="list-style-type: none"> a. What is CMC and what it's not. b. Advantages and disadvantages of CMC in education c. Didactic techniques with CMC. <ul style="list-style-type: none"> i. Learning based on problems ii. Case study iii. Learning based on projects iv. Collaborative and cooperative learning <p><i>2.2 Information technology to support education.</i></p> <ul style="list-style-type: none"> a. In presentations <ul style="list-style-type: none"> i. Overhead projector and transparency: ii. Projector iii. Smart board b. In communications <ul style="list-style-type: none"> i. E-mail ii. Chat iii. Discussion boards c. In material distribution <ul style="list-style-type: none"> i. Personal websites and 'blog' ii. Electronic publications d. In the search for information. <ul style="list-style-type: none"> i. Google, Altavista, Yahoo and others ii. Data bases <p>Unit III: Educational material with technology</p>	
<p><i>3.1 Types of educational material</i></p> <ul style="list-style-type: none"> a. <i>Educational software</i> b. <i>Support material for classes</i> c. <i>Multimedia</i> <p><i>3.2 Design and production of educational material with technology.</i></p> <ul style="list-style-type: none"> a. Design phase <ul style="list-style-type: none"> i. Analysis ii. Time and resource planning iii. Development (Objectives, content) 	6

<p>b. Production phase</p> <p><i>i.</i> Elaboration</p> <p><i>ii.</i> Testing and revision</p> <p><i>iii.</i> Creation of a teaching guide</p> <p><i>iv.</i> Use and assessment of material</p> <p>3.3 Criteria of pedagogical designs in virtual environments.</p> <p>3.4 Design of a learning unit for distance learning.</p>	
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Learning activities and assessment criteria:

- Elaboration of a Word document
- Elaboration of a multimedia lesson with PowerPoint.
- Design of Group work for a course.
- Elaboration of a personal web site
- Design a unit of a course on Blackboard
- Integration of a teaching package

Assessment criteria and procedures

- Office elements: 15%
- Design of educational material 25%
- Design of a personal website : 10%
- Design of a course's unit for distance learning: 25%
- Integration of a teaching package and presentation: 25%

Bibliography:

	Type	Title	Author	Publisher	Year
1	Consultation	Handbook of distance education	Moore, Michael G.	L.Erlbaum Associates	2003
2	Consultation	Distance education : a systems view	Moore, Michael G.	Thomson/Wadsworth	2005
3	Consultation	Global perspectives on e-learning : rhetoric and reality	Carr-Chellman, Alison A.	Sage Publications,	2005
4	Consultation	La educación superior virtual en América Latina y el Caribe	Instituto Internacional de la UNESCO para la Educación Superior en América Latina y el Caribe.	UNESCO	2004
5	Consultation	Teaching and learning at a distance: foundations of distance education	Simonson, Michael.	Pearson Education	2003
6	Consultation	Creciendo en un entorno Digital: La generación Net.	Don Tapscott.	McGraw-Hill.	1998

7	E-magazine	Developing 'third space' inter-culturality using computer-mediated communication. <i>Journal of Computer-Mediated Communication</i> , 11(4), article 5.	Bretag, T.	Available in: http://jcmc.indiana.edu/vol11/issue4/bretag.htm	2006
8	Web site	Coolmath.com	several	Available in: http://www.coolmath.com/home.htm	2006
9	Web site	Education World	Several	Available in: http://www.educationworld.com/index.shtml	2006

Course name: Learning Assessment	Course ID: CS 523
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Location in curricular map: Common core.
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<p>Course Characteristics:</p> <p>This course is oriented towards the revision of ethical and technical aspects that are the foundation of learning assessment, which will be imparted in a seminar modality. On the other hand, it will also be worked on as a workshop, which focuses on the development of instructor abilities for the use of objective and alternative assessment techniques and instruments.</p>

<p>General learning objectives</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> Elaborate an essay on the ethical and technical aspects of learning assessment. Elaborate a case analysis report. Design objective assessment instruments. Design alternative assessment instruments. Design a manual for the assessment of learning.
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Thematic Content:

<p>1. Ethical and technical aspects of learning assessment.</p> <p>1.1. Ethical aspects of assessment.</p> <p>1.1.1. Concept of ethics.</p> <p>1.1.2. Ethical aspects applied to learning assessment.</p> <p>1.2. Technical aspects of assessment.</p> <p>1.2.2. 200 Agreement</p> <p>1.2.2. Assessment characteristics</p> <p>1.2.3. Assessment functions.</p> <p>1.3.1. Cerda typology</p> <p>1.3.2. By functionality.</p> <p>1.3.3. By norm-type.</p> <p>1.3.4. By temporality.</p> <p>1.3.5. By agent</p>	<p>Hours</p> <p>8</p>
<p>2. Objective assessment of learning.</p> <p>2.1. Interrogation instruments.</p> <p>2.1. Questionnaire.</p> <p>2.2. Oral exam</p> <p>2.2. Problem solving instruments.</p> <p>2.2.1. Objective tests.</p> <p>2.2.1.1. Completion items.</p> <p>2.2.1.2. Multiple choice items.</p> <p>2.2.1.3. True-false items.</p> <p>2.2.1.4. Column matching items.</p> <p>2.2.1.5. Ranking items.</p> <p>2.2.2. Essay by topic test.</p> <p>2.3. Standardized testing.</p> <p>2.4. Writing simulations.</p>	<p>8</p>
<p>3. Alternative assessment.</p> <p>3.1. Assessment by observation instruments.</p> <p>3.1.1. Verification list.</p> <p>3.1.2. Ranking scale.</p> <p>3.1.3. Rubric.</p> <p>3.1.4. Behavior registers.</p>	<p>8</p>

