



PROGRAM: UNDERGRADUATE DEGREE IN BUSINESS ADMINISTRATION

Course Name: Financial Accounting I	Course ID: CB400
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Location in the curricular map: first semester

Course characteristics:
The course deals with fundamentals to know how to use financial information of economic entities, analyzing all accounting aspects, its legal bases and all relative to the accounting process and record systems, supported by the computer, a valuable tool in information process, and conclude by making formal Statement Accounts that show correctly the financial position, as well as the operation's results.

General Learning Objectives:
At the end of this course, the student is expected to:
Know and learn the basic aspects of accounting, its terminology, as well as the generally accepted accounting principles.
Apply knowledge to the record systems, merchandise control systems, the process of making formal Statement Accounts, like a Balance Sheet and Income Statement.
Build accounting skills that can be applied to a practical problem, from operations records, entries, general ledger, settlements, closings, and the presentation of financial statements.

Thematic Content:	Hours
1. Introduction, set up and General Concepts 1.1. Course Introduction Set Up and accounting background 1.2. Basic Meanings 1.3. Objectives 1.4. Application environment 1.5. Types of Accounting 1.6. Legal bases of accounting	6
2. Generally Accepted Accounting Principles 2.1. Meaning 2.2. Basic structure of financial accounting 2.3. Analysis of accounting principles 2.4. The accounting theory 2.5. Applications	6
3. Financial Structure 3.1. Study of assets 3.2. Study of liabilities 3.3. Study of capital 3.4. Applications	10
4. Financial Statements 4.1. Concept and characteristics 4.2. Balance Sheet 4.3. Income Statement 4.4. Other financial statements 4.5. Applications	10
5. General Study of Accounts 5.1. Concept 5.2. Parts 5.3. Movements and balances 5.4. Applications	10
6. Merchandise Sale and Purchase Operation Records 6.1. Analytical process 6.2. Perpetual inventory process 6.3. Inventory valuation method 6.4. Applications	10
7. Worksheet 7.1. Use of columns 7.2. Entries settlement	12

7.3. Making Financial Statements 7.4. Note to Financial Statements 7.5 Applications	
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Learning activities: The learning experience in this course will be individual and in groups; some directed by the instructor and others will be carried out individually by the students outside the classroom. Those carried out by the students will be held in the following way:

1. Collaborative work inside the classroom to analyze and debate over the contents directed by the instructor.
2. Case methods to apply and evaluate the scope and limitations of the course contents.
3. Cooperative work outside the classroom to analyze cases and problem solution.
4. Learning based on structured and non-structured problems so the students learn to formulate problems and apply the course contents by generating solutions, working individually as well as in teams, starting from brainstorming.
5. Contents presentation by the instructor, avoiding at all costs its becoming a custom throughout the course.
6. Learning based on application projects in teams, so the students apply their knowledge in projects of their own interest.

Assessment criteria and procedures:

Students' performance throughout the course will be based on the following criteria:

- (1) The manifested willingness and cooperation with concrete actions to achieve the learning objectives of each unit of the course's general objective.
- (2) The manifested commitment, honesty, seriousness, responsibility, quality, participation and creativity when executing all learning activities developed throughout the course.
- (3) The manifested ability and dexterity to solve specific problems throughout the course.

Considering the criteria mentioned above, the following assessment form is proposed:

Form	Instrument	Percentage
Interrogation and problem solving	Individual and group assignments, in the form of questionnaires, essays, summaries, structured problems to solve bibliographical or internet research.	35%
Problem solving	Individual objective tests: partial and final exam.	45%
Product request	Application, documental or field research project and individual or group report of the project.	20%
	TOTAL	100%

Bibliography

	Type	Title	Author	Publisher	Year
1	Text	Financial Accounting	Gerardo Guajardo Cantú	McGraw - Hill	2003
2	Reference	Generally Accepted Accounting Principles	Mexican Institute of Public Accountants	MIPA	2003
3	Reference	Accounting Principles	Javier Romero López	McGraw Hill	2001



Course Program

Course Name: Administration	Course ID: AD400
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Location in the curricular map: First semester.

Course characteristics:

Study of organizations, their administration and evolution, social responsibility, and ethics of the businesses and businesspeople. Understanding the different functions of any organization –production, human resources, marketing, accounting and finances- as well as the different phases in the administration process –planning, organization, integration, management and control, to facilitate the optimization of material, human, physical and financial resources concerning the administration.

General learning objectives:

At the end of this course the student is expected to:

Know and learn the phases in the administration process and the functional areas of the company through drills and cases.

Design organization and policies handbooks, organigrams, selection and personal integration systems, motivational plan, algorithms for numerical problem solution and character management.

Build a Business Plan for a Project or company.

6.3. The role of production 6.4The role of marketing 6.5. The role of human resources 6.7. Application cases	
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Learning activities: The learning experience in this course will be individual and in groups; some directed by the instructor and others will be carried out individually by the students outside the classroom. Those carried out by the students will be held in the following way:

1. Collaborative work inside the classroom to analyze and debate over the contents directed by the instructor.
2. Case methods to apply and evaluate the scope and limitations of the course contents.
3. Cooperative work outside the classroom to analyze cases and problem solution.
4. Learning based on structured and non-structured problems so the students learn to formulate problems and apply the course contents by generating solutions, working individually as well as in teams, starting from brainstorming.
5. Contents presentation by the instructor, avoiding at all costs its becoming a custom throughout the course.
6. Learning based on application projects in teams, so the students apply their knowledge in projects of their own interest.

Assessment criteria and procedures:

Students' performance throughout the course will be based on the following criteria:

- (4) The availability and cooperation manifested in concrete actions to achieve the learning objectives in each unit and the course's general objectives.
- (5) The commitment, honesty, seriousness, responsibility, quality, participation and creativity manifested when executing all learning activities developed throughout the course.
- (6) The ability and dexterity manifested to solve specific problems throughout the course.

Considering the criteria beformentioned, an assessment form is proposed:

Form	Instrument	Percentage
Problem questioning and solution	Individual and team tasks, such as questionnaires, essays, summaries, structured problems to solve and bibliographic or internet research.	35%
Problem solving	Individual objective tests: part exams and one final exam.	45%
Product request	Application, documental or field research project and a team report of the project.	20%
	TOTAL	100%

Bibliography

	Type	Title	Author	Publisher	Year
1	Text	Financial Accounting	Gerardo Guajardo Cantú	McGraw - Hill	2003
2	Reference	Generally Accepted Accounting Principles	Mexican Institute of Public Accountants	MIPA	2003
3	Reference	Accounting Principles	Javier Romero López	McGraw Hill	2001



Course Program

Course Name: Private Law	Course ID: DE400
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Location in the curricular map: First semester

Course characteristics:

A basic course that studies law, its importance and regulations, the sources that deal with the most important events in human life and the legal norms of businesses and social enterprises.

General Learning Objectives

At the end of this course the student is expected to:

Know and learn the norms that rule the law and the different duties and obligations that derive from family law, as well as the legal and commercial acts of private law, titles and the different types of society.

Design mercantile societies from a legal point of view.

Elaborate commercial contracts, the necessary documentation to register a trademark, mercantile contracts, bills of exchange, promissory notes and checks.

Thematic Content:	Hours
1. Introduction, set up. 1.1. Course set up 1.2. Introduction to law 1.3. Law sources 1.4. The constitutional organization, the Mexican state. 1.5. Administrative law generals 1.5. Cases of applications	12
2. Normative aspects of human life events 2.1. Personal Law 2.2. Family Law generals 2.3. Real estate and real rights 2.4. Civil contracts 2.5. Cases of applications	12
3. Mercantile Law I 3.1. Background and concepts. Mercantile Law sources. 3.2 Clasification and concept of comercial acts. 3.3. Businesspeople, individuals and corporations 3.4. Dependent and independent businesses 3.5. Cases of applications	12
4. Mercantile Law II 4.1. Mercantile negotiations. Mercantile obligations. 4.2. Mercantile contracts. Diverse mercantile contracts. 4.3. Mercantile societies. Concept, constitution types. 4.4. Negotiable instruments, bearer form, nominative, bills of exchange, promissory notes, checks. 4.5. Mercantile obligations, emissions, requirements. 4.5. Cases of applications	16
5. Industrial property law 5.1. Patents and their procedure. 5.2. Nullity and expiration of patents and registers. 5.3. Marks, collective and trademarks. 5.4 Nullity, expiration and cancellation of registers.	12

Learning activities: The learning experience in this course will be individual and in groups; some directed by the instructor and others will be carried out individually by the students outside the classroom. Those carried out by the students will be held in the following way:

1. Collaborative work inside the classroom to analyze and debate over the contents directed by the instructor.
2. Case methods to apply and evaluate the scope and limitations of the course contents.
3. Cooperative work outside the classroom to analyze cases and problem solution.
4. Learning based on structured and non-structured problems so the students learn to formulate problems and apply the course contents by generating solutions, working individually as well as in teams, starting from brainstorming.
5. Contents presentation by the instructor, avoiding at all costs its becoming a custom throughout the course.
6. Learning based on application projects in teams, so the students apply their knowledge in projects of their own interest.

Assessment criteria and procedures:

Students' performance throughout the course will be based on the following criteria:

- (7) The availability and cooperation manifested in concrete actions to achieve the learning objectives in each unit and the course's general objectives.
- (8) The commitment, honesty, seriousness, responsibility, quality, participation and creativity manifested when executing all learning activities developed throughout the course.
- (9) The ability and dexterity manifested to solve specific problems throughout the course.

Considering the criteria beformentioned, an assessment form is proposed:

Form	Instrument	Percentage
Problem questioning and solution	Individual and team tasks, such as questionnaires, essays, summaries, structured problems to solve and bibliographic or internet research.	35%
Problem solving	Individual objective tests: part exams and one final exam.	45%
Product request	Application, documental or field research project and a team report of the project.	20%
	TOTAL	100%

Bibliography

	Type	Title	Author	Publisher	Year
1	Text 1	Introduction to Law	Francisco Peniche Bolio	Porrúa	2002
2	Reference	Mercantile Law	Raúl Cervantes Ahumada	Porrúa	2002
3	Reference	Business Law. Private Law Topics.	Juan Rangel Charles, Roberto Sanromán Aranda	Thomson	1995
4	Reference	Business Agenda	ISEF	ISEF	2004



Course Program

Course Name: Advanced Communication in Spanish	Course ID: CS400
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Location in the curricular map: First semester.

Course characteristics:

As a workshop, this course deals with the practice of the process that implies planning different writings, discourses and oral presentations before different listeners in order to inform, motivate and convince.

General learning objectives:

At the end of this course the student is expected to:

Know and apply their abilities regarding planning, the correct and ideal structure and writing of documents to communicate in public for specific purposes.

Write information of different, trustworthy sources that support an oral presentation before a specific public.

Oral and body language for informative, motivational and persuasive discourses.

Design oral presentations that reflect the contents of the course.

Build an individual public presentation using verbal and visual support.

Develop an analysis scheme from cases, exercises, videos and other dynamic techniques that will allow students to improve their communication abilities.

Thematic Content:	Hours
1. Introduction, set up and general concepts	10
1.1. The human communication process	
1.2. Nature and purpose of the course	
1.3. The importance of the course for college students	
1.4. Application video	14
2. Discourse creative planning	
2.1. Purpose specification.	
2.2. Theme selection	
2.3. Discourse planning and writing	
2.4. The role of the introduction and conclusion in a discourse	
2.5. Application video	14
3. Discourse elaboration according to different purposes	
3.1. Information discourse	
3.2. Motivation discourse	
3.3. Convincing discourse	14
3.4. Application video	
4. Communicator and discourse support	
4.1. Verbal support	
4.2. Visual support	
4.3. Visual communication	12
4.4. Application video	
5. Characteristics of a good communicator	
5.1. Credibility	
5.2. Honesty	
5.3. Know how to listen	
5.4. Improvisation	
5.5. Persuasion ethics	
5.6. Cases of application	

Learning activities: The learning experience in this course will be individual and in groups; some directed by the instructor and others will be carried out individually by the students outside the classroom. Those carried out by the students will be held in the following way:

1. Collaborative work inside the classroom to analyze and debate over the contents directed by the instructor.
2. Case methods to apply and evaluate the scope and limitations of the course contents.
3. Cooperative work outside the classroom to analyze cases and problem solution.
4. Learning based on structured and non-structured problems so the students learn to formulate problems and apply the course contents by generating solutions, working individually as well as in teams, starting from brainstorming.
5. Contents presentation by the instructor, avoiding at all costs its becoming a custom throughout the course.
6. Learning based on application projects in teams, so the students apply their knowledge in projects of their own interest.

Assessment criteria and procedures:

Students' performance throughout the course will be based on the following criteria:

- (10) The availability and cooperation manifested in concrete actions to achieve the learning objectives in each unit and the course's general objectives.
- (11) The commitment, honesty, seriousness, responsibility, quality, participation and creativity manifested when executing all learning activities developed throughout the course.
- (12) The ability and dexterity manifested to solve specific problems throughout the course.

Considering the criteria beformentioned, an assessment form is proposed:

Form	Instrument	Percentage
Problem questioning and solution	Individual and team tasks, such as questionnaires, essays, summaries, structured problems to solve and bibliographic or internet research.	35%
Problem solving	Individual objective tests: part exams and one final exam.	45%
Product request	Application, documental or field research project and a team report of the project.	20%
	TOTAL	100%

Bibliography

	Type	Title	Author	Publisher	Year
1	Text	Communicate!	Rudolph F. Verderber	Thomson	1999
2	Reference	Oral communication, the art and science of speaking in public	Hielen McEntee de Madero	Alambra Mexicana	1992
3	Reference	Non-verbal communication	Mark Knapp L.	Paidós	1997



Course Program

Course Name: Globalization and Economical Development	Course ID: EC400
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Location in the curricular map: First semester

Course characteristics:

In this course students will be introduced to Globalization, in its theoretical fundamentals, as well as in its essential conditions such as: economical growth, free international trade, short term capital movement, direct foreign investment, migration phenomena, communication technology development and its cultural effect, among others.

The student will judge the advantages and disadvantages of globalization and its diverse forms. As part of the learning activities, students will carry on **application projects** through field research, application of knowledge, problem identification, methodology development, creativity and problem solving. The topics to consider are the following:

- The importance of international capital flux for development (riches and severe crisis)
- Commercial liberalization (beneficial o crisis provoker?)
- Does globalization reduce real wages or does it provoke job loss?
- How to record international activities of merchandise, services and capital?
- Changes in technology are reflected in globalization.
- The capability of national economies to generate competitive advantages.

General learning objectives:

At the end of this course the student will be able to:

Know:

What is globalization? What is the role of commercial liberalization currently? What is sustainable development? How does technology development affect communication and what is its cultural effect? What is international free trade, and direct foreign investment? When do migration phenomena occur?

Understand:

What are the advantages and disadvantages of globalization? What are the key economic variables? How can a country reach a sustainable development? What is the role of cultural differences?

Apply your knowledge on globalization and sustainable development in the analysis of cases, discussions on economical politics and course project application.

Develop the students' capacity to work in teams in a responsible and organized way.

Thematic Content:	Hours
1. Globalization. 1.1. Globalization before the 20th century. 1.2. Globalization during the 20th century. 1.3. Globalization in the 20th century. 1.4. Defining globalization. 1.5. Real and virtual globalization.	10
2. Who regulates Globalization? 2.1. Regulating institutions in Free Trade 2.2. The International Financial Fund system (FMI). 2.3. The gold standard system. 2.4. Foreign currencies. 2.5. The payment balance. 2.6. International investment (financial rules). 2.7. International business barriers. 2.8. Paretian activities.	11
3. Economical growth and development. 3.1. Production possibilities. 3.2. Classical theories of growth. 3.3. Modern theories of growth. 3.4. The Harrod-Domar model. 3.5. The Solow model. 3.6. The limits of growth. 3.7. Concepts of economical convergence. 3.8. The dependence theory.	10
	10

<p>4. Globalization and poverty. 4.1. Globalization and knowledge. 4.2. University and globalization. 4.3. The world of poverty. 4.4. The underdevelopment vicious circle.</p> <p>5. Cultural globalization. 5.1. Culture and development 5.2. Tourist globalization 5.3. Globalization and its effects in migration activities. 5.4. Demography and development. 5.5. The effects on globalization on the role of women and children's rights in traditional societies. 5.5 The role of the U.S in globalization.</p>	<p>10</p>
<p>6. Globalization: Growth and development (cases of study). 6.1 Savings, productivity and structured growth. Case of Study: Singapore 6.2. Gradual transition from a planned economy. Case of Study: China 6.3. Import substitution. Case of Study: India 6.4 Chile's economical miracle and its politic dependance in transnational companies. Case of Study: Chile 6.5 A new American century? Iraq and the hidden war between the dollar and the euro. Case of Study. 6.4. About the origin, use and content of "sustainable". Case of Study. 6.5 Social movements in the globalization era. Case of Study. 6.6 Globalization, empire or imperialism? A contemporary debate. Case of Study. 6.7 "The Argentinean political crisis in a globalized context and one of its consequences: urban poverty" Case of Study. 6.8 "Political economy of globalization politics" Case of Study.</p>	<p>13</p>

Learning activities: The learning experience in this course will be individual and in groups; some directed by the instructor and others will be carried out individually by the students outside the classroom. Those carried out by the students will be held in the following way:

1. Collaborative work inside the classroom to analyze and debate over the contents directed by the instructor.
2. Case methods to apply and evaluate the scope and limitations of the course contents.
3. Cooperative work outside the classroom to analyze cases and problem solution.
4. Learning based on structured and non-structured problems so the students learn to formulate problems and apply the course contents by generating solutions, working individually as well as in teams, starting from brainstorming.
5. Contents presentation by the instructor, avoiding at all costs its becoming a custom throughout the course.
6. Learning based on application projects in teams, so the students apply their knowledge in projects of their own interest.

Assessment criteria and procedures:

Students' performance throughout the course will be based on the following criteria:

- (7) The availability and cooperation manifested in concrete actions to achieve the learning objectives in each unit and the course's general objectives.
- (8) The commitment, honesty, seriousness, responsibility, quality, participation and creativity manifested when executing all learning activities developed throughout the course.
- (9) The ability and dexterity manifested to solve specific problems throughout the course.

Considering the criteria beformentioned, an assessment form is proposed:

Form	Instrument	Percentage
Problem questioning and solution	Individual and team tasks, such as questionnaires, essays, summaries, structured problems to solve and bibliographic or internet research.	35%
Problem solving	Individual objective tests: part exams and one final exam.	45%
Product request	Application, documental or field research project and a team report of the project.	20%
	TOTAL	100%

Bibliography

	Type	Title	Author	Publisher	Year
1	Text	Globalization: A Very Short Introduction (Very Short Introductions)	Manfreb B. Steger	Oxford University Press	2003
2	Reference	Globalization & Growth: Case Studies in National Economic Strategies	Richard H. K. Vietor	South-Western College/West	2004
3	Reference	International Economics: Theory & Policy	Paul Krugman y Maurice Obstfeld	Addison-Wesley	1998



Course Program

Course Name: Financial Accounting II	Course ID: CB401
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Location in the curricular map: Second semester.

Course characteristics:

Application of specific rules in the operations register corresponding to the titles of the assets, liabilities and capital, among other essentials, for a more appropriate presentation of the financial situation and results.

General learning objectives:

At the end of this course the student will be able to:

Know and apply the generally accepted accounting principles, such as the particular valuation rules of the current and non-current assets, liabilities and capital.

Design register systems for term sales operations, foreign currency management and financial lease.

Build accounting systems to solve specific problems.

Thematic Content:	Hours
<p>1. Valuation and presentation of assets</p> <p>1.1. Concepts of valuation.</p> <p>1.2. Register, Valuation, presentation of cash and temporary investments.</p> <p>1.3. Register, valuation, and presentation of accounts receivable and documents.</p> <p>1.4. Register, valuation and presentation of inventory.</p> <p>1.5. Register, valuation and presentation of real estate, plant, and equipment.</p> <p>1.6. Register, valuation and presentation of intangible assets.</p> <p>1.7. Exercises and cases of application.</p>	25
<p>2. Valuation and presentation of Capital and Liabilities.</p> <p>2.1. Register, valuation and presentation of accounts receivable.</p> <p>2.2. Register, valuation and presentation of long term accounts receivable.</p> <p>2.3. Register, valuation and presentation of owner's equity.</p> <p>2.4. Exercises and cases of application.</p>	25
<p>3. Special items.</p> <p>3.1. Register and presentation of balance sheets.</p> <p>3.2 Accounting study of term sales operations.</p> <p>3.3. Accounting study of operations through financial lease.</p> <p>3.4. Accounting treatment of operations in foreign currency.</p> <p>3.5. Exercises and cases of application.</p>	14

Learning activities: The learning experience in this course will be individual and in groups; some directed by the instructor and others will be carried out individually by the students outside the classroom. Those carried out by the students will be held in the following way:

1. Collaborative work inside the classroom to analyze and debate over the contents directed by the instructor.
2. Case methods to apply and evaluate the scope and limitations of the course contents.
3. Cooperative work outside the classroom to analyze cases and problem solution.
4. Learning based on structured and non-structured problems so the students learn to formulate problems and apply the course contents by generating solutions, working individually as well as in teams, starting from brainstorming.
5. Contents presentation by the instructor, avoiding at all costs its becoming a custom throughout the course.
6. Learning based on application projects in teams, so the students apply their knowledge in projects of their own interest.

Assessment criteria and procedures:

Students' performance throughout the course will be based on the following criteria:

- (7) The availability and cooperation manifested in concrete actions to achieve the learning objectives in each unit and the course's general objectives.
- (8) The commitment, honesty, seriousness, responsibility, quality, participation and creativity manifested when executing all learning activities developed throughout the course.
- (9) The ability and dexterity manifested to solve specific problems throughout the course.

Considering the criteria beformentioned, an assessment form is proposed:

Form	Instrument	Percentage
Problem questioning and solution	Individual and team tasks, such as questionnaires, essays, summaries, structured problems to solve and bibliographic or internet research.	35%
Problem solving	Individual objective tests: part exams and one final exam.	45%
Product request	Application, documental or field research project and a team report of the project.	20%
	TOTAL	100%

Bibliography

	Type	Title	Author	Publisher	Year
1	Text	Financial Accounting	Gerardo Guajardo Cantú	McGraw Hill	2003
2	Reference	Accounting practice	Jesús Mario González y Julio César Lozano	Graphis	2004
3	Reference	Generally Accepted Accounting Principles	Mexican Institute of Public Accountants	MIPA	2003



Course Program

Course Name: Mathematics	Course ID: MA400
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Location in the curricular map: Second semester

Course characteristics:

This course is offered to students that enroll in Business Administration or Engineering in order to provide them basic mathematics that will allow them to take subsequent math courses.

The course deals with logical mathematics, math functions and algebra in a practical way. Regardless of the chosen major, engineering, as well as business administration students, must have the ability of analyzing, modeling, calculating and representing datum and figures of the studied systems.

General learning objectives:

At the end of this course the student is expected to:

Know and understand:

The following logical mathematic concepts: proposition, logic true and false tables, syllogisms, and inference law.

The following concepts of mathematic functions: function, domain and range of a function and how mathematical functions are classified.

The following algebra concepts: equation, inequality, matrix, matrix determiner, the Gauss-Jordan method and co-factors method.

Know:

How to apply logical mathematics to analyze, synthesize and evaluate the logical consistency of writings and oral expressions.

Sketch the behavior of a mathematical function and model the behavior of real phenomena through functions.

Solve linear equation systems through algebra and matrix methods. Formulate and solve problems with linear equation systems.

Develop their capacity to work in teams in an organized and responsible way.

Thematic Content:	Hours
<p>1. Logical mathematics.</p> <p>1.1. Introduction and course set up. 1.2. Propositional logics. 1.3. Language expressions. 1.4. Logical connectives and logic true and false tables. 1.5. Formulas and logic true and false tables. 1.6. Equivalencies, tautology and fallacy. 1.7. Inferential logics. 1.8. Implication logics. 1.9. Inference law. 1.10. Consistency of premises. 1.11. Direct and indirect proof. 1.12. Syllogism analysis.</p>	20
<p>2. Mathematical functions.</p> <p>2.1. Basic concepts: function, domain and range of a function. 2.2. Types of mathematic functions. 2.3. Linear functions. 2.4. Polynomial functions. 2.5. Rational functions. 2.6. Potency functions. 2.7. Functions defined in sections. 2.8. Logarithmic functions. 2.9. Exponential functions. 2.10. Trigonometric functions. 2.11. Applications of mathematical functions.</p>	20
<p>3. Linear equation systems and matrix algebra.</p> <p>3.1. Equation and equation systems. 3.2. Linear equation systems with 2 variables. 3.3. Inequality systems. 3.4. Linear equation systems with more than 2 variables. 3.5. Matrix and matrix algebra. 3.6. Inverse of a matrix. 3.7. Determiners and properties of determiners. 3.8. Applications of equation systems and inequality.</p>	24

Learning activities: The learning experience in this course will be individual and in groups; some directed by the instructor and others will be carried out individually by the students outside the classroom. Those carried out by the students will be held in the following way:

1. Collaborative work inside the classroom to analyze and debate over the contents directed by the instructor.
2. Case methods to apply and evaluate the scope and limitations of the course contents.
3. Cooperative work outside the classroom to analyze cases and problem solution.
4. Learning based on structured and non-structured problems so the students learn to formulate problems and apply the course contents by generating solutions, working individually as well as in teams, starting from brainstorming.
5. Contents presentation by the instructor, avoiding at all costs its becoming a custom throughout the course.
6. Learning based on application projects in teams, so the students apply their knowledge in projects of their own interest.

Assessment criteria and procedures:

Students' performance throughout the course will be based on the following criteria:

- (7) The availability and cooperation manifested in concrete actions to achieve the learning objectives in each unit and the course's general objectives.
- (8) The commitment, honesty, seriousness, responsibility, quality, participation and creativity manifested when executing all learning activities developed throughout the course.
- (9) The ability and dexterity manifested to solve specific problems throughout the course.

Considering the criteria beformentioned, an assessment form is proposed:

Form	Instrument	Percentage
Problem questioning and solution	Individual and team tasks, such as questionnaires, essays, summaries, structured problems to solve and bibliographic or internet research.	35%
Problem solving	Individual objective tests: part exams and one final exam.	45%
Product request	Application, documental or field research project and a team report of the project.	20%
	TOTAL	100%

Bibliography

	Type	Title	Author	Publisher	Year
1	Text	Algebra and trigonometry with analytical geometry.	Earl W. Swokowski Jeffery A. Cole	Thomson-Learning	2002
2	Reference	Introductory mathematical analysis for business, economics and life and social sciences	Ernest F. Haeussler, Richard S. Paul y Tech Laurel	Prentice-Hall	2001
3	Reference	Mathematical Analysis for Business, Economics and the Life and Social Sciences	Jagdish C. Arya y Robin W. Lardner	Pearson	1993



Course Program

Course Name: Management Information Systems	Course ID: CC415
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Location in the curricular map: Second semester.

Course characteristics:
This course helps students to strengthen their computer skills and information systems knowledge as a means to achieve and organize information that supports decision-making.

General learning objectives:
At the end of this course the student is expected to:
Know and apply the components in computer systems, storage means and commercial software and information.
Design presentations and algorithmic proposals to solve problems.
Build documents with word processors, graphic presentations and drawings using spreadsheets, and generate report using database.

Thematic Content:	Hours
1. Computers and their background 1.1. History, evolution, generations and trends. 1.2. Hardware. Components, CPU, peripheric devices. 1.3. Hardware. Types of computers, computer networks. 1.4. Software: operation system, files, database, applications. 1.5. Software: Computer viruses, rights. 1.6. Cases of application.	12
2. Information superhighway 2.1. Physical structure 2.2. Electronic mail 2.3. Browser, searcher 2.4. Newsgroups, chat 2.5. Cases of application	14
3. Information systems 3.1. Theory of information. 3.2. Characteristics of information. 3.3. Information Systems 3.4. Elements in information systems 3.5. Information systems' life span 3.6. Information flux. Computer based. Decision-making. Administrative. 3.7. Cases of applications.	16
4. Software 4.1. Excel and applications. 4.2. Word and applications. 4.3. Power Point and applications. 4.4. Access and applications. 4.5. Front page and applications. 4.6. Flash and applications.	22

Learning activities: The learning experience in this course will be individual and in groups; some directed by the instructor and others will be carried out individually by the students outside the classroom. Those carried out by the students will be held in the following way:

1. Collaborative work inside the classroom to analyze and debate over the contents directed by the instructor.
2. Case methods to apply and evaluate the scope and limitations of the course contents.
3. Cooperative work outside the classroom to analyze cases and problem solution.
4. Learning based on structured and non-structured problems so the students learn to formulate problems and apply the course contents by generating solutions, working individually as well as in teams, starting from brainstorming.
5. Contents presentation by the instructor, avoiding at all costs its becoming a custom throughout the course.
6. Learning based on application projects in teams, so the students apply their knowledge in projects of their own interest.

Assessment criteria and procedures:

Students' performance throughout the course will be based on the following criteria:

- (7) The availability and cooperation manifested in concrete actions to achieve the learning objectives in each unit and the course's general objectives.
- (8) The commitment, honesty, seriousness, responsibility, quality, participation and creativity manifested when executing all learning activities developed throughout the course.
- (9) The ability and dexterity manifested to solve specific problems throughout the course.

Considering the criteria beformentioned, an assessment form is proposed:

Form	Instrument	Percentage
Problem questioning and solution	Individual and team tasks, such as questionnaires, essays, summaries, structured problems to solve and bibliographic or internet research.	35%
Problem solving	Individual objective tests: part exams and one final exam.	45%
Product request	Application, documental or field research project and a team report of the project.	20%
	TOTAL	100%

Bibliography

	Type	Title	Author	Publisher	Year
1	Text	Computing Essentials	Timothy J. O'Leary Linda I. O'Leary	McGraw Hill	1998
2	Reference	Today's Computing and Information Systems	George Beekman	Addison Wesley Longman	1998
3	Reference	Information Systems, present and future	Donald H. Sander	McGraw Hill	1999



Course Program

Course Name: Economy	Course ID: EC401
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Location in the curricular map: Second semester.

Course characteristics:
In this course, students will obtain basic knowledge in microeconomy and macroeconomy. During the first half of the course, students will go over theoretical fundamentals such as supply, demand, equilibrium prices, elasticity, producer behavior, consumer behavior, production and costs, the supply and demand fundamentals and the way they interact to balance the competitive market, the analysis of price and production policies in different market structures.
During the second half of the course students will acquire historical and current knowledge on Mexico and the rest of the world.
Students will be able to understand the importance of the country's production and the importance it has upon employment, wages and consumer's purchases; apply basic techniques in economic politics; acquire knowledge in income flux, national accounts that determine national income, economical growth and economy's cycles, economic activities, consumption and investment, multiplying model, bank, currency, monetary policies and international finances.
This course is delivered to students in Public Accounting, Business Administration, Marketing Administration and International Business.

General learning objectives:

At the end of this course the student will be able to:

Know and apply:

Microeconomy and macroeconomy's contributions.

The laws of supply and demand: benefits and perjury.

Impact on the increase and decrease of the gross domestic product.

Monopoly, oligopoly, monopolistic competence and perfect competence to choose where to market a product on which price.

How does the increase and decrease of the gross domestic product benefit us?

The variables that intervene in national accounting and balance of payments.

Understand:

What is economy?

The difference between macroeconomy and microeconomy, supply and demand, the functions in production, the interpretation of unemployment variables and the poverty of countries.

Make: activities to:

Identify the market using the laws of supply and demand

Identify the components of elasticities

Establish costs for goods and services that are in the market

Determine the national rent

Identify markets in perfect and unperfect competence

Gratify supply, demand and elasticity. Change demand for cost and other factors in the market. Total income, marginal income, cost, profit, indifference curve.

Find a country's inflation in a specific period.

Calculate elasticity of demands, elasticity of demand's income, cross-elasticity, the cost and amount in balance, income, cost and marginal profit, marginal substitution rate, effects on cost changes, production maximizing profits.

Thematic Content:	Hours
<p>1. Introduction to economy.</p> <p>1.1. Course set up. 1.2. Introduction to economy. 1.3. How to read graphs. 1.4. Models and economical theories. 1.5. Concepts and basic techniques. 1.6. Supply and demand in the market. 1.7. Cases and exercises of application.</p>	12
<p>2. Supply, demand and the product market.</p> <p>2.1. Elasticities and mark to market. 2.2. Consumers behavior and market supply 2.3. Organization and company behavior. 2.4. Costs and production. 2.5. Supply in a competitive industry. 2.7. Cases and exercises of application</p>	12
<p>3. Market imperfections and state intervention.</p> <p>3.1. Imperfect competition: monopoly 3.2. Oligopoly and monopolistic competition 3.3. Economical activity regulation 3.4. The state and the problem of monopoly. 3.5. Cases and exercises of application.</p>	14
<p>4. The aggregate demand and its factors.</p> <p>4.1. Introduction to macroeconomy and the model of aggregate supply and demand. 4.2. Basic macroeconomic pointers. 4.3. Determination of the national rent. 4.4. The central bank and the currency system. 4.5. Budgets, fiscal policies, and aggregate demands. 4.6. Money and economy. 4.6. Cases and exercises of application.</p>	13
<p>5. Aggregate supply and economical growth.</p> <p>5.1. Aggregate supply and the level of prices. 5.2. Supply and demand dislocation: the economic cycle. 5.3. Unemployment. 5.4. The inflation problem 5.5. Money, deficit and inflation 5.6. Economical growth 5.7. Cases and exercises of application</p>	13

Learning activities: The learning experience in this course will be individual and in groups; some directed by the instructor and others will be carried out individually by the students outside the classroom. Those carried out by the students will be held in the following way:

1. Collaborative work inside the classroom to analyze and debate over the contents directed by the instructor.
2. Case methods to apply and evaluate the scope and limitations of the course contents.
3. Cooperative work outside the classroom to analyze cases and problem solution.
4. Learning based on structured and non-structured problems so the students learn to formulate problems and apply the course contents by generating solutions, working individually as well as in teams, starting from brainstorming.
5. Contents presentation by the instructor, avoiding at all costs its becoming a custom throughout the course.
6. Learning based on application projects in teams, so the students apply their knowledge in projects of their own interest.

Assessment criteria and procedures:

Students' performance throughout the course will be based on the following criteria:

- (7) The availability and cooperation manifested in concrete actions to achieve the learning objectives in each unit and the course's general objectives.
- (8) The commitment, honesty, seriousness, responsibility, quality, participation and creativity manifested when executing all learning activities developed throughout the course.
- (9) The ability and dexterity manifested to solve specific problems throughout the course.

Considering the criteria beformentioned, an assessment form is proposed:

Form	Instrument	Percentage
Problem questioning and solution	Individual and team tasks, such as questionnaires, essays, summaries, structured problems to solve and bibliographic or internet research.	35%
Problem solving	Individual objective tests: part exams and one final exam.	45%
Product request	Application, documental or field research project and a team report of the project.	20%
	TOTAL	100%

Bibliography

	Type	Title	Author	Publisher	Year
1	Text	Economy	P. A. Samuelson, W. D. Nordhaus	McGraw Hill	2002
2	Reference	Microeconomy	Michael Parkin	Pearson	2002
3	Reference	Macroeconomy applied to Mexico	P. A. Samuelson, W. D. Nordhaus L. Dieck, J. Salazar	McGraw Hill	2001
4	Reference	Macroeconomy	Michael Parkin	Pearson	2002



Course Program

Course Name: Thinking Abilities	Course ID: CS401
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Location in the curricular map: Second semester

Course characteristics: This course's nature is theoretical and experimental and it seeks to strengthen students' cognitive abilities through specific strategies that will favor critical and creative thinking in order to solve problems, hence improving their performance in the different courses they will take throughout college, as well as in daily life. Due to its contents, this course is placed in the first semester of all majors.	
General Learning Objectives: At the end of this course the student is expected to: Know and Understand: The concepts of intelligence, creativity, innovation, the basic functions of the brain, divergent thought, convergent thought, emotional intelligence, as well as the formal operations of thought. Know: Elaborate in an individual way a self-diagnosis on each intelligence, according to Gardner. Elaborate a personal program to develop the components of Emotional Intelligence pointed out by Goleman. Elaborate and present an innovation project in teams. Apply the creative process to problem solving. Develop the capacity to work in teams in a responsible and organized way.	

Thematic Content:	Hours
1. Thought and brain. 1.1. Introduction and course set up. 1.2. Intelligence background. 1.3. Meanings of intelligence. 1.4. Neurophysiology.	10
2. Types of intelligences. 2.1. Brain hemispheres. 2.2. Convergent thought. 2.3. Divergent thought. 2.4. Emotional intelligence.	10
3. Emotional intelligence. 3.1. Factors according to Goleman: 3.1.1. Self conscience. 3.1.2. Selfcontrol. 3.1.3. Motivation. 3.1.4. Empathy. 3.2. Relationships management.	14
4. Convergent thought. 4.1. Instrumental enrichment program. 4.2. Organization (algorithmic thought). 4.3. Classifications. 4.4. Numerical progressions and syllogisms.	14
5. Divergent thought. 5.1. What is creativity? 5.2. Where is my creativity? 5.3. Daily life creativity. 5.4. The advantages of being creative. 5.5. Creativity myths. 5.6. Phases in the creative process. 5.7. Criteria to value creativity. 5.8. Perception. 5.9. Recovering the power of creativity.	16

Learning activities: The learning experience in this course will be individual and in groups; some directed by the instructor and others will be carried out individually by the students outside the classroom. Those carried out by the students will be held in the following way:

1. Collaborative work inside the classroom to analyze and debate over the contents directed by the instructor.
2. Case methods to apply and evaluate the scope and limitations of the course contents.
3. Cooperative work outside the classroom to analyze cases and problem solution.
4. Learning based on structured and non-structured problems so the students learn to formulate problems and apply the course contents by generating solutions, working individually as well as in teams, starting from brainstorming.
5. Contents presentation by the instructor, avoiding at all costs its becoming a custom throughout the course.
6. Learning based on application projects in teams, so the students apply their knowledge in projects of their own interest.

Assessment criteria and procedures:

Students' performance throughout the course will be based on the following criteria:

- (7) The availability and cooperation manifested in concrete actions to achieve the learning objectives in each unit and the course's general objectives.
- (8) The commitment, honesty, seriousness, responsibility, quality, participation and creativity manifested when executing all learning activities developed throughout the course.
- (9) The ability and dexterity manifested to solve specific problems throughout the course.

Considering the criteria beformentioned, an assessment form is proposed:

Form	Instrument	Percentage
Problem questioning and solution	Individual and team tasks, such as questionnaires, essays, summaries, structured problems to solve and bibliographic or internet research.	35%
Problem solving	Individual objective tests: part exams and one final exam.	45%
Product request	Application, documental or field research project and a team report of the project.	20%
	TOTAL	100%

Bibliography

	Type	Title	Author	Publisher	Year
1	Text	Intelligence Reframed: Multiple Intelligences for the 21st Century	Howard Gardner	Basic Books	2000
2	Reference	Six hats to think	Edward De Bono	Ediciones Garnica	1999
3	Reference	Emotional Intelligence	Daniel Goleman P.	Bantam Books	1997



Course Program

Course Name: Culture I	Course ID: CS403
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Location in the curricular map: Second semester.

Course characteristics:

This course is applied to all 2004 college programs, regardless of their major, students will be exposed to a vision of art history, history of thought and history of culture, in a way that students will develop sensitivity towards artistic expressions.

This course is not intended for students to acquire or develop artistic abilities, they will know and understand how art works, their impact on culture and society in general.

However, if this comprehension and understanding of art is achieved, a sense of appreciation will be born towards thought and culture in their diverse expressions, with which a professional acquires a complete structure of thought.

General learning objectives:

At the end of this course the student is expected to:

Know:

The state of the art of culture (at a conceptual level)

The importance of culture in society.

The diverse stages in the development of art and its impact on society

The diverse phases of the development of thought and ideas.

Identify:

Culture as an inherent part of all social processes.

Art as an everyday demonstration of human life.

Art as a cultural demonstration and act of communication.

The context of the generation and transmission of knowledge.

Criteria to appreciate art that goes beyond beauty, expression and balance.

Develop:

Their capacity of analysis of the diverse cultural and artistic demonstrations of today's society.

Conceptual framework of the development of knowledge

Sensitivity and appreciation for artistic expressions that motivate to enjoy the forms of art that interest them.

Conceptual framework of art and expressions.

Ability to communicate in an oral and written form.

Thematic Content:	Hours
1. Theory of culture 1.1. Introduction and set up 1.2. Towards a concept of culture 1.3. Culture and communication 1.4. Virtual and dynamic culture 1.5. Cultural rights in globalization	12
2. History of the thought of ideas 2.1. The awakening of men 2.2. From antiquity to the Middle Ages 2.3. From 1942 to the 20th century 2.4. Postmodernism and the information era	10
3. History of Art 3.1. The classical and traditional 3.2 Antique art 3.3. The renaissance 3.4 Modern and contemporary art.	10

Learning activities: The learning experience in this course will be individual and in groups; some directed by the instructor and others will be carried out individually by the students outside the classroom. Those carried out by the students will be held in the following way:

1. Collaborative work inside the classroom to analyze and debate over the contents directed by the instructor.
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4. Learning based on structured and non-structured problems so the students learn to formulate problems and apply the course contents by generating solutions, working individually as well as in teams, starting from brainstorming.
5. Contents presentation by the instructor, avoiding at all costs its becoming a custom throughout the course.
6. Learning based on application projects in teams, so the students apply their knowledge in projects of their own interest.

Assessment criteria and procedures:

Students' performance throughout the course will be based on the following criteria:

- (7) The availability and cooperation manifested in concrete actions to achieve the learning objectives in each unit and the course's general objectives.
- (8) The commitment, honesty, seriousness, responsibility, quality, participation and creativity manifested when executing all learning activities developed throughout the course.
- (9) The ability and dexterity manifested to solve specific problems throughout the course.