<p>3.1.5. Participation framework.</p> <p>3.1.6. Demonstration.</p> <p>3.2. Performance assessment instruments.</p> <p>3.2.1. Portfolio.</p> <p>3.2.2. Case study.</p> <p>3.2.3. Project.</p> <p>3.2.4. Report.</p> <p>3.2.5. Mental map.</p> <p>3.2.6. Journal</p> <p>3.2.7. Debate.</p> <p>3.2.8. Essay.</p> <p>3.2.9. Question technique.</p> <p>3.2.10. Monograph</p> <p>3.2.11. Oral presentation.</p>	
<p>Learning activities:</p> <ul style="list-style-type: none"> • Instructor presentations • Internet research. • Small group discussion. • Reflection on own experience when assessing learning. • Reading of specialized bibliography. • Graphic organizer elaboration. • Essays. • Case analysis. • Design of objective assessment instruments. • Design of alternative assessment instruments. • Elaboration of a manual for the assessment of learning. 	

<p>Assessment criteria and procedures:</p>	
<ul style="list-style-type: none"> • Essay • Case analysis • Assessment instrument design • Manual for the assessment of learning 	<p>15 %</p> <p>20 %</p> <p>20 %</p> <p>45 %</p>

Bibliography:

	<i>Type</i>	Title	Author	Publisher	Year
1	Consultation	Calificación y diagnóstico del aprendizaje por computadora.	Quesada, C. R. y Sánchez, S. J. J.	Limusa	2002
2	Consultation	Guía para evaluar el aprendizaje teórico y práctico.	Quesada, C. R.	Limusa	1991
3	Consultation	Evaluación del aprendizaje: alternativas y nuevos desarrollos	López, F.B.S e Hinojosa, K. E.M.	Trillas ITESM ILCE	2001
4	Electronic document	http://coecyt.jalisco.gob.mx/Documentos/provemus/Manual%20PROVEMUS%20Parte%202.pdf			
5	Electronic document	http://sisbib.unmsm.edu.pe/BVRevistas/anales/v61_n3/Aprend_Bas_Prob.htm			
6	Electronic document	http://www.universidadabierta.edu.mx/SerEst/Apuntes/AlmendarezMaria_inst_rumentos_de_medicion.htm			
7	Electronic document	http://www.universidadabierta.edu.mx/SerEst/Apuntes/Casillas_armando_Enfoques_princ_teoricos_eval..htm			
8	Electronic document	http://bvs.sld.cu/revistas/ems/vol15_1_01/ems10101.htm			

Course Name: Educational research	Course ID: CS 524
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Location in curricular map: Common core

Course characteristics:

This course is centered on the analysis of paradigms of research for their comprehension and application in education, within the daily activities of each instructor. In other words, the theoretical-practical aspects of research paradigms are revised. Different types of research are analyzed and the general components of a research project are also reviewed.

General learning objectives:

1. Know the characteristics of research paradigms, generate a discussion on the usefulness of each one and their application on educational research.
2. Review research techniques within each paradigm.
3. Debate on the relevant aspects of quantitative research and how quantitative inconsistencies can lead to a qualitative study or vice-versa.
4. Introduce learners to the current tendencies in contemporary educational research.
5. Review the concept of inter-discipline in relation to the methodological proposals of educational research.
6. Learners will analyze epistemological elements that orient them to research practice of interpretive methods.
7. Participants will carry out observation practices.

Thematic Content:	Hours
1.Paradigm 1.1. Definition 1.2. Characteristics 1.3. Scientific Revolutions (normal science)	4
2. Quantitative Paradigm Definition epistemological background Precursors Research Techniques Questionnaire Interview Observation Case study Content analysis	4
2. Qualitative Paradigm Definition epistemological background Precursors Research Techniques Questionnaire Interview Observation Case study Content analysis	4
3. Classroom research-action Definition Characteristics Applications	4
4. Types of research	

Pure	
Applied	
Descriptive	
Historical	
Experimental	
Non-experimental	
quasi-experimental	4
experimental	
Correlation	
5. Research report	
Cover	
Table of contents	
Introduction	
Content	
Presentation of problem	
Theoretical framework	
Methodology	
Data recollection	4
Result analysis	
Conclusions	
Recommendations	
Bibliography	
Annexes	
Glossary	
Maps	
Drawing, photographs	
Organization chart	
Figures	
6.6..6 Tables	

Learning Activities:

Create work groups to generate discussion from the readings. Use techniques such as debates, round tables for the discussion.

Use brainstorming to select topics.

Foment research through activities such as: the selection of a topic, interviews, non-participative observation, questionnaire elaboration and their application, bibliographical revision. All activities done are related to the selected topic. It can be done in groups of 3 people maximum.

For feedback, using strategies such as crosswords, hidden words, mental maps, and conceptual maps are recommended.

Assessment criteria and procedures:

Elaborate a research project that includes at least the following: Posing a problem, importance of study, objectives, research questions, delimitation (space, time, semantics), resources (materials, financing, human) bibliographical revision and activity chronograms.

**** This Project can be the beginning of the final project.

Reading report

Realized research activity report.

Assistance and punctuality.