Considering the criteria beformentioned, an assessment form is proposed:

Form	Instrument	Percentage
Problem questioning and solution	Individual and team tasks, such as questionnaires, essays, summaries, structured problems to solve and bibliographic or internet research.	35%
Problem solving	Individual objective tests: part exams and one final exam.	45%
Product request	Application, documental or field research project and a team report of the project.	20%
	TOTAL	100%

Bibliography

	Type	Title	Author	Publisher	Year
1	Text	History of art: Slipcased	Anthony H. W. Y Janson Janson	Harry N Abrams	2001
2	Reference	Hybrid cultures	Néstor García Canclini	Paidós	2000
3	Reference	Life and death of ideas: Short stories of western thought.	José María Valverde	Ariel	2003



Course Name: Financial Analysis	Course ID FZ400
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Location in the curricular map: Third semester

Course characteristics:
Develop an understanding of the financial statements of a company to facilitate decision-making. Basic financial statements. Tools and financial analysis areas. Profitability. Liquidity. Financial leverage. Activity.

General learning objectives:
At the end of this course the student is expected to:
Know and apply quantitative methods such as integral percentages, tendencies and simple reasons to analyze liquidity, profitability, working capital, and operation risks in financial structure.
Design a condensed yet detailed report with the results of a financial statement exam.
Build financial statements on the bases of generally accepted accounting principles, with valuation rules and their presentation and interpretation.
Develop the elaboration of a statement of changes of the financial situation, with the origin and application of money to evaluate the administration of cash money.
Elaborate a report or opinion of the financial statements.

Thematic Content:	Hours
Unit 1 Theoretical accounting of financial information	8
<ol style="list-style-type: none"> 1. Generally accepted accounting principles 2. Evaluation rules 3. Presentation rules 	
Unit 2 Fundamentals of Financial Statements	10
<ol style="list-style-type: none"> 1. Concept of Financial Statements 2. Objective of Financial Statements 3. Classification and meaning of the main Financial Statements 4. Brief study of the financial statement situation 5. Brief study of balance sheets 6. Brief study of the production cost and sales statement 	

	8
Unit 3 Fundamentals of the Financial Analysis and its methodology	
<ol style="list-style-type: none"> 1. Concept of Financial Analysis 2. Objectives of Financial Analysis 3. Limitations of Financial Analysis 4. Previous measures of the Financial Analysis 	22
Unit 4 Methods of Analysis	
<ol style="list-style-type: none"> 1. Method of tendencies <ol style="list-style-type: none"> a. Concept of method of tendencies b. Objectives of analysis and interpretation c. Mechanics to determine the changes in increase or decrease d. Graphic computer elaboration to interpret changes e. Interpretation of increase and decrease detecting the most relevant changes and how to give suggestions. f. Limitations of the method to file an opinion. g. Cases and exercises of applications 2. Overall percentage method <ol style="list-style-type: none"> a. Concept of overall percentage b. Objectives of analysis and interpretation c. Mechanics to determine the integration of the parts of financial statements d. Graphic elaboration in the analysis and objective interpretation of financial statements e. Interpretation of overall percentage detecting the important parts in Financial Statements. f. Cases and exercises of application. 3. Ratio Analysis method <ol style="list-style-type: none"> a. Concept of Ratio Analysis and or Standard Analysis b. Liquidity ratio to evaluate payment capacity c. Leverage ratio to evaluate other uses of resources in relation to own resources and its risk. d. Activities to evaluate the management of accounts receivable and inventory. e. Yield or profit ratio to analyze profits, assets productivity, the yield of the company and the stockholders. f. Du – Pont method as a formula to evaluate a company’s yield. g. Interpretation of ratio: liquidity, activity, leverage, profit, overall percentage analysis and trends. h. Cases and exercises of application. Use of the computing model. 	

<p>Unit 5 The Report</p> <ol style="list-style-type: none"> 1. Concept of report 2. Contents of a report 3. Attributes of a report presented to the management of a company. 4. Elaboration and presentation of a report. 	8
<p>Unit 6 Changes of a Financial Situation [CFS]</p> <ol style="list-style-type: none"> 1. Concept of the changes of a financial situation 2. Objectives of the CFS 3. Elements integrating the CFS 4. Bases to elaborate the CFS 5. Cases of application 6. The effect of the inflation of the CFS 	8

Learning activities: The learning experience in this course will be individual and in groups; some directed by the instructor and others will be carried out individually by the students outside the classroom. Those carried out by the students will be held in the following way:

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5. Contents presentation by the instructor, avoiding at all costs its becoming a custom throughout the course.
6. Learning based on application projects in teams, so the students apply their knowledge in projects of their own interest.

Assessment criteria and procedures:

Students' performance throughout the course will be based on the following criteria:

- (13) The availability and cooperation manifested in concrete actions to achieve the learning objectives in each unit and the course's general objectives.
- (14) The commitment, honesty, seriousness, responsibility, quality, participation and creativity manifested when executing all learning activities developed throughout the course.
- (15) The ability and dexterity manifested to solve specific problems throughout the course.

Considering the criteria beformentioned, an assessment form is proposed:

Form	Instrument	Percentage
Problem questioning and solution	Individual and team tasks, such as questionnaires, essays, summaries, structured problems to solve and bibliographic or internet research.	35%
Problem solving	Individual objective tests: part exams and one final exam.	45%
Product request	Application, documental or field research project and a team report of the project.	20%
	TOTAL	100%

Bibliography

	Type	Title	Author	Publisher	Year
1	Text 1	Analysis and interpretation of Financial Statements	A. Perdomo Moreno	Thomson	2000
2	Text 2	Analysis and interpretation of Financial Information	Alberto García Mendoza	Continental	2001
3	Text 3	Accounting Principles	Javier Romero	McGraw Hill	2002



Course Program

Course Name: Statistics	Course ID MA409
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Location in the curricular map: Third semester

Course characteristics:
Statistics provide important tools to gather relevant information that every decision-making process requires. Supported by computer systems, statistics have stopped being a field just for specialists or for high budget companies. The course implies theoretical and practical training and encourages the student to organize and summarize data, as well as making a decision when there is a large amount of information, examining just a small part of it. This course introduces the concept of variability.
Acknowledge statistics as a science in which the development and application of methods and the analysis and interpretation of quantitative information in social research is carried on in a way that the conclusions based on that information must be evaluated objectively through the laws of probability.

General learning objectives:
At the end of this course the student is expected to:
Know and apply the basic tools of analysis to continuously improve quality, the most common distribution models of probability in real life problems and SPSS, Excel and scientific calculator to process and analyze obtained information in research.
Design random samples for statistic inference. Calculate the size of a sample to make scientific estimates about the media and the population ratio. Try statistic hypothesis of the media and population ratio for large samples, as well as correlations of attributes in distribution X^2 .
Build graphs, calculus and interpret measurements of central and dispersion trends.
Develop solutions to probability problems applying the rules and concepts of the Theory of probability and combined analysis, calculate and interpret measurements of central and dispersion trends. Develop solutions to correlations between 2 variables to determine the type of correlation and determine the regression equation to make predictions.

Thematic Content:	Hours
<p>Unit 1 Statistics and Descriptive Statistics</p> <ol style="list-style-type: none"> 1. Meaning of the concept of Statistics and its importance. 2. Divisions in Statistics 3. Types of variables and measurement levels. 4. Data gathering. 5. Graphic tools in statistics 6. Construction of fequency distributions 7. Histograms and its interpretation. 8. Frequency polygons. 9. Other graphic presentations 10. Central trends measurements and its interpretation 11. Dispersion measurements and its interpretation 12. Normal: the most important distribution of probability. 	14
<p>Unit 2 Probability</p> <ol style="list-style-type: none"> 1. Concepts and focus on probability 2. Properties and rules of the Theory of Probability 3. Conditional Probability and independence 4. Bayesian Probability 5. Combined analysis 	12
<p>Unit 3 Sampling and sampling distribution. Hypothesis.</p> <ol style="list-style-type: none"> 1. Sampling distributions <ol style="list-style-type: none"> a. Sampling distribution of the media b. Expected value and variability c. Uniform distribution d. Binomial distribution. Applications e. Poisson distribution. Applications. f. X^2 Distribution. Applications. 2. Sampling <ol style="list-style-type: none"> a. Sample distribution of the media b. Standard error in the media c. Central media theorem d. Population media estimation e. Trustability interval for the media f. Determination of the size of the sample. 3. Hypothesis Testing <ol style="list-style-type: none"> a. Concept of hypothesis b. 5 step hypothesis testing c. Hypothesis testing for media and proportion. d. Parametric and non-parametric hypothesis testing 	16
<p>Unit 4 Linear and Simple Analysis of Correlation</p> <ol style="list-style-type: none"> 1. Concept of linear and simple analysis of correlation 2. Dispersion diagram 3. Correlation and determination coefficient 4. Regression equation and prediction 	8

Unit 5 SPSS

1. Designing a questionnaire
2. SPSS variable encoding
3. Information processing
4. Results analysis and interpretation

14

Learning activities: The learning experience in this course will be individual and in groups; some directed by the instructor and others will be carried out individually by the students outside the classroom. Those carried out by the students will be held in the following way:

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5. Contents presentation by the instructor, avoiding at all costs its becoming a custom throughout the course.
6. Learning based on application projects in teams, so the students apply their knowledge in projects of their own interest.

Assessment criteria and procedures:

Students' performance throughout the course will be based on the following criteria:

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	TOTAL	100%

Bibliography

	Type	Title	Author	Publisher	Year
1	Text	Statistics for Administration	M. Berenson, D, Levine, T. Krehbiel	Prentice Hall	2001
2	Reference	Statistics for Administration and Economy	Douglas A. Lind, Robert D. Mason, William G. Marchal	Alfa y Omega	2004
3	Reference	Statistics	Mario Triola	Pearson	2004
4	Reference	Statistics applied to Administration and Economy	David K. Hildelbrand, R. Lyman Ott	Pearson	1998



Course Program

Course Name: Marketing Management	Course ID MK400
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Location in the curricular map: Third semester

Course characteristics:
 Introduce the student to the field of marketing and its atmosphere. Information Systems and market research. Market segmentation and demography. Consumer's purchasing behavior and the business market. Study planning and product development. Product strategies. Brands, containers and other product characteristics. Price determination. Strategies and policies on price fixation. Distribution channels administration. Wholesale. Retail. Physical distribution administration. Promotional programs. Personal sales administration. Concept management in the advertising administration area. Service marketing and international marketing.

General learning objectives:
 At the end of the course the student is expected to:
Know and apply the important concepts of marketing in the organization context. **Design** product strategies, advertising, prices and market.
Build marketing applications on the following problems: sales, advertising, distribution channels, new products, brands, promotions, concept development market segmentation, industrial market and consumers market.
Develop a marketing mixture for a company and its products, analyzing the marketing situation and establishing it in a Marketing Plan.

Thematic Content:	Hours
Unit 1: The Essence of the Marketing Management	11
1. Today's marketing. 2. Value creation to satisfy and keep customers. 3. Strategic planning towards the market.	
Unit 2: Consumer satisfaction, value and retention.	18
1. Measuring market demand, market research 2. Analysis of the marketing environment 3. Consumer's market and behavior	

<ul style="list-style-type: none"> 4. Business market and purchasing behavior 5. Competitive strategies 6. Market segmentation and goals 	
Unit 3: Marketing Strategy <ul style="list-style-type: none"> 1. Position during a lifetime cycle 2. Research and product development 3. Global Marketing 	9
Unit 4: Marketing Decision-making <ul style="list-style-type: none"> 1. Product lines and brands 2. Marketing Service 3. Price decisions 	10
Unit 5: Marketing Administration. <ul style="list-style-type: none"> 1. Distribution channels administration 2. Retail, wholesale and logistics administration 3. Advertising, promotions and public relations administration 4. Direct and linear marketing administration. 	16

Learning activities: The learning experience in this course will be individual and in groups; some directed by the instructor and others will be carried out individually by the students outside the classroom. Those carried out by the students will be held in the following way:

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2. Case methods to apply and evaluate the scope and limitations of the course contents.
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5. Contents presentation by the instructor, avoiding at all costs its becoming a custom throughout the course.
6. Learning based on application projects in teams, so the students apply their knowledge in projects of their own interest.

Assessment criteria and procedures:

Students' performance throughout the course will be based on the following criteria:

- (7) The availability and cooperation manifested in concrete actions to achieve the learning objectives in each unit and the course's general objectives.
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- (9) The ability and dexterity manifested to solve specific problems throughout the course.

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Form	Instrument	Percentage
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Product request	Application, documental or field research project and a team report of the project.	20%
	TOTAL	100%

Bibliography

	Type	Title	Author	Publisher	Year
1	Text 1	Marketing	Charles W. Lamb, Joseph F. Hair, Carl McDaniel	Thomson	2002
2	Text 2	Marketing Direction	Philip Kotler	Prentice Hall	2000
3	Text 3	Marketing Management	Michael R. Czinkota, Masaaki Kotabe	Thomson	2001



Course Name: Labor Law and Social Security	Course ID DE401
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Location in the curricular map: Third semester

Course Characteristics:
The principles that rule the field of Labor Law, its constitutional foundation, the judicial structure of individual working relations, working conditions, workers and employers, the work of women and minors, the judicial structure of special work, as well as the regulations of the Social Security laws, retirement system, and Housing Institution for Workers (INFONAVIT), in order to take the right decision that may affect the workers and the company in relation to working obligations.

General learning objectives:
At the end of this course the student is expected to:
Know the contents of labor law in relation to the Federal Labor Law and the Social Security Law and apply this knowledge in cases and situations created in the classroom for better understanding of the topic.
Design a comprehensive model of the operations of working individuals, working conditions, and the workers and employers obligations.
Build a scheme to calculate compensations when firing a worker, to calculate Social Security rates of workers and employers.
Develop an elemental procedure to detect the implicit and explicit benefits of the Social Security Laws for the different systems applicable to workers; a scheme to analyze the central elements of article number 123 in the Constitution.

Thematic Content:	Hours
Unit 1 Labor Law and Article 123 of the Constitution	8
<ol style="list-style-type: none"> 1. Concept of Labor Law 2. Location of Labor Law within the branches of Law. 3. General Principles of labor law <ol style="list-style-type: none"> a. Analysis of Constitution Article 123: a social security. b. Section A of Constitution Article 123 c. Section B of Constitution Article 123 	12

<p>Unit 2 Individual working relations</p> <ol style="list-style-type: none"> 1. Elements of the individual working relations 2. Training and validity requirements of individual working relations 3. The length of a working relation 4. Suspension of the working relation 5. Termination of the working relation 6. Rescission of the working relation 7. Working actions 	10
<p>Unit 3 Working Conditions</p> <ol style="list-style-type: none"> 1. Working shift 2. Holidays 3. Vacations 4. Wages 5. Productivity bonuses 6. Share of profits 7. Social Security 	10
<p>Unit 4 Rights and obligations of Workers and Employers.</p> <ol style="list-style-type: none"> 1. General rights and obligations 2. Housing rights 3. Training rights 4. Preference, seniority and promotions rights 5. Savings Retirement System right 	8
<p>Unit 5 Working women and minors</p> <ol style="list-style-type: none"> 1. Constitutional fundamentals to protect working women and minors 2. Legal regulations for working women 3. Legal regulations for working minors 	16
<p>Unit 6 Social Security</p> <ol style="list-style-type: none"> 1. Insurance regimes 2. Labor quota calculus for workers and employers 3. Wages 4. Established capital 5. About health and maternity insurance 6. About life and disability insurance 7. About retirement insurance, and employment at advanced age and seniors 8. About day care insurance 9. Social benefits 10. The Savings Retirement System 11. Housing Institution for Workers (INFONAVIT) 12. Local taxes on payroll 	

Learning activities: The learning experience in this course will be individual and in groups; some directed by the instructor and others will be carried out individually by the students outside the classroom. Those carried out by the students will be held in the following way:

1. Collaborative work inside the classroom to analyze and debate over the contents directed by the instructor.
2. Case methods to apply and evaluate the scope and limitations of the course contents.
3. Cooperative work outside the classroom to analyze cases and problem solution.
4. Learning based on structured and non-structured problems so the students learn to formulate problems and apply the course contents by generating solutions, working individually as well as in teams, starting from brainstorming.
5. Contents presentation by the instructor, avoiding at all costs its becoming a custom throughout the course.
6. Learning based on application projects in teams, so the students apply their knowledge in projects of their own interest.

Assessment criteria and procedures:

Students' performance throughout the course will be based on the following criteria:

- (7) The availability and cooperation manifested in concrete actions to achieve the learning objectives in each unit and the course's general objectives.
- (8) The commitment, honesty, seriousness, responsibility, quality, participation and creativity manifested when executing all learning activities developed throughout the course.
- (9) The ability and dexterity manifested to solve specific problems throughout the course.

Considering the criteria before mentioned, an assessment form is proposed:

Form	Instrument	Percentage
Problem questioning and solution	Individual and team tasks, such as questionnaires, essays, summaries, structured problems to solve and bibliographic or internet research.	35%
Problem solving	Individual objective tests: part exams and one final exam.	45%
Product request	Application, documental or field research project and a team report of the project.	20%
	TOTAL	100%

Bibliography

	Type	Title	Author	Publisher	Year
1	Text 1	Labor Law Section 1	Néstor del Buen Lozano	Porrúa	1994
2	Text 2	Federal Labor Law	Juan Climent	Esfinge	1998
3	Text 3	Social Security's New Law and Regulations	Mexican Institute of Social Securities	MISS	2004
4	Text 4	New Federal Labor Law	Baltasar Cavazos Flores	Trillas	2003



Course Name: Man and Environment	Course ID HU400
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Location in the curricular map: Third semester

Course characteristics:
 This course is focused on the reflection of how men are related to their natural environment and it analyzes the changes in the environment as a result of men's activities. Students are expected to look for and develop mechanisms to improve these changes, perceive the planet's self regulatory capacity and value themselves as capable of modifying the environment in different directions. The fundamental values to promote are: observation, tolerance, communication and respect for those who are different from us.

General learning objectives:
 At the end of this course the student is expected to:
Know the impact that the human being has on the environment with the dominating development and **apply** an environmental-educational proposal that will improve the relation man-society-nature in a specific time.
Design alternate development models to value and achieve an adequate social sustainability towards natural spaces.
Build a commitment formula that reflects a personal and professional responsibility when transforming the environment.
Develop a serious and profound review of the context and establish priorities freely as an individual that is part of a society, always pursuing the well being of others in order to get closer to society and the environment.

Thematic Content:	Hours
Unit 1 Getting close with regional environment 1 Natural landscaping <ul style="list-style-type: none"> ▪ The region's ecosystems ▪ The value of the regional ecosystems 2 Transforming landscapes <ul style="list-style-type: none"> ▪ The city's first decades ▪ Expansion and development ▪ Current situation 3 Environmental crisis	20

the following way:

1. Collaborative work inside the classroom to analyze and debate over the contents directed by the instructor.
2. Case methods to apply and evaluate the scope and limitations of the course contents.
3. Cooperative work outside the classroom to analyze cases and problem solution.
4. Learning based on structured and non-structured problems so the students learn to formulate problems and apply the course contents by generating solutions, working individually as well as in teams, starting from brainstorming.
5. Contents presentation by the instructor, avoiding at all costs its becoming a custom throughout the course.
6. Learning based on application projects in teams, so the students apply their knowledge in projects of their own interest.

Assessment criteria and procedures:

Students' performance throughout the course will be based on the following criteria:

(7) The availability and cooperation manifested in concrete actions to achieve the learning objectives in each unit and the course's general objectives.

(8) The commitment, honesty, seriousness, responsibility, quality, participation and creativity manifested when executing all learning activities developed throughout the course.

(9) The ability and dexterity manifested to solve specific problems throughout the course.

Considering the criteria before mentioned, an assessment form is proposed:

Form	Instrument	Percentage
Problem questioning and solution	Individual and team tasks, such as questionnaires, essays, summaries, structured problems to solve and bibliographic or internet research.	35%
Problem solving	Individual objective tests: part exams and one final exam.	45%
Product request	Application, documental or field research project and a team report of the project.	20%
	TOTAL	100%

Bibliography

	Type	Title	Author	Publisher	Year
1	Text 1	Environmental Sciences. Ecology and Sustainable Development	Bernard Nebel, Richard Wright	Pearson Prentice Hall	1999
2	Text 2	Environmental Science and Sustainable Development	Ernesto Enkerlin	Thomson	1997
3	Text 3	Environmental Science Preserving Earth	G. Tyler Miller	Thomson	2002
4	Reference	Ecology and Environment	G. Tyler Miller	Iberoamericana	1994



Course Program

Course Name: Culture II	Course ID: CS404
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Location in the curricular map: Third semester

Course Characteristics:

This course is applied to all college programs, regardless of their major, students will be exposed to a vision of the arts. This course is not intended for students to acquire or develop artistic abilities, but to know and understand how art works. However, if this comprehension and understanding of art is achieved, a sense of appreciation will be born towards art in its diverse expressions, with which a professional acquires a complete structure of thought.

General learning Objectives:

At the end of this course the student is expected to:

Know:

- * The four great sides of Art.
- * The social context and the development of artistic disciplines. Identify:
 - * The different art disciplines
 - * The diverse genres in art
 - * The principal aesthetic proposals
 - * The formal, cultural and semantic level of artwork and/or the artistic demonstration.

Develop:

- * An appreciation for artistic expressions.
- * Opinions and points of view on artistic expressions that go beyond taste or aesthetic appreciation.
- * Body Language
- * Oral and written communication.

Thematic Content: 1. Scenic arts.	Hours:
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1.1. Introduction and course set up. 1.2. Theater. 1.3. Dancing. 1.4. Opera.	8
2. Visual Arts. 2.1. Photography. 2.2. Cinema. 2.3. Painting. 2.4. Sculpting.	8
3. Literature. 3.1. Literature, creation and critical literature. 3.2. Literature genre. 3.3. Select topics of Literature.	8
4. Music. 4.1. Music and its language. 4.2. Elements in a musical: melody, harmony, rhythm and lyrical structure. 4.3. Musical genres, their expressions and evolutions.	8

Learning activities: The learning experience in this course will be individual and in groups; some directed by the instructor and others will be carried out individually by the students outside the classroom. Those carried out by the students will be held in the following way:

7. Collaborative work inside the classroom to analyze and debate over the contents directed by the instructor.
8. Case methods to apply and evaluate the scope and limitations of the course contents.
9. Cooperative work outside the classroom to analyze cases and problem solution.
10. Learning based on structured and non-structured problems so the students learn to formulate problems and apply the course contents by generating solutions, working individually as well as in teams, starting from brainstorming.
11. Contents presentation by the instructor, avoiding at all costs its becoming a custom throughout the course.
12. Learning based on application projects in teams, so the students apply their knowledge in projects of their own interest.

Assessment criteria and procedures:

Students' performance throughout the course will be based on the following criteria:

(7) The availability and cooperation manifested in concrete actions to achieve the learning objectives in each unit and the course's general objectives.

(8) The commitment, honesty, seriousness, responsibility, quality, participation and creativity manifested when executing all learning activities developed throughout the course.

(9) The ability and dexterity manifested to solve specific problems throughout the course.

Considering the criteria before mentioned, an assessment form is proposed:

Form	Instrument	Percentage
Problem questioning and solution	Individual and team tasks, such as questionnaires, essays, summaries, structured problems to solve and bibliographic or internet research.	35%
Problem solving	Individual objective tests: part exams and one final exam.	45%
Product request	Application, documental or field research project and a team report of the project.	20%
	TOTAL	100%

Bibliography

	Type	Title	Author	Publisher	Year
1	Text	History of art: Slipcased.	Anthony H. W. y Janson Janson	Harry N Abrams	2001
2	Reference	Understanding music.	Jeremy Judkin	Prentice-Hall	2001
3	Reference	Bedford Introduction to Literature: Reading, Thinking, Writing.	Michael Meyer	Bedford/St. Martin's	2001



Course Name: Costs	Course ID CO400
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Location in the curricular map: Fourth semester

Course Characteristics:
Understand and apply the technical and analytical concepts and costs accumulation methods that allow the generation of information to determine unitary costs and the total of goods and/or services that will detect opportunity areas for reducing costs. Know the principal characteristics and the information flux and reports of a system of costs by orders and processes elaborating the cost of production and sale. Know the cost assignment procedures for coproducts and subproducts. Know the basic standard accounting concepts and procedures, as well as the variation analysis of the 3 elements of cost, thus explaining its responsible causes. Analyze the different alternatives to assign manufacturing costs, including costs' activities.

General learning objectives:
At the end of this course the student is expected to:
Know and apply the principal accounts of cost accounting, the elements integrating the cost of production, the cost of systems and its classification.
Elaborate the production department operations, the accounts of cost accounting to apply them in costs by processes and by production orders.
Construct a system of costs that correspond to the production of a determined type of company or industry.
Develop applications to determine unitary costs, the total cost of production, sales price, planning, budgeting and decision-making where the elements of cost intervene.
Design alternatives to assign manufacturing expenses including costs' activities.

Thematic Contents:	Hours
Unit 1 Elements of Cost	12
<ol style="list-style-type: none"> 1. Meaning, origen and the purpose of cost accounting 2. Direct and indirect material 3. Direct and indirect labor 4. Indirect manufacturing charges 	
Unit 2 Bills and cost operations records	12
<ol style="list-style-type: none"> 1. Concept and nature of bills 2. Concepts for charges and payments 3. Salary and its meaning 4. Entries, ledgers 5. Determination of the total cost and the sale of a product 	
Unit 3 Financial Statements in Cost Accounting	12
<ol style="list-style-type: none"> 1. Meaning 2. Production and sales cost 3. Profit and Loss statement 4. Balance Sheet 5. Attachments and relations 	
Unit 4 System of costs, classification. Process and order costs.	14
<ol style="list-style-type: none"> 1. Meanings 2. Clasification, depending on the time it is registered 3. Clasification, depending on its continuity 4. Meaning for Process and Order costs 5. Types of production where the operations record is used 	
Unit 5 Variable and Activities Costing.	14
<ol style="list-style-type: none"> 1. Variable Costing 2. Type of production where the operations record is used. <ol style="list-style-type: none"> a. Activity costing operations. Applications. b. Activity based cost (ABC) concept c. Mechanisms and procedures using ABC d. Comparing results between ABC and traditional costing e. Quality and labor costs 	

Learning activities: The learning experience in this course will be individual and in groups; some directed by the instructor and others will be carried out individually by the students outside the classroom. Those carried out by the students will be held in the following way:

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9. Cooperative work outside the classroom to analyze cases and problem solution.
10. Learning based on structured and non-structured problems so the students learn to formulate problems and apply the course contents by generating solutions, working individually as well as in teams, starting from brainstorming.
11. Contents presentation by the instructor, avoiding at all costs its becoming a custom throughout the course.
12. Learning based on application projects in teams, so the students apply their knowledge in projects of their own interest.

Assessment criteria and procedures:

Students' performance throughout the course will be based on the following criteria:

(7) The availability and cooperation manifested in concrete actions to achieve the learning objectives in each unit and the course's general objectives.

(8) The commitment, honesty, seriousness, responsibility, quality, participation and creativity manifested when executing all learning activities developed throughout the course.

(9) The ability and dexterity manifested to solve specific problems throughout the course.

Considering the criteria before mentioned, an assessment form is proposed:

Form	Instrument	Percentage
Problem questioning and solution	Individual and team tasks, such as questionnaires, essays, summaries, structured problems to solve and bibliographic or internet research.	35%
Problem solving	Individual objective tests: part exams and one final exam.	45%
Product request	Application, documental or field research project and a team report of the project.	20%
TOTAL		100%

Bibliography

	Type	Title	Author	Publisher	Year
1	Text 1	Cost Accounting	Francisco Javier Calleja Bernal	Prentice Hall	2001
2	Text 2	Cost Accounting	Ortega A, Pérez de León	IMCP	1999
3	Reference	Costs for Managers and Directors	Cristóbal del Río	Thomson	2003



Course Name: Human Resource Management	Course ID RI400
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Location in the curricular map: Fourth semester

Course characteristics:
 Introduce and discuss the role of the human resources in an organization's general structure, as well as the internal organization of the functions and sub-functions of a human resources department, making emphasis in developing consciousness that the human resources manager is that who is in charge of a group of people regardless of the area they work in within the organization, and that is why it is necessary that they are linked to a management personnel and industrial relations system. The course includes: strategic planning of human resources, recruiting and selecting candidates, training and development, assessment of personal performance, compensation system for employees, hygiene and industrial safety, auditorship and human resources control.

General learning objectives:
 At the end of this course the student is expected to:
Know and apply the post analysis to generate post descriptions and requirements, post assessment and performance.
Design a handbook for the personnel integration system
Build models for Human Resources planning and Professional Career Development.
Develop solutions to specific problems in the planning process and in the human resources management.

Thematic Contents:	Hours
Unit 1 Human Resources Management	8
<ol style="list-style-type: none"> 1. Concepts and terminology 2. Background 3. Post Analysis: Description and requirements 	
Unit 2 Human Resources Planning	14
<ol style="list-style-type: none"> 1. Megatendencies 2. Strategic Planning 3. Concept of Human Resources Planning 4. Events in Human Resources Planning 	

5. Human Resources Models 6. Applications	
Unit 3 The Personnel Integration Process	18
1. Recruiting Personnel 2. Selecting Personnel 3. Personnel Induction 4. Personnel Training 5. Training Evaluation	
Unit 4 Compensation Management	14
1. Post Evaluation 2. Performance Evaluation 3. Merit Assessment 4. Incentive Management 5. Wages Management 6. Personnel Benefits	
Unit 5 Career Planning	10
1. Concept 2. Strategy 3. Application	

Learning activities: The learning experience in this course will be individual and in groups; some directed by the instructor and others will be carried out individually by the students outside the classroom. Those carried out by the students will be held in the following way:

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5. Contents presentation by the instructor, avoiding at all costs its becoming a custom throughout the course.
6. Learning based on application projects in teams, so the students apply their knowledge in projects of their own interest.

Assessment criteria and procedures:

Students' performance throughout the course will be based on the following criteria:

(7) The availability and cooperation manifested in concrete actions to achieve the learning objectives in each unit and the course's general objectives.

(8) The commitment, honesty, seriousness, responsibility, quality, participation and creativity manifested when executing all learning activities developed throughout the course.

(9) The ability and dexterity manifested to solve specific problems throughout the course.

Considering the criteria before mentioned, an assessment form is proposed:

Form	Instrument	Percentage
Problem questioning and solution	Individual and team tasks, such as questionnaires, essays, summaries, structured problems to solve and bibliographic or internet research.	35%
Problem solving	Individual objective tests: part exams and one final exam.	45%
Product request	Application, documental or field research project and a team report of the project.	20%
	TOTAL	100%

Bibliography

	Type	Title	Author	Publisher	Year
1	Text 1	Personnel and Human Resources Management	William Werther Jr. Keith Davis	Thomsom	2001
2	Text 2	Personnel Management	Gary Dessler	Prentice Hall	2001
3	Reference	The Culture of Latin Organizations	Anabella Dávila, Nora H. Martínez	Siglo XXI	1999



Course Name: Human Behavior in the Organization	Course ID RI401
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Location in the curricular map: Fourth semester

Course characteristics:
Stress the importance of a person and the relations of the organizational behavior. Understand what is culture in an organization through the analysis of its diverse elements. Analyze the elements concerning individual motivation and satisfaction in the organizations. Understand management styles and be able to make a comparison analysis of its main currents. Understand the variables in the social process and get to know some of the tools that are very useful to every executive involved in group management. Develop consciousness that when adopting new focuses on human resources management, life quality enrichment and improvement in work will be achieved. Make a social-economical analysis of the factors in human resources internationalization.

General learning objectives:
At the end of this course the student is expected to:
Know and apply personnel motivation functions, change communication and management in the organizations.
Design scheme analysis to detect the type of leadership in a working group and management styles.
Build comparisons on diverse theories about motivation and the conditions on how it works.
Develop a social-economical analysis of the factors in human resources internationalization.

Thematic Content:	Hours
Unit 1 Fundamentals of the Organizational Behavior	12
1. Dynamics of People and organizations	
2. Organizational Behavior Models	
3. Communication Management	
4. Social Systems and Organizational Culture	
Unit 2 Motivation Systems and Rewards	14
1. Motivation	
2. Remuneration evaluation and performance	
Unit 3 Leadership and Empowerment	10

<ul style="list-style-type: none"> 1. Leadership 2. Empowerment and participation 	
Unit 4 Individual, interpersonal and Group Behavior <ul style="list-style-type: none"> 1. Employee attitudes and their effects 2. Problems between organizations and individuals 3. Interpersonal behavior 4. Formal and informal work-groups. 5. Teams and effective working teams 	12
Unit 5 Change and its effects <ul style="list-style-type: none"> 1. Change management 2. Stress and counseling 	10
Unit 6 Emergent Aspects of the Organizational Behavior <ul style="list-style-type: none"> 1. Transcultural Organizational Behavior 2. Organizational Behavior in perspective 	6

Learning activities: The learning experience in this course will be individual and in groups; some directed by the instructor and others will be carried out individually by the students outside the classroom. Those carried out by the students will be held in the following way:

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4. Learning based on structured and non-structured problems so the students learn to formulate problems and apply the course contents by generating solutions, working individually as well as in teams, starting from brainstorming.
5. Contents presentation by the instructor, avoiding at all costs its becoming a custom throughout the course.
6. Learning based on application projects in teams, so the students apply their knowledge in projects of their own interest.

Assessment criteria and procedures:

Students' performance throughout the course will be based on the following criteria:

(7) The availability and cooperation manifested in concrete actions to achieve the learning objectives in each unit and the course's general objectives.

(8) The commitment, honesty, seriousness, responsibility, quality, participation and creativity manifested when executing all learning activities developed throughout the course.

(9) The ability and dexterity manifested to solve specific problems throughout the course.

Considering the criteria before mentioned, an assessment form is proposed:

Form	Instrument	Percentage
Problem questioning and solution	Individual and team tasks, such as questionnaires, essays, summaries, structured problems to solve and bibliographic or internet research.	35%
Problem solving	Individual objective tests: part exams and one final exam.	45%
Product request	Application, documental or field research project and a team report of the project.	20%
	TOTAL	100%

Bibliography

	Type	Title	Author	Publisher	Year
1	Text 1	Human Behavior at Work	Keith Davis y John W. Newstrom	McGraw Hill	2003
2	Text 2	Organizational Behavior	Stephen P. Robbins	Prentice Hall	1999
3	Text 3	Fundamentals of Organizational Behavior	Andrews J. Dubrin	Thomson	2003
4	Text 4	Organizational Behavior	Don Hellriegel, John W. S. Slocum, Richard W. Woodman	Thomson	2004



Course Name: Quantitative Models	Course ID MA408
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Location in the curricular map: Fourth semester

Course characteristics:
 Stress the importance of the application of quantitative models in organizations as a basic tool to facilitate decision-making. The course presents an introduction to quantitative models, most common applications, types of models and their importance, analysis and screening of quantitative models emphasizing on problem analysis and meaning, model formulation, linear programming, transportation and assignment models, project control, waiting line theory. The course also focuses on value chain and forecasting management. Quantitative focus to solve problems in decision-making and the evaluation of alternative solutions are key responsibilities in upper management, which begins when a problem is detected; problem definition, formulate objectives and acknowledge restrictions to evaluate alternatives. Once the previous steps are covered, the best apparent action course can be selected, i.e., the one that leads us to an optimal solution.

General learning objectives:
 At the end of this course the student is expected to:
 Obtain a general vision when applying the Quantitative Models in manufacturing and service Business Administration.
Know and Apply real application projects on quantitative techniques covered during the course.
Design a scheme to apply the Box and Jenkins methodology to select the best model in a particular situation.
Build a conceptual framework for a systematic focus of the function of the models to solve problems due to restrictions and thus, generate competitive advantages for businesses.
Develop an appropriate approach of the regression analysis and make the necessary statistic tests. Apply the different options in the time series analysis.

Thematic Content: Unit 1 Quantitative models in Business Administration 1. Quantitative Analysis	Hours 8
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<ul style="list-style-type: none"> 2. Different types of models and its meaning 3. Model building 4. Model use and implant 5. Restricted optimization Model 	
<p>Unit 2 Programming Methods</p> <ul style="list-style-type: none"> 1. Graphic Method 2. Simplex Method 3. Transportation Method 4. Assignment Method. 5. Project Administration 6. Decision Models 	26
<p>Unit 3 Supply Chain Management. Fundamental concepts</p> <ul style="list-style-type: none"> 1. History and evolution of the supply chain management 2. Collaborative planning 3. Administration basics 4. Performance meassures 5. Variance and dependent events 6. Quality administration basics 7. Operational environment 8. Management limitations 9. Transformation design and management 	8
<p>Unit 4 Supply chain management: improvement</p> <ul style="list-style-type: none"> 1. Planning, control and improvement of the supply chain 2. Synchronized supply chain 3. Supplier relationships 4. Quality Administration 5. Group works 6. Materials management 7. Purchasing and distribution 8. Information technology and supply chain management 	10
<p>Unit 5 Forecastings</p> <ul style="list-style-type: none"> 1. Introduction to forecasting models 2. Time series 3. Casual Models 4. Box and Jenkins 	12

Learning activities: The learning experience in this course will be individual and in groups; some directed by the instructor and others will be carried out individually by the students outside the classroom. Those carried out by the students will be held in the following way:

1. Collaborative work inside the classroom to analyze and debate over the contents directed by the instructor.
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4. Learning based on structured and non-structured problems so the students learn to formulate problems and apply the course contents by generating solutions, working individually as well as in teams, starting from brainstorming.
5. Contents presentation by the instructor, avoiding at all costs its becoming a custom throughout the course.
6. Learning based on application projects in teams, so the students apply their knowledge in projects of their own interest.

Assessment criteria and procedures:

Students' performance throughout the course will be based on the following criteria:

(7) The availability and cooperation manifested in concrete actions to achieve the learning objectives in each unit and the course's general objectives.

(8) The commitment, honesty, seriousness, responsibility, quality, participation and creativity manifested when executing all learning activities developed throughout the course.

(9) The ability and dexterity manifested to solve specific problems throughout the course.

Considering the criteria before mentioned, an assessment form is proposed:

Form	Instrument	Percentage
Problem questioning and solution	Individual and team tasks, such as questionnaires, essays, summaries, structured problems to solve and bibliographic or internet research.	35%
Problem solving	Individual objective tests: part exams and one final exam.	45%
Product request	Application, documental or field research project and a team report of the project.	20%
	TOTAL	100%

Bibliography

	Type	Title	Author	Publisher	Year
1	Reference	Quantitative Analysis for Management.	Barry Render; Ralph M. Stair, Jr	Prentice Hall	2005
2	Reference	Basics of Supply Chain Management	Lawrence D. Fredendall, E. Hill	The St. Lucie Press / Aspics Series	2001
3	Reference	Management Quantitative Models	K.R. Davis y Patrick McKeown	Ibero-América	2000
4	Reference	Business Forecasting	J. E. Hanke, A.G. Reitsch	Prentice Hall	2005
5	Reference	Forecasting	Spiro Makridakis, Steven C Wheelwright, Rob. J.	Wiley	1998

			Hyndman		
6	Reference	Introduction to Management Quantitative Models	David R. Anderson, Dennis J. Weeney, Thomas A. Williams	South Western	2000



Course Name: Franchise and Small and Medium Industry (PYMES) Management	Course ID AD401
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Location in the curricular map: Fourth semester

Course characteristics:
Study of small businesses by analyzing its environmental main factors, the financial and technical support that favors the business and the tools for the development of small businesses. In the franchise field, the student will get to know its development in Mexico, Latin America and the rest of the world, as well as the franchise legal framework.

General learning objectives:
At the end of this course the student is expected to:
Know and apply intervention methodologies in small businesses.
Design an intervention Project in small businesses and an operations Project of the franchise system.
Build a practical system for the development/purchase of a franchise.
Develop a business Project of a franchise system.

Thematic Content:	Hours
Unit 1 Small Businesses: importance, characteristics, environment and profile. 1. Importance and characteristics of small businesses 2. Small Businesses and their environment 3. Profile of a successful businessperson. 4. Businesspeople in the new millennium	8
Unit 2 Types of businesses, property and support. 1. Acquiring a property for small businesses 2. Initial and purchasing opportunities 3. Family Businesses 4. Opportunities for family businesses 5. Support Organizations	8
Unit 3. Developing a plan for new businesses 1. The role of the business plan 2. Marketing plan development 3. Selecting the legal part of an organization 4. Selecting the human equipment 5. Facility planning and location 6. Accounting and financial requirements	14

7. Financing sources 8. Marketing small businesses [product, price, market, promotion] 9. Quality Management	
Unit 4. Administration of Small Businesses 1. The administrating tool 2. Functional areas of small businesses 3. Intervention methodologies in small businesses 4. Intervention Project of small businesses	8
Unit 5 Franchises: systems, evaluation and legal aspects. 1. The franchise system 2. Franchising opportunities 3. Franchise evaluation 4. Legal aspects of the franchise system	12
Unit 6 Franchise Systems Operation 1. Operation design of the franchise system 2. The franchise system business 3. Recommendations for the success of a franchise system 4. Practical concept for franchise development and/or purchase.	14

Learning activities: The learning experience in this course will be individual and in groups; some directed by the instructor and others will be carried out individually by the students outside the classroom. Those carried out by the students will be held in the following way:

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5. Contents presentation by the instructor, avoiding at all costs its becoming a custom throughout the course.
6. Learning based on application projects in teams, so the students apply their knowledge in projects of their own interest.

Assessment criteria and procedures:

Students' performance throughout the course will be based on the following criteria:

(7) The availability and cooperation manifested in concrete actions to achieve the learning objectives in each unit and the course's general objectives.

(8) The commitment, honesty, seriousness, responsibility, quality, participation and creativity manifested when executing all learning activities developed throughout the course.

(9) The ability and dexterity manifested to solve specific problems throughout the course.