Bibliography

	Type	Title	Author	Publisher	Year
1	Book	La reforma del pensamiento en la mente bien ordenada	Edgar Morin	Seix Barral. Los tres mundos	Third edition 2001
2	Book	Introducción: una reflexión metodológica sobre investigación educativa. En aspectos metodológicos de la investigación educativa.	Iñaki Dendaluze Segurola	Narcea	1988
3	Book	Paradigmas de la investigación educativa española.	Mario de Miguel Dáz	Narcea	1988

4	Book	Paradigmas de la investigación en Educación.	Törsten Husén	Narcea	1988
5	Magazine Vol.1 No. 2	Los paradigmas de la investigación educativa.	Juan Carlos Tedesco	Universidad futura	1989
6	Book	Introducción a la Investigación Cualitativa	Isabel Peñarrita	ETM	2005
7	Book	Investigación-Acción en el Aula	Raúl Rojas Soriano	Plaza y Valdez	2002
8	Book	Métodos de Investigación	Neil Salkind	Prentice Hall	1999
9	Book	Herramientas para elaborar tesis e investigaciones socioeducativas	Oscar Zapara	Pax Mexico	2005
10	Book	Enseñar a Investigar	Ricardo Sánchez Puentes	Plaza y Valdez	2000
11	Book	Como hacer investigación Cualitativa	Juan Luis Alvarez	Paidos	2003
12	Book	Paradigma de simplificación y paradigma de complejidad. El nuevo paradigma revolución del pensamiento del tercer milenio.	Nicole Diesbach	Orion-México	2000

Course name: Educational Psychology	Course ID: CS 525
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Location in curricular map: Common Core

Course Characteristics: This course focuses on the revision of different scenarios that coexist in the field of educational psychology, specifically in the area of learning, taking the student into consideration, and teaching, taking the instructor into consideration.
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Learning objectives Students will be able to: Elaborate an essay on the role of Psychology in the learning process. Elaborate an essay on the role of Psychology in the teaching process.

Thematic content

<p>1. Psychology and learning. Learning focuses. Conductive focus Socio-cognitive focus. Information processing focus. Constructivist focus. Learning style.</p> <p>2. Learning sensitivity Motivation. Attributions of success and failure. Anxiety. Reinforcing events. Attention process Capacity to attend Distraction. Selective attention.</p> <p>3. Concept acquisition process. Comprehension Retention. Induction – deduction.</p> <p>4. Personalization and control process. Analysis. Trial and error Result assessment.</p> <p>5. Recuperation process. Memory.</p> <p>6. Transference process. Transference situation similarity.</p> <p>7. Special educational needs. Typology of special educational needs. Related to mental retardation and development.</p>	<p>Hours 18</p>
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<p>Related to severe behavior deficits. Related to language acquisition and development. Related to hyperactivity and attention deficit. Related to emotional behavior. Related to motion and health problems. Related to hearing deficiencies. Related to vision. Related to highly gifted people. National program for the reinforcement of special education and educational integration.</p> <p>8. Psychology and learning. The instructor and the educational process Communicative abilities of an instructor. Listening abilities. Verbal abilities. Instructor's emotional intelligence. Instructor's interpersonal intelligence. Instructor's intrapersonal intelligence. Curriculum and curricular adaptation. Types of adaptation Effective management of the teaching process. Learning environment. How to motivate learning. Discipline management in the classroom.</p>	18
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Learning activities:

- Instructor presentations
- Information research on the internet.
- Small group discussions.
- Reflection on their own teaching experience.
- Reading of specialized bibliography.
- Essay elaboration.

Assessment criteria and procedures:

- | | |
|--|------|
| • Essay on the role of Psychology in learning. | 50 % |
| • Essay on the role of Psychology in teaching | 50 % |

Bibliography:

	<i>Type</i>	Title	Author	Publisher	Year
1	Consultation	Psicología educativa	Santrock, J. W.	McGraw Hill	2001
2	Consultation	Necesidades educativas especiales: manual de evaluación e intervención psicológica	Arco, T. J. L. y Fernández, C. A.	McGraw Hill	2004
3	Consultation	La inteligencia emocional en el aula	Cohen, J.	Pax México	2003
4	Electronic Document	http://www.pasoapaso.com.ve/GEMAS/gemas_88.htm			
5	Electronic Document	http://www.pasoapaso.com.ve/GEMAS/gemas_58.htm			
6	Electronic Document	http://www.pasoapaso.com.ve/GEMAS/gemas_65.htm			
7	Electronic Document	http://www.pasoapaso.com.ve/GEMAS/gemas_66.htm			

Course Name: Educational Management	Course ID: CS 526
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Placement in curricular map: Common core
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Course characteristics: This course focuses on the revision of normative, structural, and management aspects that are present in the process of educational institution management.

Learning objectives Students will be able to: <ul style="list-style-type: none"> Elaborate an anthology on ethical principles and applicable norms in education. Elaborate a comparative cadre of the management structures of federal, state, and municipal education systems. Carry out a case analysis of the management process of an educational institution.
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Thematic content:	Hours
1. Norms. <ul style="list-style-type: none"> 1.1. Ethics and education. <ul style="list-style-type: none"> Concept of ethics. Applied ethics in education. 1.2. Federal norms. <ul style="list-style-type: none"> Political Constitution of Mexico. General Education Law. National Education Program. 200 Agreement. 279 Agreement. 1.3. State norms. <ul style="list-style-type: none"> Education Law for the state of Baja California. State Education Program. 	8
2. Educational institution management <ul style="list-style-type: none"> 2.1. Administrative structures. 	16

<p>Bureau of Public Education organizational chart.</p> <p>State Educational System organizational chart</p> <p>Tijuana Municipal Educational System organizational chart.</p> <p>Educational institution organizational charts.</p> <p>2.2. Organizational learning.</p> <p>School as an organizational unit.</p> <p>School – community interrelation.</p> <p>School – institutions / organizations interrelation.</p> <p>2.3. Teaching personnel development.</p> <p>Assessment mechanisms for instructor performance.</p> <p>Strategies for the development of teaching personnel.</p> <p>2.4. Models of educational management.</p> <p>Integral Program for Institutional Strengthening. (PIFI).</p> <p>Objectives of the National Education Program.</p> <p>PIFI objectives.</p> <p>Planning.</p> <p>Auto-assessment.</p> <p>Development program.</p> <p>Management program.</p> <p>2.4.2. Quality School Program.</p> <p>Quality management</p> <p>Service management</p> <p>Personnel competitiveness</p> <p>Group work</p> <p>Leadership</p> <p>Project management.</p> <p>2.5. Quality management.</p> <p>ISO 9000 – 2000 in education.</p> <p>Institutional accreditation and educational programs.</p>	
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Learning Activities:

Instructor presentations.
 Internet information research.
 Small group discussions.
 Specialized bibliography reading.
 Anthology elaboration.
 Comparative cadre elaboration.
 Case analysis.