Considering the criteria before mentioned, an assessment form is proposed:

Form	Instrument	Percentage
Problem questioning and solution	Individual and team tasks, such as questionnaires, essays, summaries, structured problems to solve and bibliographic or internet research.	35%
Problem solving	Individual objective tests: part exams and one final exam.	45%
Product request	Application, documental or field research project and a team report of the project.	20%
	TOTAL	100%

Bibliography

	Type	Title	Author	Publisher	Year
1	Text 1	Small Businesses Management	Justin C.Longenecker, Carlos W. Moore, J. William Petty	Thomson	2001
2	Text 1	Small and Medium Businesses Management	Joaquín Rodríguez Valencia	Thomson	2002
3	Text 2	Small Business Management	Sérvulo Anzola Rojas	McGraw Hill	1993
4	Text 3	The franchise experience	Enrique González Calvillo	McGraw Hill	1994
5	Text 4	Franchises	Casa F. Y M. Castabo	Gestión	2001



Course Name: Administrative Accounting	Course ID: CB402
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Placement in curricular map: Fifth Semester

Course Characteristics:
Develop in students and understanding of the use of different cost concepts for short-term decision making, mastering decisions in which they mainly need to use the cost-volume-profit model, as well as cost planning and managing, specifically costs that involve new manufacturing models and analyzing different scenarios that could affect the company's future profits.

General Learning Objectives:
At the end of this course the student is expected to:

Know and apply: the scientific method in decision making using elements of short term, planning and managing of costs.

Discern the type of cost to be applied in the analysis of a situation to make the most adequate decision. .

Build: different possible scenarios that could affect the company's future profits such as Price setting and resource optimizing.

Develop a mastering of the cost-volume-profit model and a cost system in new manufacturing models.

Thematic Content:	Hours
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<p>Unit 1. Introduction to Administrative Accounting.</p> <p>1.1 Administrative and Financial Accounting concepts.</p> <p>1.2 Discrepancy</p> <p>1.3 The role of Administrative Accounting.</p> <p>1.4 The role of accounting information in competing companies.</p> <p>1.5 Accountants' attitude toward Administrative Accounting.</p>	4
<p>Unit 2. Cost Behavior. Classification.</p> <p>2.1 Basic cost concepts.</p> <p>2.2 Cost classification: direct, indirect, variable, fixed, semi-variable, submerged, opportunity, irrelevant, relevant, and extinct costs, among others.</p> <p>2.3 Semi-variable segmentation methods.</p> <p>2.4 Applications.</p>	12
<p>Unit 3. Cost Accounting Systems</p> <p>3.1 Fundamentals of Direct and Absorbing Cost Accounting.</p> <p>3.2 Determining of profit under Direct and Absorbing Cost Accounting.</p> <p>3.3 Conciliation of profit under Direct and Absorbing Cost Accounting.</p> <p>3.4 Advantages and disadvantages of direct Cost Accounting.</p> <p>3.5 Direct Cost Accounting before tax laws (I.S.R.)</p> <p>3.6 Direct Cost Accounting and Financial Information Norms.</p> <p>3.7 Cost determining and assigning based on activity.</p> <p>3.8 Exercises and Cases.</p>	12
<p>Unit 4 Cost Volume Profit Model Analysis.</p> <p>4.1 Accountable point of balance.</p> <p>4.2 Point of balance estimation.</p> <p>4.3 Model suppositions.</p> <p>4.4 Profit planning and cost-volume-profit relation.</p> <p>4.5 Strategy simulation about the base of variable changes in unit costs, price, fixed costs, volume.</p> <p>4.6 Balance Point in several product lines.</p> <p>4.7 Cost structure and the degree of the operational lever.</p> <p>4.8 Exercises and Cases.</p>	12
<p>Unit 5 The role of administrative information in Short-Term decision making.</p> <p>5.1 Importance of information in Decision Making before Globalization and the economy.</p> <p>5.2 Marginal Analysis</p> <p>5.3 Opportunity costs.</p> <p>5.4 Different short-term decision situations.</p> <p>5.5 Exercises and Cases.</p>	12
<p>Unida 6 Costos en los Nuevos Ambientes de la Manufactura</p> <p>6.1 La competitividad, la nueva economía.</p>	12

6.2 Los nuevos ambientes de manufactura. 6.3 Planeación y Administración de Costos 6.4 ABC 6.5 Justo a Tiempo 6.6 Ejercicios y casos	
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Learning Activities:

The learning experience in this course will be individual and in groups; some directed by the instructor and others will be carried out individually by the student outside the classroom. Those carried out by students will be held in the following way:

1. Collaborative work in the classroom to analyze and debate over course content under instructor supervision.
2. Case methods to apply and assess the scope and limitations of the course content.
3. Cooperative work outside the classroom to analyze cases and problem solving.
4. Learning based on structured and non-structured problems in order for students to learn formulate problems and the course content by generating solutions, working individually as well as in groups, after brainstorming.
5. Content presentation by the instructor, avoiding at all cost its becoming a custom throughout the course
6. Learning based on application projects in groups in order for students to apply their knowledge in these projects.

Assessment criteria and procedures:

Students' performance throughout the course will be based on the following criteria:

1. The manifested willingness and cooperation with concrete actions to achieve the learning objectives of each unit of the course's general objective.
2. The manifested commitment, honesty, seriousness, responsibility, quality, participation, and creativity when executing all learning activities developed throughout the course.
3. The manifested ability and dexterity to solve specific problems throughout the course.

Considering the criteria mentioned above, the following assessment form is proposed:

Form	Instrument	Percentage
Interrogation and problem solving.	Individual and group assignments, in the form of questionnaires, essays, structured problems to solve biographical or internet research	35%
Problem solving	Individual objective tests: partial and final exam.	45%
Product Request	Application, documental or field research project and individual or group report of the project.	20%

Bibliography:

	Type	Title	Author	Publisher	Year
1	Text 1	Administrative Accounting	David Noel Ramírez Padilla	McGraw-Hill	2004
2	Text 3	Administrative Accounting	Carl Warren, James M. Reeve	Thomson	2005
3	Text 4	Introduction to management Accounting	Charles Horngreen, Gary Sudem, William Stratton	Prentice Hall. 12 ed	2006



Course Program

Course Name: Financial Framework	Course ID: IM400
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Placement in curricular map: 5th Semester

Course Characteristics:
Develop in students an understanding of the concepts related to taxes and their regimens, in order to correctly make decisions that affect tax payers, whether they are individuals or corporations.

General Learning Objectives:
At the end of this course the student is expected to:

Know and Apply the general state of the most important fiscal laws in the country related to individuals and corporations.

Identify the structure of the fiscal laws that will be studied.

Build: a fiscal strategy, that allows them to obtain the maximum financial fiscal benefits.

Develop an analysis of the studied fiscal regimens.

Apply calculations to determine ISR, IVA, IMPAC, and other state taxes that apply to the studied regimens.

Analyze the main procedure to detect implicit and explicit benefits found within fiscal laws for different fiscal regimens.

Make decisions in the analyzed fiscal situations and obtain benefits with an adequate fiscal plan.

Thematic Content:	Hours
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<p>Unit 1. Legal Tax Structure 1.1 Foundation, elements, and classification of tax-payers. 1.2 Tax elements. 1.3 Main taxes paid in Mexico</p>	<p>4</p>
<p>Unit 2. Personal Income ISR 2.1 Open-stock corporations 2.1.1 What is ISR? 2.1.2 Who are subject to ISR? 2.1.3 What is the object of ISR? 2.1.4 Point of income accumulation. 2.1.5 Annual ISR determination in a company. 2.1.5.1 Accumulative Income. 2.1.5.2 Authorized deductions. 2.1.5.3 Fiscal losses 2.1.5.4 Provisional payments 2.1.5.5 Annual ISR calculation 2.2 Individuals 2.2.1 Salaries and Wages 2.2.2 Professional Fees 2.2.3 Leases 2.2.4 Corporate Activities 2.3 Cases, exercises, and applications</p>	<p>16</p>
<p>Unit 3. Sales Tax IVA 3.1 Main Characteristics 3.1.1 Direct Tax 3.1.2 Consumption tax 3.2 Elements of IVA. 3.2.1 Subjects 3.2.2 Object 3.2.3 Base 3.2.4 Rates 3.3 Exempt acts. 3.4 Differences between being exempt and taxable with a 0% rate. 3.5 Provisional and current payment mechanics. 3.5.1 Determination of due balance. 3.5.2 Determination of credit 3.5.3 Credit treatment 3.6 Cases, exercises, and applications</p>	<p>12</p>
<p>Unit 4 Asset Tax.</p>	<p>8</p>

solving.

4. Learning based on structured and non-structured problems in order for students to learn formulate problems and the course content by generating solutions, working individually as well as in groups, after brainstorming.
5. Content presentation by the instructor, avoiding at all cost its becoming a custom throughout the course
6. Learning based on application projects in groups in order for students to apply their knowledge in these projects.

Learning Activities:

The learning experience in this course will be individual and in groups; some directed by the instructor and others will be carried out individually by the student outside the classroom. Those carried out by students will be held in the following way:

1. Collaborative work in the classroom to analyze and debate over course content under instructor supervision.
2. Case methods to apply and assess the scope and limitations of the course content.
3. Cooperative work outside the classroom to analyze cases and problem solving.
4. Learning based on structured and non-structured problems in order for students to learn formulate problems and the course content by generating solutions, working individually as well as in groups, after brainstorming.
5. Content presentation by the instructor, avoiding at all cost its becoming a custom throughout the course
6. Learning based on application projects in groups in order for students to apply their knowledge in these projects.

Assessment criteria and procedures:

Students' performance throughout the course will be based on the following criteria:

1. The manifested willingness and cooperation with concrete actions to achieve the learning objectives of each unit of the course's general objective.
2. The manifested commitment, honesty, seriousness, responsibility, quality, participation, and creativity when executing all learning activities developed throughout the course.
3. The manifested ability and dexterity to solve specific problems throughout the course.

Considering the criteria mentioned above, the following assessment form is proposed:

Form	Instrument	Percentage
Interrogation and problem solving.	Individual and group assignments, in the form of questionnaires, essays, structured problems to solve biographical or internet research	35%
Problem solving	Individual objective tests: partial and final exam.	45%
Product Request	Application, documental or field research project and individual or group report of the project.	20%

Bibliography:

	Type	Title	Author	Publisher	Year
1	Text 1	Legal Capacity of Fiscal Executives.	José Pérez Chávez	Tax editores	2000
2	Consultation	Correlated Income Tax Law.		Themis Editores	2006
3	Consultation	Fiscal Practice Workshop	Pérez Chávez, Campero, Fol	Tax Editores	2005



Course Program

Course Name: Marketing Research Analysis and Interpretation	Course ID: MK401
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Placement in curricular map: Fifth Semester
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<p>Course Characteristics: Place students in a manager or administrative position where they must require, acquire, and use marketing research and become responsible for the application of its results.</p>
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<p>General Learning Objectives: At the end of this course the student is expected to:</p> <p>Apply a system to accept and evaluate marketing research propositions.</p> <p>Apply the systematic procedure to analyze, interpret, apply solutions contained in a marketing research report.</p> <p>Design a system to interpret market behavior through information technology exhaustively analyzing information contained in a marketing research report.</p> <p>Submit: a rigorous analysis of the solutions to marketing problems proposed through the application of relevant and pertinent qualitative and quantitative methods and with adequate statistic analysis to use as a foundation for decision making.</p> <p>Elaborate a result implementation plan according to marketing research results..</p> <p>Apply a plan that to watch over the compliance of the plan and budget that the on going research proposes.</p> <p>Apply statistical knowledge to understand an adequate sample system as well as for the subsequent interpretation of this.</p>
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Thematic Content:: Unit 1 Introduction to Marketing Research	Hours 10
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<ul style="list-style-type: none"> 1.1 Types of Marketing Research 1.2 Marketing Research role and function. 1.3 Global Information Systems and the internet. 1.4 The Human Side: Marketing Research organization. 1.5 Ethic aspects of Marketing Research 1.6 Structuring of a marketing information system. 1.7 Grouping Marketing Knowledge. 1.8 Knowledge and information of administrative decisions. 1.9 The Marketing Research industry. 1.10 Application cases and problems. 	10
<p>Unit 2 Initiating Marketing Research</p> <ul style="list-style-type: none"> 2,1 Formulation problem 2.2 Participation of the decision maker in its formulation. 2.3 Research to identify the problem that will be investigated. 2.4 Research design types 2.5 Marketing Research procedure. 2.6 Presenting research problem to the decision maker. 2.7 Research Budget 2.8 Outline of possible results and implications of the research. 2.9 Approval of project and research budget. 2,10 Application cases and problems. 	8
<p>1.11 Unit 3 Nature of Marketing Research</p> <ul style="list-style-type: none"> 3.1 Types of research 3.2 Quantitative Research 3.3.Descriptive or Qualitative Research 3.4.Internet research 3.5. Experimentation. 3.6 Observation 3.7 Attitude research 3.8 Political candidate research 3.9.Cases and applications study 	8
<p>Unit 4 Comprehension of sample systems.</p> <ul style="list-style-type: none"> 4.1 Types of sampling plans. 4.2 Non-probabilistic sampling <ul style="list-style-type: none"> 4.2.1 By convenience 4.2.2 By judgment 4.2.3 By quota 4.2.4 The problem of non-representativeness in non-probabilistic sampling. 4.3 Probabilistic Sampling <ul style="list-style-type: none"> 4.3.1 Simple Radom sampling 4.3.2 Stratified 4.3.3 Conglomerate 4.3.4 Non-proportionate stratified sampling 	18

<p>4.4 Case and applications study.</p> <p>Unit 5 Marketing Research Results.</p> <p>5.1 Information Analysis</p> <p>5.2 Uni-variable and Bi-variable Analysis.</p> <p>5.3 Casual Information Analysis</p> <p>5.4 Information analysis through multi-variable methods.</p> <p>5.5 Hypothesis testing</p> <p>5.6 Difference examination. Variability.</p> <p>5.7 Association research: Correlation, regression, non-parametric measurements [square Chi]</p> <p>5.8 Discriminating analysis: conglomerate factor.</p> <p>5.9 Study presentation to decision makers.</p> <p>5.10 Study result follow-up.</p> <p>5.11 Case and applications study.</p>	<p>18</p>
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Learning Activities:

The learning experience in this course will be individual and in groups; some directed by the instructor and others will be carried out individually by the student outside the classroom. Those carried out by students will be held in the following way:

1. Collaborative work in the classroom to analyze and debate over course content under instructor supervision.
2. Case methods to apply and assess the scope and limitations of the course content.
3. Cooperative work outside the classroom to analyze cases and problem solving.
4. Learning based on structured and non-structured problems in order for students to learn formulate problems and the course content by generating solutions, working individually as well as in groups, after brainstorming.
5. Content presentation by the instructor, avoiding at all cost its becoming a custom throughout the course

Learning based on application projects in groups in order for students to apply their knowledge in these projects.

Assessment criteria and procedures:

Students' performance throughout the course will be based on the following criteria:

1. The manifested willingness and cooperation with concrete actions to achieve the learning objectives of each unit of the course's general objective.
2. The manifested commitment, honesty, seriousness, responsibility, quality, participation, and creativity when executing all learning activities developed throughout the course.
3. The manifested ability and dexterity to solve specific problems throughout the course.

Considering the criteria mentioned above, the following assessment form is proposed:

Form	Instrument	Percentage
Interrogation and problem solving.	Individual and group assignments, in the form of questionnaires, essays, structured problems to solve biographical or internet research	35%
Problem solving	Individual objective tests: partial and final exam.	45%
Product Request	Application, documental or field research project and individual or group report of the project.	20%

Bibliography:

	Type	Title	Author	Publisher	Year
1	Text 1	Marketing Research	Carl McDaniel / Roger Gates	Thomson	2005
2	Text 2	Marketing Research	J. Trespalacios Gutiérrez / R. Vázquez Casielles	Thomson	2005
3	Text 3	Marketing Research	Gilbert A. Churchill, Jr.	Thomson	2002



Course Program

Course Name:	Course ID:
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Research Methodology	CS402
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Placement in curricular map: Fifth Semester

Course Characteristics:
 Develop in students a solid information platform to develop basic research procedures on subjects related to the working market of their major.

General Learning Objectives:
 At the end of this course the student is expected to:

Apply fundamental research models.
Design a system to identify different cases related to areas that are susceptible to research.
Build: information analysis, discerning between relevant and non-relevant facts.
Elaborate a writing where a research problem is posed, that includes: problem definition, objectives, justification, and delimitation.
Build a theoretical framework of the proposed research from the previous paragraph.
Operate the research hypothesis, defining variables, indicators, measurement instruments, population, and samples.
Elaborate a research report.
Apply a strategy that allows them to do an adequate detection of information sources, discarding, based on their methodological foundation, those that are not reliable...
Defend the importance of scientific research for a professional. .
Elaborate an entrepreneurial project according to the class procedure following an appropriate methodology. This project will be physically carried out and will be presented on school grounds.

<p>Thematic Content: Unit 1 Establishing the problem 1.1 Science and the professional. 1.2 Ways of approaching knowledge. 1.3 Topics susceptible to being analyzed. 1.4 Research approaches. 1.5 Research Models 1.6 Establishing a problem 1.7 Application cases and problems.</p>	<p>Hours 13</p>
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<p>Unit 2 Theoretical framework of research. 2,1 Collection of documented information. 2.2 Collection of empirical information. 2.3 Elaboration of the theoretical framework. 2.4 Application cases and problems.</p>	13
<p>Unit 3 Hypothesis 3.1 Hypothesis Determination 3.2 Sampling 3.3 Elaboration of the instrument for information collection. 3.4 Case and applications study.</p>	13
<p>Unit 4 Final Report. 4.1 Information processing using SPSS. 4.2 Elaboration of research reports. 4.3 Case and applications study.</p>	13
<p>Unit 5 Project: development of an enterprising model. 5.1 Exploration of the enterprising model. 5.2 Selection of the enterprising model. 5.3 Development of the enterprising model. 5.4 Presentation of the enterprising model. 5.5 Assessment of the enterprising model.</p>	12

Learning Activities:

The learning experience in this course will be individual and in groups; some directed by the instructor and others will be carried out individually by the student outside the classroom. Those carried out by students will be held in the following way:

1. Collaborative work in the classroom to analyze and debate over course content under instructor supervision.

2. Case methods to apply and assess the scope and limitations of the course content.
3. Cooperative work outside the classroom to analyze cases and problem solving.
4. Learning based on structured and non-structured problems in order for students to learn formulate problems and the course content by generating solutions, working individually as well as in groups, after brainstorming.
5. Content presentation by the instructor, avoiding at all cost its becoming a custom throughout the course

Learning based on application projects in groups in order for students to apply their knowledge in these projects

Assessment criteria and procedures:

Students' performance throughout the course will be based on the following criteria:

1. The manifested willingness and cooperation with concrete actions to achieve the learning objectives of each unit of the course's general objective.
2. The manifested commitment, honesty, seriousness, responsibility, quality, participation, and creativity when executing all learning activities developed throughout the course.
3. The manifested ability and dexterity to solve specific problems throughout the course.

Considering the criteria mentioned above, the following assessment form is proposed:

Form	Instrument	Percentage
Interrogation and problem solving.	Individual and group assignments, in the form of questionnaires, essays, structured problems to solve biographical or internet research	35%
Problem solving	Individual objective tests: partial and final exam.	45%
Product Request	Application, documental or field research project and individual or group report of the	20%

	project.	
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Bibliography:

	Type	Title	Author	Publisher	Year
1	Text 1	Research Methodology	Roberto Hernández S., Carlos Fernández C. Pilar Baptista L.	McGraw-Hill	2003
2	Text 2	Research Methodology	Maurice Eyssautier de la Mora	Thomson	2006
3	Text 3	Document research technique.	Yolanda Jurado Rojas	Thomson	2002



Course Program

Nombre de la asignatura: Advanced communication in English	Course ID ID400
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Placement in Curricular map: Fifth semester
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Course Characteristics: This course represents another space in the curriculum through which the nuances of internationalization of all majors at CETYS university are propelled. In the case of this course, its objet is the study of the English language, but from a professional practice point of view. In this class, students will have the opportunity to substantially improve their mastery of the English language, especially though an intensive approach of speaking and writing. This course involves a series of learning activities through which students will have to make use of the language in typical conditions of the practice of their major, as well as in social interaction, with the intention of improving their oral and written skills as well as the vocabulary associated to their studies. On the other hand, this course is critical for students who wish to participate in academic exchange programs with foreign universities where the official language is English. This course demands a positive attitude toward collaborative and cooperative learning from its participants, an ability to work in groups, and a commitment to Continuous Improvement in their mastery of the English language.

General Learning Objectives:
At the end of this course the student is expected to:

- Master the** English language by speaking and writing correctly, in order to continue improving the use of the language.
- Understand** the importance of the English language in a professional sphere, and specifically in activities in which English is common in their professional life.
- Use** the sources of information that can help maintain technical vocabulary updated in their professional career.
- Use** the terminology, in English, associated to the practice of their career.
- Know** how to follow a job interview fluently in English, as well as work meeting and presentations.
- Formulate** their professional resume in English, as well as other legal and work documents related to the practice of their career.
- Employ** the vocabulary of their studies correctly and abundantly, in English.