Assessment criteria and procedures

Anthology	40 %
Comparative cadre	20 %
Case analysis	40 %

Bibliography:

	<i>Type</i>	Title	Author	Publisher	Year
1	Consultation	Organizar y conducir la escuela.	Schlemenson, A.	Paidós	1999
2	Consultation	Administración estratégica: competitividad y conceptos de globalización.	Hott, M . A.	Thomson	2004
3	Consultation	Administración estratégica: un enfoque integrado	Hill, C. W. L.	McGraw Hill	2005
4	Electronic document	http://www.congresobc.gob.mx/Legislacion/Estatal/TOMO_VI/Educacion_Cultura_y_Deporte/Ley_de_Educacion_del_Estado_de/ley_de_educacion_del_estado_de.html			
5	Electronic document	http://www.sep.gob.mx/wb2/sep/sep_Institucional_e			
6	Electronic document	http://www.sep.gob.mx/wb2/sep/sep_La_Regulacion_de_la_Educacion_en_Materia_Feder			
7	Electronic document	http://www.sep.gob.mx/work/appsite/dgajuridicos/10ac200.HTM			
8	Electronic document	http://www.sep.gob.mx/work/appsite/dgajuridicos/10ac279.HTM			
9	Electronic document	http://basica.sep.gob.mx/dgdgie/escuelasdecalidad/ROPEC206.pdf			
10	Electronic document	http://redescolar.ilce.edu.mx/redescolar/servicios/plan/plan_sep.pdf			
11	Electronic document	http://sesic.sep.gob.mx/sesic/pifis/pifi.htm			
12	Electronic document	http://www.sep.gob.mx/work/resources/LocalContent/4975/1/images/completo.pdf			

Course name: General Didactics	Course ID: CS 527
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Location in curricular map: Common core

<p>Course Characteristics:</p> <p>Through this course the concept of Didactics is reviewed in light of the multiple focuses of its authors. An analysis on the historical evolution of Didactics is made and culminates with an anthology of successful learning experiences of the participants. It is a very vivid course. Students have studied basic common core courses where they have reviewed the elements that make up the process of teaching – learning focused on the learner and learning. Now, in this course, students will have the opportunity to integrate the acquired knowledge and abilities to determine an adequate instructor profile in concrete didactic proposals in their field of work. .</p>

<p>General learning objective:</p> <p>a) Students will design integrative didactic strategies according to the educational model centered on the learner and learning.</p> <p>b) Students will rescue their successful didactic practices and share them with their class mates.</p>

Thematic Content:	Hours
a) Definition of the concept of Didactics according to different authors and different focuses.	4
b) Historical evolution of Didactics.	4
c) Didactics as an integrative action of the elements that intervene in the teaching-learning process.	4
d) Didactics and the educational model centered on the learner.	4
e) Instructor profile requirements in the application of well-oriented Didactics.	4
f) Didactics and instructor's common sense.	
g) Successful Didactic experiences.	4

<p>Learning activities:</p> <ul style="list-style-type: none"> • In work teams, carry out bibliographical and internet research on authors, biographies, and Didactic focuses. • In work teams, elaborate presentations on the historical evolution of Didactics. • Round tables on the educational model centered on the learner. • Elaboration of group work, instructor profile required for the successful application of didactics centered on the learner. • Individual exercises on successful applications of Didactics.
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Assessment criteria and procedures:

- Bibliographical and internet research: 10 %
- Presentations on the historical evolution of Didactics: 10 %
- Essay on the Educational Model Centered on the Learner: 20 %
- Determination of instructor profile required for the successful application of Didactics: 30%
- Essay on successful experiences of applied didactics: 30 %

Bibliography

	Type	Title	Author	Publisher	Year
1	Consultation	Didáctica Magna	Juan Amós Comenio	Porrúa, Col. "Sepan cuantos..." México	1971
2	Consultation	Didáctica en el Siglo XXI	María Luisa Sevillano García	McGraw Hill España	2005
3	Consultation	Didáctica	Guadalupe Vadillo y Cynthia Klingler	McGraw Hill México	2004
4	Consultation	Estrategias docentes para un aprendizaje significativo	Frida Díaz-Barriga y Gerardo Hernández Rojas	McGraw Hill México	2002

ELECTIVE COURSES

Course name: Mexican Political System	Course ID: AP 505
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Location in curricular map: Public Management Specialization
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Course Characteristics: This course presents the development of the current Mexican political system, its genesis from the revolutionary movement, the classic stage of consolidation, the procedures for political and economic liberation, to the analysis proposal and discussion of a new socio-political profile in Mexico.
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General learning objectives: Students will understand the genesis and transformations of Mexico's political system, and will have study and analysis references to interpret the current socio-political events, and participate in a discussion about problems and proposals about our reality.
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Thematic Content

Topics and subtopics of the unit:	Hours
<p>1. Reconstruction of the Mexican State and formation of a post-revolutionary regimen. Historical Background. Birth of the Political Mexican System. The new political pact. Limitation of pluralism and control political and social actors.</p>	8
<p>2. The Mexican Political System: The classic stage. Introduction. Elements of the Mexican political system (classic stage) Presidency. Official party. The role of elections. Political opposition. Federalism: the relation of central power with states and municipalities. The functioning of economy. Characteristics of the Mexican political system (Classic stage). Authoritarian character Corporativism Institutional character An inclusive system Role of the Constitution and laws Political discourse The role of corruption Consensus mechanism. Functioning and legitimacy of the political system.</p>	10

<p>3. The political and economic liberation process. Development of Mexican society. Political liberation before 1982. The 1982 crisis and the process of economic transformation: the establishment of a new development “model”. The process of political liberation (1982-1994). The political effects of economic restructuring. Political liberation as a base for legitimizing the regimen.. The aloof democratization: advances and resistance (1995-2000). July 2, 2000 results and the transition towards democracy.</p> <p>4. Political regimen, institutional design, and democratic governability. The problem of institutions. Construction, efficiency, performance of a new institutional design. The need of a constitutional replacement: Limits and deficiencies of the current model. Control of public administration and establishment of civil service (political neutrality of bureaucracy). The legislative branch. Towards a new federalism. The State of right as a requirement for democracy. New Constitution o integral reform?</p>	<p>10</p> <p>8</p>
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<p>Learning activities:</p> <ul style="list-style-type: none"> • Classroom activities: <ul style="list-style-type: none"> - Instructor presentations. - Topics and case discussions. - Written assignments. Individual and in groups. - Presentation of final assignments by students. • Independent activities by the student: <ul style="list-style-type: none"> - Previous readings. - Assignments - Research papers. 	<p>36</p> <p>60</p>
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<p>Assessment criteria and procedures:</p> <ul style="list-style-type: none"> • Final exam • Research projects and assignments • Final research project • Participation 	
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Bibliography

	<i>Type</i>	Title	Author	Publisher	Year
1	Text book	El fin de las certezas autoritarias. Hacia la construcción de un nuevo sistema político y constitucional para México	José Carnonell	UNAM	2002

2	Consultation	El sistema político mexicano	Daniel Cosío Villegas	Joaquín Mortiz	1991
3	Consultation	El presidencialismo mexicano	Jorge Carpizo	S. XXI	1996
4	Consultation	La formación del poder político en México	Arnoldo Córdova	ERA	1996
5	Consultation	La presidencia imperial. Ascenso y caída del sistema político mexicano (1940-1996)	Enrique Krauze	Tusquets	1997
6	Consultation	El Estado y los partidos políticos en México	Pablo González Casanova	ERA	1995
7	Consultation	Fronteras democráticas en México. Retos, peculiaridades y comparaciones	José Antonio Crespo	Océano-CIDE	1999
8	Consultation	La liberalización económica y política de México	Riordan Roett (Comps.)	S. XXI	1993
9	Consultation	¿Y el sistema de gobierno? En Revista "Universidad de México" No. 533	José Woldenberg	UNAM	1995
10	Consultation	Por un gobierno de resultados	Esteban Moctezuma Barragán y Andrés Roemer	FCE	1999
11	Consultation	El orden político en las sociedades de cambio	Samuel Huntington	Paidós	1996
12	Consultation	Instituciones, cambio institucional y desempeño económico	Douglass C. North	FCE	1995

Course Name: Culture of Legality	Course ID: AP 508
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Location on curricular map: Specialization in Public Management

Course characteristics: This course deals in a reflective manner with the inherent values of humans in contemporary society, and allows for the analysis of the deterioration of social coexistence due to phenomena like delinquency, organized crime and corruption, searching to generate a discussion about alternatives in the framework of culture of legality.

General learning objectives: Students will become aware of the social phenomena of delinquency, organized crime and corruption, acquiring critical and reflective means for the analysis through which they can appropriate values that tend to form and promote a culture of legality.

Thematic Content

Topics and subtopics of the unit:	Hours
1. Values and legality. Humans as social beings. The nature of association. Human nature. Who am I? What are my values?	6
2. Culture and legality. Norms, laws, and traditions: What is the State of Right? The State of Right in practice. Culture of legality. Process and nature of punishment. Injustices in our legal system.	8
3. Delinquency and corruption. Delinquency. Reasons to join organized crime. The slippery slope towards delinquency. The business of organized crime. Gangs and organized crime. Dangers or belonging to organized crime. Organized crime, violence, corruption and apparent benevolence.. Impact of organized crime on the culture of legality.	6
4. Promoting a culture of legality. The role of police in fomenting a culture of legality. Civic responsibility and culture of legality. Community police collaborating to foment a culture of legality.	6
5. Culture of legality in Mexico. General judicial socialization.	

<p>Specific judicial socialization. Crime profile in Mexico. The National System for Public Security. Justice administration in Mexico. Police in Mexico. Fighting organized crime. Delinquency prevention. Case study: Culture of legality in Baja California.</p>	10
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<p>Learning activities:</p> <ul style="list-style-type: none"> • Classroom activities: <ul style="list-style-type: none"> - Instructor presentations. - Topics and case discussions. - Written assignments. Individual and in groups. - Presentation of final assignments by students. • Independent activities by the student: <ul style="list-style-type: none"> - Previous readings. - Assignments - Research papers. 	36
	60

<p>Assessment criteria and procedures:</p> <ul style="list-style-type: none"> • Final exam • Research assignments and projects • Final research project • Participation
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Bibliography

	Type	Title	Author	Publisher	Year
1	Consultation	Hacia una cultura de la legalidad: La experiencia siciliana	Leolula Orlando	Pontificia Universidad Católica del Perú	2003
2	Consultation	Fighting the mafia and Renewing Sicilian Culture	Leoluca Orlando	The Sicilian Renaissance Institute	2001
3	Consultation	Creating a culture of lawfulness	Instituto Renacentista Siciliano	City of Palermo	2000
4	Document	Guía para desarrollar una cultura de legalidad	Dr. Roy Godson	The Sicilian Renaissance Institute	2000
5	Consultation	Educación escolar por una cultura de la legalidad. Guía para el docente	National Strategy Information Center Sistema Educativo Estatal	Gobierno del Estado de Baja California	2001