Thematic Content:	Hours
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<p>Unit 1. English in the work place, people, and organizations.</p> <p>1.1. Introduction and course overview. 1.2. Organizational structure. 1.3. Work, forms of work, and people at work. 1.4. Directive styles and business leaders. 1.5. Recruitment and personnel selection: Skills and competencies.</p>	16
<p>Unit 2. English in the functional areas of an organization.</p> <p>2.1. Marketing, markets, and competition. 2.2. Product design, innovation, and development. 2.3. Materials, suppliers, and production. 2.4. Money in finances and economy. 2.5. Business philosophies.</p>	16
<p>Unit 3. English in people and business skills.</p> <p>3.1. Time and its management. 3.2. Stress management. 3.3. Meetings, group work, and presentations. 3.4. Negotiating skills. 3.5. Telephone calls, fax, and e-mail.</p>	16
<p>Unit 4. English in organizational culture and values.</p> <p>4.1. Cultures and organizational culture. 4.2. Power management and distance among cultures. 4.3. Tran cultural business practices. 4.4. Corporate acquisitions and alliances. 4.5. Corporate and product image.</p>	16

Learning Activities:

The learning experience in this course will be individual and in groups; some directed by the instructor and others will be carried out individually by the student outside the classroom. Those carried out by students will be held in the following way:

Collaborative work in the classroom to analyze and debate over course content under instructor supervision.

Case methods to apply and assess the scope and limitations of the course content.

Cooperative work outside the classroom to analyze cases and problem solving.

Learning based on structured and non-structured problems in order for students to learn formulate problems and the course content by generating solutions, working individually as well as in groups, after brainstorming.

Content presentation by the instructor, avoiding at all cost its becoming a custom throughout the course

Learning based on application projects in groups in order for students to apply their knowledge in these projects.

Assessment criteria and procedures:

Students' performance throughout the course will be based on the following criteria:

The manifested willingness and cooperation with concrete actions to achieve the learning objectives of each unit of the course's general objective.

The manifested commitment, honesty, seriousness, responsibility, quality, participation, and creativity when executing all learning activities developed throughout the course.

The manifested ability and dexterity to solve specific problems throughout the course.

Considering the criteria mentioned above, the following assessment form is proposed:

Form	Instrument	Percentage
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Problem solving	Individual objective tests: partial and final exam.	45%
Product Request	Application, documental or field research project and individual or group report of the project.	20%
	TOTAL	100%

Bibliography

	Type	Title	Author	Publisher	Year
1	Text	Business Vocabulary in Use Advanced.	Bill Mascull.	Cambridge University Press.	2004.
2	Reference	Business Vocabulary in Use intermediate.	Bill Mascull.	Cambridge University Press.	2002.
3	Reference	Common American Phrases in Everyday Contexts: A Detailed Guide to Real-Life Conversation and Small Talk.	Richard A. Spears.	McGraw-Hill, segunda edición.	2002.



Course Program

Course Name: Financial Management	Course ID: FZ401
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Placement in curricular map: Sixth Semester

Course Characteristics:
Develop in students a solid formation to apply tools that allow them to evaluate different short-term and long-term investment alternatives; short-term they should be able to apply the foundations of management of cash, accounts receivable, inventory, and accounts payable in order to reach liquidity goals; and long-term, the assessment and selection of the most productive alternative taking into consideration the cost of Money, its current value, financial structures, the shortage of resources, and the macroeconomic environment of the company in order to reach profitability objectives.

General Learning Objectives:
At the end of this course the student is expected to:

- Apply** the tools to effectively manage a work budget following the efficiency and liquidity objectives of the company.
- Solve** situation in which the fluctuation of cash applies in order to propose solutions in the search for efficiency and effectiveness of resource management.
- Build:** solutions to financial problems using computer tools, specifically Excel.
- Elaborate** the financial assessment of an investment Project, considering the value of Money in time, financing sources, marketability, returns, and the financial structure of the company.
- Develop** an ability to manage the financial structure of the company, determining the adequate levels of financing with its resources and those of others, and the repercussion of profits.
- Operate** financial mathematic tools to solve problems of simple, compound, yearly, and depreciation interest, and determine the value of money in time.
- Integrate** the appropriate sources of financing to finance a Project, whether these are first level or second level in the Mexican Financial System, considering

rates, terms, special conditions, and its repercussions on profit, as well as to determine the rate of calculated average capital cost, its interpretation, and application.

Thematic Content:	Hours
<p>Unit 1 Foundation of Financial Management.</p> <p>1.1 Companies, their environment, and the role of finances.</p> <p>1.2 The function of a financial manager.</p> <p>1.3 Liquidity vs. Profitability</p> <p>1.4 Importance of Work Capital management.</p> <p>1.5 Mathematics for finances.</p> <p>1.5.1 Simple interest and simple discount</p> <p>1.5.2 Compound Interest</p> <p>1.5.3 Overdue, anticipated, and deferred annuities.</p> <p>1.5.4 Amortization and amortization funds.</p> <p>1.6 Use of Excel in financial problems</p> <p>1.7 Application cases and problems.</p>	10
<p>Unit 2 Work Capital Management.</p> <p>2.1 Cash Management.</p> <p>2.2 Accounts receivable management.</p> <p>2.3 Inventory management.</p> <p>2.4 Accounts payable management.</p> <p>2.5 Application cases and problems.</p>	24
<p>Unit 3 Investment Project</p> <p>3.1 Financial Structures</p> <p>3.2 Cost of Capital</p> <p>3.3 Financial Assessment of Investment Projects.</p> <p>3.4 Cases and applications study.</p>	30

Learning Activities:

The learning experience in this course will be individual and in groups; some

directed by the instructor and others will be carried out individually by the student outside the classroom. Those carried out by students will be held in the following way:

1. Collaborative work in the classroom to analyze and debate over course content under instructor supervision.
2. Case methods to apply and assess the scope and limitations of the course content.
3. Cooperative work outside the classroom to analyze cases and problem solving.
4. Learning based on structured and non-structured problems in order for students to learn formulate problems and the course content by generating solutions, working individually as well as in groups, after brainstorming.
5. Content presentation by the instructor, avoiding at all cost its becoming a custom throughout the course

Learning based on application projects in groups in order for students to apply their knowledge in these projects.

Students' performance throughout the course will be based on the following criteria:

1. The manifested willingness and cooperation with concrete actions to achieve the learning objectives of each unit of the course's general objective.
2. The manifested commitment, honesty, seriousness, responsibility, quality, participation, and creativity when executing all learning activities developed throughout the course.
3. The manifested ability and dexterity to solve specific problems throughout the course.

Considering the criteria mentioned above, the following assessment form is proposed:

Form	Instrument	Percentage
Interrogation and problem solving.	Individual and group assignments, in the form of questionnaires, essays, structured	35%

	problems to solve biographical or internet research	
Problem solving	Individual objective tests: partial and final exam.	45%
Product Request	Application, documental or field research project and individual or group report of the project.	20%

Bibliography:

	Type	Title	Author	Publisher	Year
1	Text 1	Contemporary Financial Management	R. Charles Moyer, James R. McGuigan	Thomson	2004
2	Text 2	Financial Mathematics	Héctor Manuel Vidaurri Aguirre	Thomson	2004
3	Text 3	Foundations for Financial Management.	Lawrence Gitman	Harla	1994



Course Program

Course Name: Manufacturing System Management	Course ID: II414
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Placement in curricular map: Sixth Semester

Course Characteristics:
Develop in students a solid understanding the concepts and techniques of manufacturing system management given the importance of strategies that promote productivity, optimization, and effectiveness, covering quantitative techniques with an emphasis on service areas.

General Learning Objectives:
At the end of this course the student is expected to:

Apply adequate procedures to solve a quantitative problem of manufacturing management.

Design an inventory management system considering quality.

Build: prognosis problem, waiting line, simulation, Markov processes, lineal programming solutions.

Elaborate a manufacturing management plan.

Apply solutions to assignment and transport problems.

Apply statistical knowledge to solve manufacturing management problems and cases.

Elaborate adequate information collection instruments for manufacturing research.

Solve manufacturing management assignments on the internet.

Thematic Content:: Unit 1 Introduction to manufacturing management	Hours 14
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<ul style="list-style-type: none"> 1.1 Manufacturing and operation management 1.2 Operation strategy: use of quality, cost, and service as a competitive weapon. 1.3 Economy services. 1.4 Formulation Strategies <ul style="list-style-type: none"> 1.4.1 Strategic positioning and service strategy. 1.4.2 Internet Strategies 1.4.3 Environmental Strategies 1.4.4 New service development. Service experience management. The Front-Office/Back-Office interface. 1.5 Delivery system improvement <ul style="list-style-type: none"> 1.5.1 Process analysis 1.5.2 Quality of service 1.5.3 Six Sigma in the improvement of service procedure. 1.6 Application cases and problems. 	24
<p>Unit 2 Quantitative Methods for the operation.</p> <ul style="list-style-type: none"> 2.1 The manufacturing and operations management prognosis. 2.2 Lineal programming: sensibility analysis and solution interpretation. 2.3 Assignment and transport problems. 2.4 Project programming: PERT/CPM 2.5 Inventory modeling 2.6 Models of lines in waiting. 2.7 Simulation 2.8 Markov procedure 2.9 Application cases and problems 	
<p>Unit 3 Tools for service management.</p> <ul style="list-style-type: none"> 3.1 Project management in the real world. 3.2 Service site selection. 3.3. Advanced Models: data development analysis 3.4. Advanced Models: Points system. 3.5 Cases and applications study 	12
<p>Unit 4 Manufacturing Management</p> <ul style="list-style-type: none"> 4.1 Manufacturing planning. 4.2 Long-term capacity planning. 4.3 Location of Facilities. 4.4 Physical disposition of facilities. 4.5 Manufacturing planning systems: added manufacturing and manufacturing master plan. 4.6 System of resource requirement planting, of materials [MRP] and capacity requirement planning. [CRP] 4.7 Manufacturing floor planning and control. 4.8 Just in time manufacturing. 4.9 Maintenance and trust ability management. 4.10 Cases and applications study 	14

Learning Activities:

The learning experience in this course will be individual and in groups; some directed by the instructor and others will be carried out individually by the student outside the classroom. Those carried out by students will be held in the following way:

1. Collaborative work in the classroom to analyze and debate over course content under instructor supervision.
2. Case methods to apply and assess the scope and limitations of the course content.
3. Cooperative work outside the classroom to analyze cases and problem solving.
4. Learning based on structured and non-structured problems in order for students to learn formulate problems and the course content by generating solutions, working individually as well as in groups, after brainstorming.
5. Content presentation by the instructor, avoiding at all cost its becoming a custom throughout the course

Learning based on application projects in groups in order for students to apply their knowledge in these projects

Assessment criteria and procedures:

Students' performance throughout the course will be based on the following

criteria:

1. The manifested willingness and cooperation with concrete actions to achieve the learning objectives of each unit of the course's general objective.
2. The manifested commitment, honesty, seriousness, responsibility, quality, participation, and creativity when executing all learning activities developed throughout the course.
3. The manifested ability and dexterity to solve specific problems throughout the course.

Considering the criteria mentioned above, the following assessment form is proposed:

Form	Instrument	Percentage
Interrogation and problem solving.	Individual and group assignments, in the form of questionnaires, essays, structured problems to solve biographical or internet research	35%
Problem solving	Individual objective tests: partial and final exam.	45%
Product Request	Application, documental or field research project and individual or group report of the project.	20%

Bibliography:

	Type	Title	Author	Publisher	Year
1	Text 1	Operation Management	Richard Metters, Kathryn King Metters	Thomson	2006
2	Text 2	Manufacturing and Operation Management	Norman Gaither, Grez Frazier	Thomson	2000
3	Consulting	Quantitative Methods for Businesses.	David R. Anderson, Dennis J. Sweeney	Thomson	2004



Course Program

Course Name: Supplier Development	Course ID: II415
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Placement in curricular map: Sixth Semester

Course Characteristics:
Develop in students a solid understanding of the necessary analytical tools to solve supply chain problems in aspects such as their strategic role, their performance in its key factors and analytical methodologies for the analysis of the supply chain.

General Learning Objectives:
At the end of this course the student is expected to:

Know and understand the importance of design, planning, operation of the article supply chain.

Distinguish the advantage of a competitive chain and a weak chain that reduced the company's performance.

Build: inside the strategic framework key factors of facilities, inventory, logistics, and information in the supply chain's performance.

Develop an understanding of the methodology for the supply chain, using Excel

Apply solutions to supply chain problems using Excel.

Thematic Content:	Hours
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<p>Unit 1. Introduction to the Supply Chain 1.1 Understanding the supply chain. 1.2 Performance of the supply chain for a strategic performance. 1.3 The value of customers and the Supply Chain. 1.4 Strategic Alliances 1.5 Cases and applications</p>	12
<p>Unit 2. Supply Chain Structure Design. 2.1 Logistic web configuration 2.2 Supply Chain structure distribution. 2.3 Structure design in an uncertain environment. 2.4 International Strategies and Supply Chain. 2.5 Subcontracting Strategies 2.6 Supply Chain product and design coordination. 2.7 Cases and applications</p>	12
<p>Unit 3. Supply Chain inventory management and planning. 3.1 Inventory management and “Risk Pooling” 3.2 Scale economy management in the inventory cycle. 3.3 Management under uncertainty of the supply chain. 3.4 Security Inventory 3.5 Determination of the optimal level of product availability. 3.6 Cases and applications</p>	14
<p>Unit 4 Product Supply, Logistics 4.1 Supply sources. Supply decisions. 4.2 Supply Chain logistics. 4.3 Cases and applications.</p>	12
<p>Unit 5 Supply Chain Coordination and Technology. 5.1 Supply Chain coordination. 5.2 The value of supply chain information. 5.3 Information technology of the supply chain. 5.4 Decision making support systems for the supply chain. 5.5 E-Business and the Supply Chain 5.6 Cases and Applications</p>	14
<p>Learning Activities: The learning experience in this course will be individual and in groups; some directed by the instructor and others will be carried out individually by the student</p>	

outside the classroom. Those carried out by students will be held in the following way:

1. Collaborative work in the classroom to analyze and debate over course content under instructor supervision.
2. Case methods to apply and assess the scope and limitations of the course content.
3. Cooperative work outside the classroom to analyze cases and problem solving.
4. Learning based on structured and non-structured problems in order for students to learn formulate problems and the course content by generating solutions, working individually as well as in groups, after brainstorming.
5. Content presentation by the instructor, avoiding at all cost its becoming a custom throughout the course
6. Learning based on application projects in groups in order for students to apply their knowledge in these projects

Assessment criteria and procedures:

Students' performance throughout the course will be based on the following criteria:

1. The manifested willingness and cooperation with concrete actions to achieve the learning objectives of each unit of the course's general objective.
2. The manifested commitment, honesty, seriousness, responsibility, quality, participation, and creativity when executing all learning activities developed throughout the course.
3. The manifested ability and dexterity to solve specific problems throughout the course.

Considering the criteria mentioned above, the following assessment form is proposed:

Form	Instrument	Percentage
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Interrogation and problem solving.	Individual and group assignments, in the form of questionnaires, essays, structured problems to solve biographical or internet research	35%
Problem solving	Individual objective tests: partial and final exam.	45%
Product Request	Application, documental or field research project and individual or group report of the project.	20%

Bibliography:

	Type	Title	Author	Publisher	Year
1	Text 1	Design and the Managing Supply Chain	David Simchi-evi, Edith Simchi-Levi	McGraw-Hill / Irwin	2003
2	Text 2	Supply Chain Management	Sunil Chopra, Meter Meindl	Pearson Prentice Hall	2004
3	Text 3	Operations Management for Competitive Advantage	R. Chase, R. N. Jacobs, Aquilano	McGraw-Hill / Irwin	2004



Course Program

Course Name: System Improvement Methodology	Course ID: II416
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Placement in curricular map: Sixth Semester

Course Characteristics:
 Develop in students a solid understanding of quality and improvement culture and its role in productive systems, focusing on specific manufacturing and service organization topics, centering on a management system that is concerned about planning to comply with necessities through leadership and strategic planning, complying with clients' needs through actions and work procedures, without losing sight of continuous improvement, and using this as a guide to decision making.

General Learning Objectives:
 At the end of this course the student is expected to:

Know and understand and apply the quality management principles, its philosophic perspectives that support quality. [Deming, Juran and Crosby].

Distinguish the advantage of a management system concerned with planning to comply with client needs.

Apply: within process management reach, including design, manufacturing, supply, and supplier procedures, as well as the continuous improvement philosophy, the tools and specific models for procedures and improvement of the supply chain.

Develop a mastery of the technical tools used in quality management, quality assurance including a design from a ISO9000 point of view.

Apply statistic and graphic control solutions in the application of quality system improvement.

Thematic Content:	Hours
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<p>Unit 1. Introduction to Quality. 1.1 Understanding of quality 1.2 Quality performance in manufacturing and service systems. 1.3 Quality management philosophy. 1.4 Cases and applications</p>	12
<p>Unit 2. Design of a Culture of Quality 2.1 Management that seeks quality and high performance. 2.2 Focus on clients 2.3 Leadership and strategic planning 2.4 Human Resource development and management. 2.5 Cases and applications</p>	16
<p>Unit 3. Process and Quality management. 3.1 Process management 3.2 Process management tools. 3.3 Strategic measurement and information management. 3.4 Total Quality Organization formation and maintenance. 3.5 Cases and applications</p>	20
<p>Unit 4 Quality techniques 4.1 Quality assurance 4.2 Statistic control foundation in procedures. 4.3. Graphs: Design and interpretation.. 4.4 Reliability 4.5 Cases and applications</p>	16

Learning Activities:
The learning experience in this course will be individual and in groups; some directed by the instructor and others will be carried out individually by the student outside the classroom. Those carried out by students will be held in the following way:

1. Collaborative work in the classroom to analyze and debate over course content under instructor supervision.
2. Case methods to apply and assess the scope and limitations of the course content.
3. Cooperative work outside the classroom to analyze cases and problem solving.
4. Learning based on structured and non-structured problems in order for

students to learn formulate problems and the course content by generating solutions, working individually as well as in groups, after brainstorming.

5. Content presentation by the instructor, avoiding at all cost its becoming a custom throughout the course
6. Learning based on application projects in groups in order for students to apply their knowledge in these projects.

Assessment criteria and procedures:

Students' performance throughout the course will be based on the following criteria:

1. The manifested willingness and cooperation with concrete actions to achieve the learning objectives of each unit of the course's general objective.
2. The manifested commitment, honesty, seriousness, responsibility, quality, participation, and creativity when executing all learning activities developed throughout the course.
3. The manifested ability and dexterity to solve specific problems throughout the course.

Considering the criteria mentioned above, the following assessment form is proposed:

Form	Instrument	Percentage
Interrogation and problem solving.	Individual and group assignments, in the form of questionnaires, essays, structured problems to solve biographical or internet research	35%
Problem solving	Individual objective tests: partial and final exam.	45%
Product Request	Application, documental or field research project and individual or group report of the project.	20%

Bibliography:

	Type	Title	Author	Publisher	Year
1	Text 1	Management and Quality Control	James R. Evans, William Lindssay	Editorial Thomsom	2005
2	Reference	Statistics for Administration and Economics	Richard I. Levin & David S. Rubin	Pearson Prentice Hall	2004
3	Reference	Statistic Process Control and 6	Humberto Gutiérrez	McGraw-Hill	2004

		Sigma Quality.	Román de la Vara		
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Course Program

Course Name: The Human Being, History, and Society	Course ID: HU401
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Placement in curricular map: Sixth Semester

Course Characteristics:
Develop in students an recognition of the Human Being as a being that participates in history and society; in history in different eras and spaces and with diverse cultural traits to understand the collective experience that precedes us; and in society where it is placed as a social subject in search of evaluating some contemporary social manifestations and its predictable future consequences, all this with the idea that the student can reflect on this and help locate themselves in reality in order to become responsible for their future.

General Learning Objectives:
At the end of this course the student is expected to:

Apply mechanisms that will allow identification and reconstruction of vision about mankind and contemporary and future society through study and reflection of diverse sociological thinking.

Design a system to identify the most outstanding traits of historical development in a micro and macro environment.

Build: social analysis procedures with more elements than current employees, in order to allow participation in social planning procedures.

Elaborate an essay where specific time periods are recognized, fundamentally identifying the role of human beings in history

Build a serious and profound critique of the context, freely establishing priorities as an individual and as part of a society, always in favor of a common good.

Operate in the performance of their profession, a more intimate closeness with society.

Elaborate an outline that demonstrates the importance of historical knowledge for their Being and what to do as a social subject.

Apply a strategy that allows them to know and understand the difference and similarities of diverse cultures, in order to perform positively, locally, regionally,

and in any other part of the world.

Elaborate a community intervention Project that will be defined by the instructor

Thematic Content::	Hours
Unit 1 Society, Humanism, and School. 1.1 Exploration of the concept of Society. 1.2 The bases that make it tangible. 1.3 The specialty and temporality of the concept. 1.4 Basic categories for its analysis. 1.5 Mankind in Society 1.6 Humanism, Society, School. 1.7 Humanism concept 1.8 The role of individual education and humanism. 1.9 Humanized society vs. Dehumanized society. 1.10 Socially accepted values and humanism. 1.11 Humanism and university 1.12 Cases and application problems	14
Unit 2 Human Being and History 2,1 Why History? 2.2 Immediate history and the 90's decade 2.3 40's and 50's decade and the postwar. 2.4 Convulsions in the beginning of the 20 th century. 2.5 19 th century life and development 2.6 From modernism to the contemporary. 2.7 Cases and application problems	14
Unit 3 Contemporary paradigms: the visions of today's actors. Los 3.1 Today's actors 3.1.1 Alvin Toffler and his theory of change 3.1.2 Carlos Fuentes and the internationalization of cultures through a inclusive progress. 3.1.3 Erich Fromm: Where are we and where are we going? 3.1.4 Perry Anderson and his postmarxism view. 3.1.5 Paulo Freyre and his vision of Latin-American thinking. 3.1.6 Francis Fukuyama and confidence as a central value. 3.2 The crisis of the everyday 3.2.1 Major problems vs. notable topics. 3.2.2 Basic forms of reality knowledge. 3.2.3 The role of velocities of time. 3.2.4 The social role of a company 3.2.5 Education as a central element in society. 3.3 Cases and applications study.	14
Unit 4 Contemporary society as a trampoline for a future society.	14

<p>4.1 Regional social manifestations. 4.2 The role of hope in the dreams of mankind. 4.3 Social responsibility of mankind and youth. 4.4 Social values that should remain. 4.5 Intervention projects with the purpose of returning to a more just society. 4.6 Cases and applications study.</p> <p>Unit 5 Social Intervention project in the community. 5.1 Project definition and justification. 5.2 Project planning. 5.3 Project implementation. 5.4 Project assessment.</p>	<p>8</p>
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Learning Activities:
The learning experience in this course will be individual and in groups; some directed by the instructor and others will be carried out individually by the student outside the classroom. Those carried out by students will be held in the following way:

1. Collaborative work in the classroom to analyze and debate over course content under instructor supervision.
2. Case methods to apply and assess the scope and limitations of the course content.
3. Cooperative work outside the classroom to analyze cases and problem solving.
4. Learning based on structured and non-structured problems in order for students to learn formulate problems and the course content by generating solutions, working individually as well as in groups, after brainstorming.
5. Content presentation by the instructor, avoiding at all cost its becoming a custom throughout the course

Learning based on application projects in groups in order for students to apply their knowledge in these projects

Assessment criteria and procedures:
Students' performance throughout the course will be based on the following

criteria:

1. The manifested willingness and cooperation with concrete actions to achieve the learning objectives of each unit of the course's general objective.
2. The manifested commitment, honesty, seriousness, responsibility, quality, participation, and creativity when executing all learning activities developed throughout the course.
3. The manifested ability and dexterity to solve specific problems throughout the course.

Considering the criteria mentioned above, the following assessment form is proposed:

Form	Instrument	Percentage
Interrogation and problem solving.	Individual and group assignments, in the form of questionnaires, essays, structured problems to solve biographical or internet research	35%
Problem solving	Individual objective tests: partial and final exam.	45%
Product Request	Application, documental or field research project and individual or group report of the project.	20%

Bibliography:

	Type	Title	Author	Publisher	Year
1	Reference	Esbozo de Historia de México	Juan Brom	Grijalva	1996
2	Reference	Esbozo de Historia Universal	Juan Brom	Grijalvo	1990
3	Reference	Introducción a la sociología	Peter Berger	Limusa	1996
4	Reference	Valores en la Educación	Pedro Ortega, Ramón Mínguez	Ariel	2001
5	Reference	Historia Mínima de México	Daniel Cossío Villegas	El Colegio de México	1994
6	Reference	Anatomía del Mexicano	Roger Bartra	Plaza Janés	2002



Course Name: ENTREPRENEURIAL DEVELOPMENT	Course ID: AD055
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Placement in curricular map:
Axis 2 course, general common education in the areas of administration and business.

Course Characteristics:

This course is designed to develop in students the necessary abilities and skills to generate ideas, detect opportunities, create, plan, and develop competitive companies, as well as their expansion, strengthening team work, an entrepreneurial spirit, and achieving the ability to make managerial decisions under pressure in a youthful company, and making sure that all their ideas become a reality.

General Learning Objectives

This course's objectives are to propel and develop an entrepreneurial spirit, encouraging leadership and team work; identify and entrepreneur's competencies and entrepreneurial leaders, providing knowledge through business planning to form a youthful company, in which they will apply their acquired knowledge to determine the best strategies for the areas of Human Resources, Marketing, Finances, Production, and General Management, encouraging the creation of their own business through organizational motivation, working under pressure, and a healthy environment where their entrepreneurial skills can grow.

Thematic Content:

Unit 1 Leadership and Entrepreneurial Attitude

4 hrs

- 1.1.- Entrepreneurial Attitude
 - 1.1.1.- The Real Entrepreneurial Attitude
 - 1.1.2.- Characteristics of an Entrepreneur
 - 1.1.3.- Entrepreneurial Spirit
 - 1.1.4.- The Entrepreneurial Leader
 - 1.1.5.- An Entrepreneur's great successful family
- 1.2.- Leadership
 - 1.2.1.- The Game of Change
 - 1.2.2.- Empowerment. Free your potential
 - 1.2.3.- The power of vision
 - 1.2.4.- The new itinerary, shared values for the triumph of a healthy culture.
 - 1.2.5.- Imperative quality / service
 - 1.2.6.-Redefining Leadership for the next century.

Unit 2 General Business Description

6 hrs

- 2.1.- Nature of a company
- 2.2.- Life Plan
- 2.3.- How to uncover opportunities for new companies.
- 2.4.- Above all, personal affairs
- 2.5.- Entrepreneurs and their responsibility in the community.

Unit 3 Organization

8 hrs

- 3.1.- Company Description
- 3.2.- Mission
- 3.3.- Vision
- 3.4.- Objectives
- 3.5.- Competitive Advantage
- 3.6.- Business Structure
- 3.7.- Analysis of industry or sector.
- 3.8.- Company products and / or services
- 3.9.- Qualifications to enter the area.
- 3.10.- Support

Unit 4 Personnel

8 hrs

- 4.1.- Objectives in the area of HR
- 4.2.- Organizational Structure
- 4.3.- Specific functions per position.
- 4.4.- Personnel Training
- 4.5.- Personnel Development
- 4.6.- Salary and wage management.
- 4.7.- Performance Evaluation
- 4.8.- Work relationships and conflict
- 4.9.- Legal Framework of the organization
- 4.10.- Operative Policies

Unit 5 Marketing

8 hrs

- 5.1.- Objectives in the area of Marketing
- 5.2.- Competition
- 5.3.- Clients and Products
- 5.4.- Market analysis
- 5.5.- Market Research
- 5.6.- Interpreting market research results.
- 5.7.- Secondary information sources
- 5.8.- Market risks and opportunities.
- 5.9.- Price definition
- 5.10.- Profit margin
- 5.11.- Breakeven point
- 5.12.- Publicity
- 5.13.- Sales promotion
- 5.14.- Commercialization

Unit 6 Production and service

8 hrs

- 6.1.- Objectives in the area of Production
- 6.2.- Product or service specifications.
- 6.3.- Description of production process or rendering of services.
- 6.4.- Description of Production Flow
- 6.5.- Technology Characteristics
- 6.6.- Equipment and Facilities
- 6.7.- Raw Materials
- 6.8.- Instilled Capacity
- 6.9.- Inventory Management
- 6.10.- Company Location
- 6.11.- Plant and office design and distribution.
- 6.12.- Required labor
- 6.13.- Continuing quality procedures
- 6.14.- Production Programs

Unit 7 Finances

8 hrs

- 7.1.- Accounting Objectives
- 7.2.- Company accounting system
- 7.3.- Flow of cash
- 7.4.- Projected financial statements
- 7.5.- Financial indicators
- 7.6.- Estimations used in financial projections.
- 7.7.- Financing Systems

Unit 8.- Organization Legal Framework

8 hrs

- 8.1.- Company constitution (Micro, Small, Medium)
- 8.2.- Fiscal legislation
- 8.3.- Selection of legal structure.
- 8.4.- Protection of company interests.
- 8.5.- Obtaining of patents
- 8.6.- How to obtain a registered trademark.

8.6.- Copyright registry
8.7.- Protection of commercial secrets.
8.8.- Protection of company name
8.9.- Company and Ethics.

Unit 9 Business Plan Presentations

6 hrs

9.1.- Executive Summary
9.2.- Written Presentation
9.3.- Oral Presentation

Learning Activities:

- Presentation of an article, no news. Must include the source, its importance and repercussions related to the topic, according to our course Schedule: written report and comments on each class.

- Research and presentation of various topics in teams, during assigned dates in the Schedule.
- Case resolution and presentation individually and in teams.
- Exercise solving in class, individually and in teams.
- Presentations by the instructor will take place in order to explain proposed topics and strategies.
- Study Trip.
- Conference participation, corporate or public service visitors. A monthly lecture will be held
- A class president will be named, who will be responsible for coordinating extra-curricular activities.
- Teams will consist of no more than 13 and no less than 8 members each (depending on class size)
- Weekly advances of their business plan will be presented starting in March by team members, tutoring will take place via e-mail.
- In each session, the instructor will access the project's advances.
- With this information, each team will have to turn in their assignment.
- The teams in which we will be working during each session will have to:
 - Make joint decisions
 - Advance according to the steps of their Project (which also appear in the activity program)
 - Research topics to complement each class.
- Students will participate in two stages of this course.
 - Expo Company
 - Expo Products

Assessment criteria and procedures:

- ◆ In each session the topics from the previous class will be asked. It will count as participation.
- ◆ Case resolution in class will be considered as participation.
- ◆ Cases and exercised done at home will have a numeric grade according to their result and it will be part of the overall evaluation.
- ◆ Advances in their business plan will be evaluated weekly. Dates will be established with the agreement of the class; this will be part of the final grade.
- ◆ The presentation of final written and oral results of research will be considered as part of their final grade.
- ◆ The presentation of select topics by a student will be considered as participation.
- ◆ Delivery of their business plan will be considered as part of their final evaluation.

Guidelines:

- ◆ No late entries are allowed. (no tolerance)
- ◆ Dates and time to turn in reports must be respected, otherwise they will not be valid.
- ◆ Business plan cannot be turned in at a different date than the one established at the beginning.
- ◆ Participation will be evaluated according to attendance.
- ◆ Reports that do not contain the minimum requirements will not be accepted.
- ◆ Teacher disrespect and vice-versa is not allowed.
- ◆ In any situation in which copying final papers is attempted, the dispositions established in art. 27 of the student rule handbook will be applied.
- ◆ Absences must be watched.
- ◆ Exiting to go to the restroom or drink water should be orderly, without having to ask for permission, and reasonable.
- ◆ To respect the class, cell phones must be turned off.

Final Project (Business Plan)

At the end of the semester, a final report will be turned in together with the course evaluation. Information about the documentation of the Project will be turned in during the course, some details are:

- **Font:** (Times New Roman **(12)**; Arial **(12)**; Tahoma **(11)**; Verdana **(10)**).
- **Page size:** Letter
- **Presentation:** Bound or in a presentable folder.
- **Cover:** According to the policies of each company

ASSESSMENT CRITERIA

Articles and Participation	15%
Cases and exercises	20%
Diverse Research	30%
Business Plan	35%
	<hr/>
	100%

Bibliography

Anzola Rojas, Sérvulo. **De la idea a tu empresa**. Mc Graw Hill, 2004. 3era ed.
Alcaraz Rodríguez Rafael. **El Emprendedor de éxito**. Mc Graw Hill, 2001. 2da ed.
Price Courtney. **Tips y Trampas para emprendedores**. Mc Graw Hill, 2000. 1era ed.
Stutely Richard. **Plan de Negocios**. Pearson Educación, 2000
H. Haeckel, Stephen. **La empresa Adaptable**. Mc Graw Hill, 2000
Lambing Peggy. **Empresarios Pequeños y Medianos**. Pearson Educación, 1998
De la Torre, Joaquín. **Evaluación de Proyectos de inversión**. Prentice Hall, 2002
McFarland, Lynne Joy. **Liderazgo para el siglo XXI**. Mc Graw Hill, 1996
Anzola Rojas, Sérvulo. **La Actitud Emprendedora**. Mc Graw Hill, 2003
_____. **Manual de Plan de negocios, SBDC Guanajuato**. Sistema Estatal del
Financiamiento al Desarrollo



Course Program

Course Name Project Management	Course ID AD403
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Placement in curricular map Seventh semester of Business Administration

Course Characteristics <p>This Project Management course presents a theoretical view of the most innovative concepts in this area, as well as compliance with the nuances of the CETYS model searching for collaborative and experiential learning of students through the development of a complete Project.</p>

General Learning Objectives <ul style="list-style-type: none">• Know how to apply technical, administrative, and human abilities to increase the effectiveness of a project.• Ability to analyze the optimal use of resources for a project.• Elaborate budgets, estimates, and apply cost control.• Know and apply project tools in order to separate activities, analyze contingencies, and determine a critical path, interrelations among activities and elaborate Gantt graphs to control a project.• Understand the benefits of MS Project Software for project management..• Determine the profitability potential of a project; evaluate the balance point, risks, and alternatives.
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Thematic Content	HOURS
Unit I PROJECT MANAGEMENT: OVERVIEW AND CONCEPTS..	
I.1. GENERAL OVERVIEW	12
I.2. PROJECT MANAGEMENT: CONCEPTS AND DEFINITIONS	
I.3. ORGANIZATIONAL STRUCTURES	
Unit II PROJECT ORGANIZATION	12
II.1. ORGANIZATION AND DIRECTION OF TEAM PROJECT.	
II.2. ADMINISTRATIVE FUNCTIONS	
II.3. TIME AND <i>STRESS</i> ADMINISTRATION	
II.4. CONFLICTS	
II.5. CORPORATE, ETHIC, AND MORAL CULTURE	
Unit III PLANNING AND EVALUATION	20
III.1. PLANNING	
III.2. WEB PROGRAMMING TECHNIQUES	
III.3. PROJECT GRAPHS	
III.4. COST AND ESTIMATES	
III.5. COST CONTROL	
III.6. RISK MANAGEMENT	
III.7. PROJECT FINANCIAL EVALUATION	
III.8. LEARNING CURVES	
Unit IV EXECUTION AND CONTROL	
	10

IV.1. SUCCESS VARIABLES	
IV.2. WORKING WITH EXECUTIVES	
IV.3. CONTEMPORARY DEVELOPMENTS IN PROJECT MANAGEMENT.	
IV.4. QUALITY MANAGEMENT	
IV.5. CONTRACTS AND RECRUITMENT	
IV.6. CRITICAL CHAIN OF PROJECT MANAGEMENT.	
Unit V END OF TERM ASSIGNMENT: MANAGEMENT OF A PROJECT, Final Project.	10

<p>Learning Activities</p> <ul style="list-style-type: none"> • Students will develop the management of a project selected since the beginning of the course, which will enrich the development of this topic and the project will be handed in at the end with all the elements that conform it. • Will carry out field research where information relevant to the integration of the project will be collected. • Periodic classes in the computer lab will be held in order for students to use the MS Project software to integrate their project using technological tools. • Through the Entrepreneurial Academic Council of CETYS, students will be linked to EMPRESER, private investors, and other parties interested in the generated projects. • All activities will be geared toward team work and collaborative learning.
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Assessment criteria and procedures	
Partial Exams (3)	40%
Presentations and team work	10%
Assignments and Participation	10%
Project delivery	40%

Bibliography

	Type	Title	Author	Publisher	Year
1	Bibliographical	<i>Project Management, A Systems Approach</i>	HERZNER, Harold (2005)	Wiley	2005

		<i>to planning, scheduling, and controlling</i>			
2	Bibliographical	Project Management with Student CD and MS Project CD	Clifford F. Gray and Erik W. Larson	McGraw-Hill/Irwin Series Operations and Decision Sciences	2005
3	Bibliographical	Project Management: A Managerial Approach	Jack R. Meredith and Samuel J. Jr. Mantel		2005
4	Bibliographical	Core Concepts: Project Management in Practice (with CD)	Samuel J. Jr. Mantel, Jack R. Meredith, Scott M. Shafer, and Margaret M. Sutton		2004



Course Program

Course Name ⁱ :	Course ID ⁱⁱ
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NEGOTIATION	AD404
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Placement in curricular map ⁱⁱⁱ :
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7th Semester

Course Characteristics ⁱ : Seminar-style course with a theoretic-practical focus

<p>This course, in its Seminar modality, is incorporated in the Administration and Business curriculum in order to introduce students to the analysis and application of Business Administration components of a company in a theoretic-practical way, and to the analysis and application of the components of a negotiation in all types of every-day-life situations inside and outside an organization: negotiating with potential clients, colleagues, suppliers, political organizations, social organizations, international negotiations, negotiations with diverse work forces, among others; individually as well as in groups.</p>

General Learning Objectives ^{iv} :

<p>Students will be capable of developing negotiating abilities and apply them to a business environment with a strategic focus on business management.</p>

Thematic Content^v:

<u>UNIT 1</u>	Key Concepts and Historical Analysis of Negotiations.	8 hours
	Key negotiating concepts Negotiating foundations Nature of negotiations	
<u>UNIDAD 2</u>	Negotiation Process and Strategies.	12 hours
	Study of strengths. Success bases in negotiating Negotiating process Negotiating strategies and tactics	
<u>UNIT 3</u>	Effective Negotiations	20 hours
	Strategic negotiating and planning Perception, knowledge and emotion Communication Using the power of negotiation Influence Negotiating relationship Team negotiating	
<u>UNIT 4</u>	Current Negotiation Topics	16 hours
	Gender differences Individual Personality and abilities International Negotiations Cultural diversity in business relations. Handling difficult negotiations Best Negotiation practices	
<u>UNIT 5</u>	Ethical principles in Negotiations.	8 hours
	Ethics in Negotiating	

Learning activities^{vi}:

At the end of unit 1 student will write essays, solve cases, and construct conceptual maps on negotiating topics.

At the end of unit 2, students will elaborate Negotiation strategies applying the concepts of rivalry and dynamic competitiveness.

At the end of unit 3 students will write essays, solve cases and exercises, and construct conceptual maps of the unit's topics.

At the end of unit 4 el will write essays, solve cases, and construct conceptual maps on current negotiating topics.

At the end of unit 5 write essays, solve cases, and construct conceptual maps on the application of ethical principles in negotiations in a corporate environment.

Given that the course will be delivered in the fashion of a seminar, all the units will apply the following actions inside and outside the classroom, accordingly:

- Article reading
- Negotiation exercises
- Case studies
- Panels
- Round table debates

Assessment Criteria and Procedures^{vii}

LEARNING PRODUCT	POINTS
FORMACIÓN (10-20%)	10%
Element 1: Punctuality and assistance	2.5
Element 2: Disposition to work in teams	2.5
Element 3: Responsibility and respect for due dates and course policies.	2.5
Element 4: Disposition for continuous improvement an academic work in the classroom.	2.5
COMPETENCIES (80-90%)	90%
Exams. Two partials and a final of equal value	30
Assignments: Article and case study analysis	30
Projects: Those agreed between instructor and student.	30
BONUS (10%)	10%
Bonus points help motivate students to improve their performance in this course and to make up for lost points	
TOTAL (100%)	110%

Bibliography^{viii}

	Type	Title	Author	Publisher	Year
1	Text	Negotiation	Roy J. Lewicki , David M. Saunders , Bruce Barry , Bruce Barry , David M Saunders	McGraw Hill	2005

2	Text	Negotiation: Readings, exercises and cases	by Roy J. Lewicki , David M. Saunders , Bruce Barry , Bruce Barry , David M Saunders	McGraw Hill	2006
3	Reference	Organizational behavior	Stephen P. Robbins	Prentice Hall	1998
4	Reference	How to Negotiate for Better Results	John Winkler	Ed. Deusto	
5	Reference	Effective Negotiating. Workbook and Discussion Guide	Dr. Chester L. Karrass	Karras	1993
6	Reference	Everyone Negotiates. 101 Winning Tactics	Peter B. Stara & Jane S. Flaherty	Bentley Press	
7	Reference	International Negotiating Tactics. Cultural Differences.	Felipe Ávila Marcué	Ed. Trillas	2005
8	Reference	The Negotiating Game. How to Get What you Want	Chester L. Karrass	Harper Business	1992
9	Reference	PNL applied to negotiations	Chantal Selva	Ed. Granica	1998
10	Reference	Uneven Negotiations. A Practical Approach to Working Through Differences and Diversity.	Phyllis Beck Kritek	Ed. Granica	1998
11	Reference	"In business as in life – you don't get what you deserve, you get what you negotiate".	Chester L. Karrass	Ed. Karrass	1996
12	Reference	Trump, The Art of Negotiation	Donald J. Trump	Editorial Grijalbo	1988



Course Name ^{ix} : INVESTMENT PROJECT	Course ID ^x : FZ402
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Placement in curricular map ^{xi} : 8 SEMESTER
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Course Characteristics^{xii}:
This course is intended for students to know the process of elaboration of an investment feasibility project through different studies such as: Market Research Engineering plant research, Management research, and Financial Economic research, using different tools and methods to evaluate different long-term investment alternatives. They will evaluate and select the most profitable alternative, taking into consideration all the different situations that surround the business such as the macroeconomic environment, the cost of money and its current value, analyze financial structures, the cost of money and its financing sources, for which they will use financial mathematic concepts, financial analysis, administrative accounting, administrative finance, market research interpretation, etc. It is a very integrative course.

General Learning Objectives:^{xiii}
At the end of this course the student is expected to:
Know and apply the methodology to follow an investment Project.

Elaborate a market research study to detect business opportunities and form a project with this at the end of the course.

Design a computer model that allows them to make income, costs, and expense projections.