6	Consultation	La cultura de la legalidad	Gerardo Laveaga	UNAM	2000
7	Consultation	Transnational crime and public security. Challenges to Mexico and the United States	John Bailey Jorge Chabat (Eds.)	Center for U.S.-Mexican Studies, UCSD	2002
8	Article	Crime doesn't pay: on the relationship between crime, organized crime, rule of law and economic growth. (En Foro sobre crimen y sociedad, No. 1, Viena)	Jan van Dijk	Naciones Unidas, Oficina para el control de drogas y prevención del crimen	2001
9	Article	Reversible destiny: Mafia, antimafia, and the struggle for Palermo	Jane y Peter Schneider	University of California Press	2003
10	Consultation	El señor de las moscas	William Golding	SEP / Alianza Editorial	2001
11	Website	Consultar: <ul style="list-style-type: none"> • National Strategy Information Center (NSIC) • Instituto Renacentista Siciliano • Comisión Independiente en contra de la corrupción (ICAC) en Hong Kong • Naciones Unidas, Oficina para el control de drogas y prevención del crimen • PGR 			

Course Name: Justice and Public Security Administration.	Course ID: AP 509
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Placement in curricular map: Specialization in Criminology
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Course Characteristics: This course is part of the general study of justice administration in Mexico, where we analyze the integration and competency of different legal organizations involved at federal and state levels, focusing the discussion on topics related with efficiency, perspective and impact on public security.
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General learning objectives: Students will acquire general knowledge on justice administration in Mexico, that will allow for a better development of professional activity, as well as participation in a discussion and proposals that reinforce the modernization of it and impact public security systems.
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Thematic Content

Topics and subtopics of the unit:	Hours
1. Justice administration in Mexico. Background. Constitutional bases. Organic legislation. Integration and competency of legal organizations. General overview. Judicial guarantees.	10
2. Federal Judicial Branch. Supreme Court of the Nation. Circuit Collegiate Courts. Circuit Unitary Courts. District courts.	10
3. State Judicial Branch. Organization and structure. Demand of justice and judicial structure. Government branches and structural hierarchy of the Judicial Branch. Relations with Executive and Legislative branches. Finances. Relation with the Federal Judicial Branch. Legal function. Legal framework. Process. Alternative mechanisms. Legal function and society.	16

Internal operations. Facilities and equipment. Personnel, judicial career and work systems. Management of the Judicial Branch. Processing and use of information..	
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Learning activities:	
<ul style="list-style-type: none"> • Classroom activities: <ul style="list-style-type: none"> - Instructor presentations. - Topics and case discussions. - Written assignments. Individual and in groups. - Presentation of final assignments by students. 	36
<ul style="list-style-type: none"> • Independent activities by the student: <ul style="list-style-type: none"> - Previous readings. - Assignments - Research papers. 	60

Assessment criteria and procedures:
<ul style="list-style-type: none"> • Essay.

Bibliography

	Type	Title	Author	Publisher	Year
1	Consultation	La administración de justicia en México (En "Administración de justicia en Iberoamérica")	José Ovalle Favela	UNAM	1993
2	Consultation	Diagnóstico sobre la administración de justicia en las entidades federativas. Un estudio institucional sobre la justicia local en México	Hugo A. Concha Cantú José Antonio Caballero Juárez	UNAM	1ª Ed. 2001
3	Consultation	Seguridad Pública Nacional	Jesús Martínez Garnelo	Porrúa	1999
4	Consultation	La eficiencia de la justicia. Una aproximación y una propuesta	Héctor Fix-Fierro	UNAM	1995
5	Consultation	Sistema jurisdiccional mexicano	José Luis Soberanes Fernández	UNAM	1999

Course name: Public Security and Community	Course ID: AP 510
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Placement in curricular map: Specialization in Criminology
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<p>Course characteristics:</p> <p>This course is part of the interdisciplinary analysis of insecurity as a social representation, to later propose a conceptual analysis on public security and the justice system that allows to understand the general framework of its development and impact on results and social perception, derived from implemented politics in Mexico as well as citizen response to this problem.</p>
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<p>General learning objectives:</p> <p>Students will understand different focuses in the study of public security and justice, and participate in a discussion on alternatives to improve politics and response capacity of authorities, as well as mechanisms of citizen participation and crime prevention.</p>
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Thematic Content

Topics and subtopics of the unit:	Hours
1. Interdisciplinary focus on violence, criminology, and insecurity.	3
2. Social and insecurity representations in society.	3
3. Conceptual analysis on public security.	6
Background in security matters.	
Conceptual study of public security.	
Focuses and doctrines on security.	
Legal framework of public security.	
Federal order.	
State order.	
Municipal order.	
Principles of public security.	
Objectives and goals of public security.	
Nature of public security.	
4. Public security and management of justice.	6
Justice management system.	
Federal police.	
State police.	
Municipal police.	
Community police.	
5. Citizen security before public media opinions: perceptions and social representation of security and criminology.	2
6. Evolution and diagnosis of criminology in Mexico: Tendencies and	

challenges.	4
7. Policies, strategies for security and public participation.	4
8. The National System for Public Security in Mexico.	4
9. Crime causes and prevention: Culture, community, family, school, etc.	4

Learning activities:	
<ul style="list-style-type: none"> • Classroom activities: <ul style="list-style-type: none"> - Presentation of topics by instructor. - Student presentations. - Analysis and discussion of topics and cases. - Written assignments: individual and in groups. - Field work. 	36
<ul style="list-style-type: none"> • Independent activities by the student: <ul style="list-style-type: none"> - Previous readings - Assignments and exercises. - Research assignments. 	60

Assessment criteria and procedures:
<ul style="list-style-type: none"> • Essay.

Bibliography

	Type	Title	Author	Publisher	Year
1	Consultation	Seguridad Pública Nacional	Jesús Martínez Garnelo	Porrúa	1999
2	Consultation	Violencia, política criminal y seguridad pública.	César Oliveira de Barros Leal		
3	Consultation	Sistema de información delictiva: La estadística de seguridad pública en México	Arturo Arango Durán Cristina Lara Medina	INACIPE	2003
4	Consultation	Policía y corrupción	Nelson Arteaga Botello Adrián López Rivera	Plaza y Valdés	1998
5	Document	Ley General que establece las bases de coordinación del Sistema Nacional de Seguridad Pública.			
6	Website	www.inacipe.gob.mx			

Course Name: Ethics in Public Office	Course ID: CS 500
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Location in curricular map: Specialization in Public Administration

Course Characteristics: This course presents a contemporary vision of ethics in public office, from the analysis of the corruption phenomenon to the framework in which current administrative and legal systems are developed. Different topics of the subject are approached to discuss alternatives and mechanisms of transparency and legality.

General Learning objectives: Students will understand the importance of ethics in public office and assimilate the elements of judgment and value to promote its practice through modern mechanisms in public administration.

Thematic Content

Topics and subtopics of the unit:	Hours
<p>1. Contemporary vision of corruption. Definition of corruption applied to the public sector. Causes of corruption. Impact of corruption. Typology of corruption. Cost of corruption. Ethics in public office.</p>	4
<p>2. Elements that contribute to the development of corruption. Perception of a corrupt act. Elements that contribute to the development of corruption.</p>	2
<p>3. National integrity systems. Transformation of the Latin American State. Causes for the Latin American State failure in their struggle against corruption. Definition of a National Integrity System. Elements of a National Integrity System.</p>	2
<p>4. Administrative systems. Current problems. Administrative systems and the object of fighting corruption. Principles of public life. Weights and counterweights. Organizational changes. Public sector program reform. Creation of an ethical environment. Community participation.</p>	4

<p>5. Administrative right. Principles that must guide administrative rights. Administrative acts. Administrative decisions.</p>	4
<p>6. Public defender. What is Ombudsman? Independence of Ombudsman. CNDH in Mexico and its recommendations</p>	2
<p>7. The Judicial System. The Judicial Branch in Mexico. Factors related to corruption in the Judicial Branch.</p>	4
<p>8. Treasury (Financial direction entities). The basic concept of responsibility for public servants (accountability). Federation Superior Auditing. State treasury. Social treasury. International organizations for cooperation.</p>	4
<p>9. Independent bureaus against corruption. Case study.</p>	2
<p>10. Licitations and contracts: business between the public and private sector. Principles. Acquisition of goods and services for the public sector. Law of Acquisitions, Contracts and Services. Acceptance of gifts. Hiring after working as a public servant. Fighting corruption in acquisitions and transparency of processes.</p>	4
<p>11. Private sector. Who is responsible of preventing fraud? Bribing abroad. Victimized companies.</p>	2
<p>12. The right to information. Information and public conscience. Transparency law and access to information.</p>	2

		See www.juridicas.unam.mx			
6	Website	www.sfp.gob.mx			

Course name: Seminary of Ethics and Human Rights	Course ID: CS 503
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Location in curricular map: Specialization in Criminology

Course Characteristics: This course includes the basic elements of ethics and human rights in the field of Criminology.

General learning objectives: At the end of this course, students will be able to value the ethical implications and respect for human rights in the exercise of Criminology.
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Thematic Content

Topics and subtopics of the unit:	Hours
1. Ethics. The moral act. Values Good Moral law. Professional ethics. Social responsibility. Ethical decision making.	18
2. Human Rights. Basic concepts. Equality. Liberty Security. Human Rights in penitentiary systems.	18

Learning activities:	36
<ul style="list-style-type: none"> • Classroom activities: <ul style="list-style-type: none"> - Presentation of topics by instructor. - Student presentations. - Analysis and discussion of topics and cases. 	

<ul style="list-style-type: none"> - Written assignments: individual and in groups. - Field work. <ul style="list-style-type: none"> • Independent activities by the student: <ul style="list-style-type: none"> - Previous readings - Assignments and exercises. - Research assignments. 	60
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<p>Assessment criteria and procedures:</p> <ul style="list-style-type: none"> • Essay.
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Bibliography

	Type	Title	Author	Publisher	Year
1	Consultation	Las garantías individuales	Burgoa, I.	Porrúa Hnos.	1995
2	Consultation	Ethics and law for school psychologists	Jacob, T.S. y Hartshorne	CPPC	1994
3	Consultation	Moral development through social interaction	Kurtiner, W.M. y Gewirtz, J.L.	John Wiley & Sons	1987
4	Consultation	La libertad e igualdad jurídica como principios generales del derecho	Sánchez, V.R.	Porrúa Hnos.	1995
5	Consultation	Guide to ethical practice in psychotherapy	Thompson, A.	John Wiley & Sons	1990

Course name: Constitutional Right	Course ID: DE 502
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Location in curricular map: Specialization in Public Administration

Course Characteristics: This course takes on the constitutional bases of organizational structure and functioning of the Mexican State, individual rights and social principles and values that conform the Constitution, and its elements and control procedures. Also, it offers an approximation to constitutional right compared to the case of the U.S. and Mexico.
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General learning objectives: Students will know and understand the principles of constitutional theory, and will know how to identify the value and elements rights presented in the Constitution.
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Thematic Content

Topics and subtopics of each unit:	Hours
<p>1. Theory of Constitution.</p> <ul style="list-style-type: none"> Concept of Constitution and Constitutional Rights. <ul style="list-style-type: none"> Mexican authors. Foreign authors. Constitution classifications. Constitutional power and constituted power. Sovereignty: Concept, evolution and characteristics. Constitutional supremacy. Parts of the constitution. <ul style="list-style-type: none"> Organic part. Dogmatic part. Procedures to carry out constitutional reform. Direct democracy mechanisms. Plebiscite. Referendum. Popular initiative. The inviolability of the Constitution. Constitutional interpretation. 	6
<p>2. Structure, organization and functioning of the Mexican State.</p> <ul style="list-style-type: none"> Geographical chapter. Economic chapter. Nationality and citizenship. Division of branches, concept, and theory. <ul style="list-style-type: none"> Legislative Branch. Executive Branch. Judicial Branch. 	6

Church-State relations.	
3. Constitutional bases for political election rights. Political parties. Electoral management organization (IFE). Constitutional bases for federal entities in the subject of elections.	4
4. Constitutional bases of the Mexican Federal System. Mexican Federal System structure. Federal entities. Legislative Branch. Executive Branch. Judicial Branch. Municipal regimen: organization and functioning.	4
5. Public servant responsibilities. Political responsibility. Administrative responsibility. Penal responsibility. Civic responsibility.	4
6. Constitutional justice. Investigative faculties of the Supreme Court. Constitutional controversies. Unconstitutional actions.	4
7. Constitutional Rights and Human Rights. Difference between constitutional rights and human rights.. Constitutional rights. Individual. Social. Human rights and Mexican constitutional rights. National Commission for Human Rights. Political-electoral rights of citizens.	4
8. Mexico-United States compared Constitutional Rights: An approximation. Legal patrimony of Mexico and the United States. Historical, political and intellectual origin of the United States and Mexican Constitution. Human Rights. Constitutional reform. Federalism. The Judicial Branch. The role of jurisprudence.	4

Learning activities:	
<ul style="list-style-type: none"> • Classroom activities: <ul style="list-style-type: none"> - Presentation of topics by instructor. - Student presentations. - Analysis and discussion of topics and cases. - Written assignments: individual and in groups. - Field work. 	36
<ul style="list-style-type: none"> • Independent activities by the student: <ul style="list-style-type: none"> - Previous readings - Assignments and exercises. - Research assignments. 	60

Assessment criteria and procedures:
<ul style="list-style-type: none"> • Final Exam • Research assignments and projects • Final research project • Participation

Bibliography

	Type	Title	Author	Publisher	Year
1	Text Book	Derecho Constitucional Mexicano	Ignacio Burgoa	Porrúa	8 ^a Ed. 1991
2	Consultation	Derecho Constitucional Mexicano	Felipe Tena Ramírez	Porrúa	33 ^a Ed. 2000
3	Consultation	Derecho Constitucional	Elisur Arteaga Nava	Oxford	1999
4	Consultation	Derecho Constitucional	Feliciano Calzada Padrón	Harla	1990
5	Consultation	Manual de Derecho Constitucional	Francisco Ramírez Fonseca	PAC	3 ^a Ed. 1983
6	Consultation	Derecho Constitucional Comparado México- Estados Unidos	James Frank Smith (Coord..)	UNAM	1990

FINAL STAGE: INTEGRATIVE SEMINAR

Course Name: Integrative Seminar	Course ID: CS 505
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Location in Curricular map: Final Stage
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Course Characteristics:

Participants will produce a final application project taking into consideration the most important personal and professional learning obtained throughout the Master's degree. The need for developing adequate assessment methods and systems for their own practices will be emphasized, which will lead to a professional who is more competent and better qualified in his field of specialization. A workshop on ethics and values in professional practices is included with the purpose of making students analyze the contents of the code of ethics and values of a professional in the area of special education.

General learning objectives:

At the end of this course, students will:

- They will have appropriated the necessary elements that develop a sense of identity in instructors, by making a summary of personal and professional experiences, as well as group experiences throughout this Master's degree.
- Analyze the ethical and valuable implications of professional practices.
- Present a written assignment (like a small thesis) that contains a personal summary of this process.

Thematic Content:

Topics and Subtopics of the unit:	Hours
1. Synthesis and integration as a way to build and systemize a personal focus and a defined position on diverse situations derived from the practice of teaching.	8
2. An integrative focus vs. an eclectic focus..	10
3. The code of ethics and values in the practice of teaching.	10
4. A personal writing style.	4

5. A rehash of significant learning: interdisciplinary and academic updating.	4
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Learning activities:

- Classroom activities:
 - Topic presentation by the instructor.
 - Student presentations.
 - Ethics and values workshop
- Independent activities by the student:
 - Previous readings.
 - Article, essay, or reading summary writing.

Assessment criteria and procedures:

- Product delivery (advances and final document).
- Group presentations.
- Participation.

Bibliography

	<i>Type</i>	Title	Author	Publisher	Year
	Text	AAMFT Code of Ethics	Asociación Americana de Terapia Familiar y Marital.	AAMFT	2004
	Cons	Formación valoral a nivel universitario.	Delgado Fresán, A.	UIA	2001
	Cons	Elementos fundamentales de ética.	Ibarra Barrón, C.	Pearson	1998
	Cons.	Etica y mundo actual.	Ruiz Rodríguez, V.	UIA	1996
	Text	Etica para Amador	Savater, F.	Planeta Mexicana.	2001

As well as those used in the elective courses.

CETYS UNIVERSITY
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