Elaborate projected Financial Statements such as: Result Statements, Financial Situation Statements, Flow of Cash Statements, in order to evaluate results, financial situations, and liquidity.

Build a model to evaluate the project's feasibility, based on methods that take into consideration the value of Money in time, to be able to identify a recovery period and its internal rate of return to operate.

Evaluate different financing options for the Project, considering rates, terms, warranties, and other conditions, especially considering liquidity and profitability in a risky environment..

At the end of the course, students will **present an investment project**, and the best will be selected to be presented at EMPRESER.

Thematic Content ^{xiv}:

Topics and subtopics of each unit:	Hours
<p>Unit 1 Overview of the formulation and evaluation of an investment project.</p> <p>1.1 What is an investment project? 1.2 Viability study. 1.3 Necessary information to elaborate a viability study: 1.3.1 Project foundation. 1.3.2 Market research. 1.3.3 Theoretical aspect research. 1.3.4 Administration study 1.3.5 Financial economics analysis research.</p>	9
<p>Unit 2 Analysis of Financial Structures.</p> <p>2.1 Financial Structure Concept 2.2 Leverage theory: Operational, financial, and total. 2.3 Interpretation of leverage and its sensibility to changes in sales. 2.4 Influential factors on financial structures. 2.5 Influential factors on capital structures. 2.6 Some considerations to effectively manage liabilities. 2.7 Advantages of financial leverage. 2.8 Recommendations to manage a healthy financial structure. 2.9 The cost-volume-profit and financial structure relation.</p>	9
<p>Unit 3 The Cost of Capital.</p> <p>3.1 Concept of cost of capital 3.2 Financing sources and their differences 3.3 Key variables to select sources of financing. 3.4 Bank Financing. 3.5 Merchant Bank Financing 3.6 Calculation of the cost liability capital. 3.7 Financing with own resources 3.8 Calculation of cost of capital of own capital. 3.9 Calculation of projected average cost capital. 3.10 Use of projected average cost capital rate.</p>	9
<p>Unit 4 Capital Budget.</p> <p>4.1 Concept of budget capital 4.2 Investment planning 4.3 Investment planning phases. 4.4 Importance of investments</p>	6

Unit 5 Financial Evaluation of Investment Projects.

15

- 5.1 The value of money in time
- 5.2 Pre-investment study
- 5.3 Problems to consider in every investment project.
- 5.4 Technical evaluation report.
- 5.5 Permanent capital investments and working capital programs.
- 5.6 Determination of project cash flow.
- 5.7 Evaluation methods that do not consider the value of Money in time.
- 5.8 Evaluation methods that consider the value of Money in time.
- 5.9 Determination of internal rate of return.
- 5.10 Presentation of investment projects.

Learning Activities^{xv}:

Work will be individual and in teams in order to facilitate the learning process, the instructor participating as a facilitator of activities carried out inside the classroom; as well as with those carried out through research, which will require:

1. Collaborative participation inside the classroom, analyzing diverse topics that allow for an environment where learning is facilitated
2. Use the method of cases for topics such as Financial Structures, Cost of Capita, and project evaluation, to apply the theory and assure learning.
3. Invite experts in project evaluation, to transmit to students the experiences that a project in all its stages represents, and the experiences of feedback in approved projects.
4. Invite bank officials from different levels to talk about different financial instruments which can be used as a resource to finance projects.
5. Exercise and case presentations by students working in teams, that implies the application of knowledge and development of skills orally and in written form.
6. Presentations by instructor to reinforce student participation.
7. Motivate students through grade stimulus and encourage them to be present at EMPRESER, with the most distinguished projects.
8. Elaboration of a final investment project in teams, where they must manifest the application of the course and integrate other knowledge obtained in previous semesters.

Assessment criteria and procedures^{xvi}

Student performance throughout the course will be based on the following criteria:

1. Demonstrated availability and cooperation in concrete actions, to reach learning goals of each unit in this course.
2. The demonstrated commitment, honesty, seriousness, responsibility, quality, participation, and creativity in the execution of all learning activities developed during the course.
3. The ability and skill to solve specific problems shown by students throughout the course.

Form	Instrument	Percentage
Interrogation and problem Solving	Individual and team assignments With structured problems To solve research	10%
Class Participation	Individual student intervention Demonstrating mastery and knowledge of the topics they develop In the case of exercises and presentations.	10 %
Problem solving	Individual objective tests, partial Exams and final exam	50 %
Project Solution	Final application investment project Elaborated and presented in teams	30 %

Bibliography^{xvii}

	Type	Title	Author	Publisher	Year
1	Reference	Investment Project Evaluation	Ing. Joaquín Arturo de la Torre Pérez	Pearson Educación	2002
2	Reference	Investment Project Evaluation	Alberto García Mendoza	Mc Graw Hill	1998
3	Reference	Investment Project Evaluation Manual	Rafael Nuñez Zuñiga	Trillas	2007

4	Reference	Fiencial Investment Project Evaluation	Arturo Infante Villarreal	Grupo Eidotrial Norma	1992
5	Reference	Investment Project Evaluation and Preparation	Nassir Sapag Chaín y Reinaldo Sapag Chain	Mc Graw Hill	2006
6	Reference	Investment Project Evaluation and Formulation	Abraham Hernández Hernández	Thomson International	2007
7	Reference	Investment Project Evaluation and Analysis	Ernestina Huerta Ríos	IMCP	2006
8	Reference	Investment Project Analysis, Valuation and Financing	Pedro Riesgo Fernandez	Agapea	1998
9	Reference	New Practical Investment and Finacing cases.	Javier Santibáñez Gruber	Desclee de Brouwer	2006
10	Reference	Investment and Financing: Solved Cases.	Javier Santibáñez Gruber	Desclee de Brouwer	1998
11	Reference	Investment Decisions in a Company. A Practical Focus.	Mario Aguer Hortal	Ediciones Pirámide	2004
12	Reference	Financial Management Foundations.	Gitman Laurence	Editorial Harla	2006
13	Reference	Financial Management Foundations	Weston & Brigham	Editorial Interamericana	2006
14	Reference	Financial Mathematics	Alfredo Días Mata	Mc Graw Hill	2000

ⁱ Write name of course according to curriculum.

ⁱ Write code to identify course, according to curriculum.

ⁱ Write corresponding semester for this course, according to curriculum. In case or serialization, define previous courses and future ones.

ⁱ This is the frame of the course. A brief description must be written, defining the focus it will follow. Also, mention abilities, skills, and previous knowledge required to take this course.

ⁱ These are considered the general objectives of the course (alumni characteristics), which should enumerate the learning that the student must reach at the end of the term, and the course's contribution to the achievement of the curriculum's objectives.

ⁱ Enumerate the content of the course, organizing topics and sub-topics. This should be coherent with the course's denomination, and present an orderly and logic sequence. The number of corresponding hours should match the

contents and complexity of the presented topics. It is important to mention that CACECA takes demands each topic to include objectives.

ⁱ Describe the learning activities that will be done under instructor supervision, as well as those that the student will carry out independently. These activities should agree with the nature of the assignment and with the education model this Institution promotes.

ⁱ Specify assessment criteria and procedures suggested for this course, which will be considered for the value of learning, that is to say, make sure that knowledge, abilities, and skills demanded by the course have been acquired by students; specifying the procedures and instruments with which their compliance will be verified. The assessment criteria should be intimately related with the general objectives and learning activities of the course.

ⁱ The number of lines must be the same as the number of texts or material recommended for the course. In “type” the corresponding bibliographical support must be specified: book (text or consultation), magazine, electronic file, audio, video, etc.



COURSE PROGRAM

Course Name: Administrative Auditing and Consulting	Course ID: AD405
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Placement in curricular map: 7th Semester

Course Characteristics: This course introduces students to the consulting profession, its nature, methods, organization principles, norms of conduct, and training practices and professional perfection
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General Learning Objectives:

- Understand the importance and implications that consulting firms have as a method and a profession.
- Know and describe consulting models, concepts and processes.
- Understand and apply consulting models and techniques through the real development of a project applied to an existing organization in the community.
- Provide a basis of knowledge on consulting business administration, as well as the professional field and the development perspectives that a Business Administrator with this specialization has.

Thematic Content:**1. Administrative Consulting Vision**

- 1.1 Nature and object of Administrative Consulting
- 1.2 The reach of Consulting services
- 1.3 Consultant-client relation
- 1.4 Change Consulting
- 1.5 Consulting as a profession

Hours**10**

<p>2. Systematic examination of the consulting process</p> <p>2.1 Initiating the task</p> <p>2.2 Diagnostic</p> <p>2.3 Action planning</p> <p>2.4 Application</p> <p>2.5 Termination</p>	12
<p>3. Introduction to consulting in diverse spheres of company management</p> <p>3.1 In general and strategic management</p> <p>3.2 In financial management</p> <p>3.3 In commercialization and logistic management.</p> <p>3.4 In manufacturing management</p> <p>3.5 In Human Resource management.</p> <p>3.6 In Information technology.</p> <p>3.7 In directing small and micro businesses.</p> <p>3.8 In the public sector</p>	16
<p>4. Consulting organization management</p> <p>4.1 Conceptual planting of consulting management.</p> <p>4.2 Service commercialization</p> <p>4.3 Consulting organization strategy</p> <p>4.4 Methods to promote a consulting firm.</p> <p>4.5 Creation of a sales culture in a consulting organization.</p> <p>4.6 Costs and Fees</p> <p>4.7 Directing consultant activities.</p> <p>4.8 Quality management and guarantee</p>	16
<p>5. Consulting formation and perfecting</p> <p>5.1 The consulting career and remuneration</p> <p>5.2 Consulting training and development</p> <p>5.3 Preparing for the future</p>	10

Learning Activities

- Instructor presentations
- Student presentations on their research.
- Use of blackboard
- Participation of Consulting firm directors
- Use of INTERNET as a tool for researching web site where consulting information is published.
- Case analysis and problem solving
- Learning based on application projects in groups.

Assessment criteria and procedures:

Form	Instrument	Percentage
Interrogation and problem solution	Individual and group assignments in the form of essays, summaries, structured problems to be solved, and bibliographic research or on the internet.	20%
Class Participation	Individual student intervention, demonstrating a mastery and knowledge of the topics being developed in cases, exercises, and presentations.	10%
Problem Solving	Objective individual tests: Partial exams and final exam.	45%
Product Request	Application project of documental or field research and a group report on the project.	25%
	TOTAL	100%

Bibliography

	Type	Title	Author	Publisher	Year
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1	Text	Business consulting	Milán Kubr	Limusa	2002
2	Reference	Consultant Manual	Thomas L. Greenbaum	Díaz de Santos	1991
3	Reference	The Basic principles of effective consulting	Linda L. Stoch Homer H		2005
4	Reference	A Harvard Business School Guide to Careers in Management		Harvard Business School Press	2001
5	Reference	Consulting to Management	Larry E. Greiner y Robert O, Metzger	Prentice Hall	1983
6	Reference	Profitable Consulting: Guiding America's Managers Into the next Century	Robert O. Metzger	Addison Wesley	1987
7	Reference	Flawless Consulting: A Guide to Getting your Expertise Used	Peter Block	Jossey Bass	2000



Course Program

Course Name	Course ID
Human Being and Ethics	HU 402

Placement in curricular map:

This course is located in seventh or eighth semester of all of CETYS University's majors; it is not serialized with other courses but is recommended to be the last course to be taken as part of their general training.

Course Characteristics:

Human Being and Ethics is third in a series of three courses that CETYS has implanted in its three campi for students of all bachelor degrees. These courses seek to imprint a distinctive characteristic in all CETYS students, through reflecting on Human Beings and the way they relate with their environment, their past, their society, and themselves.

This course reflects on some anthropological conceptions in order to later establish the fundamental criteria for a better ethical discernment from a human being centered point of view. It takes on the field of personal and social values, which are taken on in some margins of liberty. It culminates with the recognition of the responsibilities in the workplace to establish some reflection on professional ethics.

Students are required to have the ability of reading comprehension as well as writing essays, and book reports, ability for oral communication in public, as well as the skill and tolerance to work in groups. At a knowledgeable level, it is recommended that the student have clear basic concepts of anthropological reflection done in the Human Beings, History, and Society course.

General Learning Objectives

At the end of this course, students will:

- Elaborate an essay where different versions of Human Beings and Ethics will be discussed.
- Create an organizational chart where the contents of the unit are integrated.
- Present a written paper where a reflection upon his/her own values will be exposed.
- Structure a code of ethics according to their profession.

Thematic content:

	Hours
<p>Unit I: Relationship of humans and the world.</p> <p>1.1. Some visions about Humans 1.2. The world of Humans 1.3. Problems to approaching ethics 1.4 Types of Ethics 1.5 Ethics and problems in Mexico 1.6 Ethics in CETYS' mission</p>	16
<p>Unit II: Human Liberty and Conscience</p> <p>2.1. Humane acts and acts of humans 2.2. Amoralism 2.3. Liberty 2.4 Types of Liberty 2.5 Responsibility modifiers 2.6 Determinism 2.7 Evidence of liberty 2.8 Types of conscience 2.9 Formation of conscience</p>	16
<p>Unit III: Values</p> <p>3.1. What is goodness? 3.2 Goodness as a value 3.3 What are values? 3.4 Axiological subjectivism and objectivism. 3.5 Synthetic position 3.6 Characteristics of values 3.7 Values and alumni characteristics</p>	16
<p>Unit IV: Professional Ethics and Social Responsibility.</p> <p>4.1. Professional Ethics 4.2. Basic criteria on professional ethics. 4.3. Code of Ethics 4.4 Relations inside organizations. 4.5 Society-Organization relations 4.6 Social Responsibility</p>	16

Learning Activities:***Under Instructor supervision:***

- Group discussions
- Group discussions
- Instructor presentations
- Collaborative work using diverse learning strategies.
- Student presentations
- Organizational graph elaboration.

Independent Activities:

- Conduct research
- Solve assignment exercises based on questions.
- Case solution
- Presentation preparation
- Recuperation in situations of moral court.
- Research information on-line.
- Solution of moral dilemmas
- Elaboration of their own code of ethics

Assessment criteria and procedures:

Each of the four units of this course will have a value of 25%

In each of them, accordingly, the following elements will be observed:

- a) Individual work (book reports, research, final project)
- b) Group work (presentations, organizational graph elaboration, discussions, case solving) de
- c) Performance self-assessment
- d) Co-assessment

Bibliography

	Type	Title	Author	Publisher	Year
1	Book	Ethics, theory and application	FAGOTHEY, Austin	McGraw-Hill	1994
2	Book	Ethics in Business, cases and applications	VELÁSQUEZ, Manuel G	Pearson Educación	2002
3	Book	Ethical dilemmas of modern corporations.	LLANO Cifuentes, Carlos	F.C.E.	1997

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- ^{ix} Write name of course according to curriculum.
 - ^{ix} Write code to identify course, according to curriculum.
 - ^{ix} Write corresponding semester for this course, according to curriculum. In case of serialization, define previous courses and future ones.
 - ^{ix} This is the frame of the course. A brief description must be written, defining the focus it will follow. Also, mention abilities, skills, and previous knowledge required to take this course.
 - ^{ix} These are considered the general objectives of the course (alumni characteristics), which should enumerate the learning that the student must reach at the end of the term, and the course's contribution to the achievement of the curriculum's objectives.
 - ^{ix} Enumerate the content of the course, organizing topics and sub-topics. This should be coherent with the course's denomination, and present an orderly and logic sequence. The number of corresponding hours should match the contents and complexity of the presented topics. It is important to mention that CACECA takes demands each topic to include objectives.
 - ^{ix} Describe the learning activities that will be done under instructor supervision, as well as those that the student will carry out independently. These activities should agree with the nature of the assignment and with the education model this Institution promotes.
 - ^{ix} Specify assessment criteria and procedures suggested for this course, which will be considered for the value of learning, that is to say, make sure that knowledge, abilities, and skills demanded by the course have been acquired by students; specifying the procedures and instruments with which their compliance will be verified. The assessment criteria should be intimately related with the general objectives and learning activities of the course.
 - ^{ix} The number of lines must be the same as the number of texts or material recommended for the course. In "type" the corresponding bibliographical support must be specified: book (text or consultation), magazine, electronic file, audio, video, etc.



Course Name:	Course Code:
Philosophy of Administration	AD406

Placement in curricular map: Eighth Semester

Course Characteristics:
Study different thoughts, theories, cycles, and tendencies that a company has been through throughout its history.
Students will learn the different administration cultures that have arisen and the changes that different theories have suffered, with the objective of learning to analyze and study their surrounding in order to make decisions.

General Learning Objectives:

- Learn different thoughts and theories that administration has been through.
- Study the history and cycles of administration.
- Learn past methods to analyze current situations and project the future.
- Develop research and foment student reading..

Thematic Content:	Hours
1. Industrial Revolution First Practices and Administrative Concepts. (Adam Smith Robert Owen) Scientific Administration Theories of Taylor Henry Gantt Henri Fayol Summary of the 6 main contributors.	10

Thematic Content. Continued:	Hours
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<p>2. Philosophies of Administration</p> <p>Elton Mayo</p> <p>Chester Barnard</p> <p>Appearance of the first schools of Administrative thought.</p> <p>Comparison and conclusion of units 1 and 2.</p> <p>Summary</p>	<p>10</p>
<p>3. Quantitative School</p> <p>World War II influences</p> <p>Post-war</p> <p>Business Applications</p> <p>Analysis of bureaucratic organizations (Max Weber)</p> <p>Authority Structure, Communication, and Conflict.</p> <p>Neoclassic focus on Administration. (APO)</p> <p>Planning, Organization, Direction, and Control.</p>	<p>12</p>
<p>4. Human Behavior and Organizational Development.</p> <p>Abraham Maslow and Frederick Herzberg</p> <p>Douglas McGregor (Theory “X” y “Y”)</p> <p>Peter Drucker (Modern Administration)</p> <p>Peter Principle</p> <p>Murphy’s Laws</p> <p>Administration by Exemption</p>	<p>16</p>

5. Current Theories Thomas J. Peters William Ouchi Alvin Toffler and Other Futurologists Peter Drucker Re-engineering Corporate Strategy vs. Business Units Competitive Strategy	16
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Learning Activities <ul style="list-style-type: none">• Instructor presentations• Student presentations• Use of Black Board• Research and readings• Case solutions• Article reading on Present Day Administration.
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Assessment criteria and procedures:

Form	Instrument	Percentage
Practical case resolution	Problem presentation, analysis of problem, solution alternatives, conclusions, and recommendations.	25%
Class Participation	Individual student intervention, demonstrating a mastery and knowledge of the topics being developed in cases, exercises, and presentations	20%
Student Presentations. Assignments	Research of an assigned topic and presentation of the obtained information before the class.	20%
Exams	Individual objective tests: Partial Exams, and a final exam.	35%
	TOTAL	100%

Bibliography

	Type	Title	Author	Publisher	Year
1	Text	History of Administrative Thinking	Claude S. George / Lourdes Alvarez	Practice Hall II	2005
2	Reference	Microeconomics for Managers	David Kreps	W.W Norton	2004
3	Reference	Strategic Management	Garth Saloner / Andrea Shepard / Joel Podolny	Wiley	2001

	Type	Title	Author	Publisher	Year
4	Reference	A Critical Comment on your Management Philosophy.	C. North Parkinson / M.K. Rustonji / S.A. Sapre	Diana	1993
5	Reference	Murphy's Law	Arthur Bloch	Pria / Stens / Sloons	1982

6	Reference	Theory Z How American Business can Meet the Japanese Challenges	William Ouchi	Addison-Wesley Publishing Company	1981
7	Reference	The Practice of Management	Peter Drucker	Harper & Row	1954



Course Name ^{xvii} : STRATEGIC MANAGEMENT	Course ID ^{xvii} : AD407
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Placement in curricular map ^{xvii} : EIGHTH
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Course Characteristics ^{xvii} : Seminar-style course with a theoretic-practical focus. This course, in its Seminar modality, is incorporated in the Administration and Business curriculum in order to introduce students to the analysis and application of strategic administration components of a company in a theoretic-practical way. It will develop in students the necessary abilities to understand high level decisions based on the search for competitiveness, global market concepts, personnel resource availability, financing, equipment, raw materials, and installed capacity. This course focuses on corporate structures and how to develop solid business plans..

General Learning Objective ^{xvii} : Students will be capable of developing their high level decision making skills and apply them in a business environment with a strategic focus directed at companies. This course will develop abilities in students to: <ul style="list-style-type: none">○ Understand the role, duties, and abilities of a general manager and how to run a company.○ Identify how the external and internal environment influence and impact the strategic administration process.○ Appreciate how different forms of corporate government mechanisms affect the implementation of strategies.○ Explain how strategic actions in a business firm can be influenced by the actions and reactions of the competition.○ Discuss contemporary tendencies in international strategic administration. Understand and possibly apply the concepts and practice of strategic administration in the workplace.

Thematic Content ^{xvii}:

<u>UNIT 1</u>	Strategic Administration and Strategic Competitiveness	16 hours
	El ambiente externo: oportunidades, amenazas, competencia industrial y análisis competitivo. El ambiente interno: recursos, capacidades y ventajas competitivas.	
<u>UNIT 2</u>	Business Strategies	12 hours
	Competitive rivalry and competitive dynamics.	
<u>UNIT 3</u>	Corporate Strategy	12 hours
	Acquisition and re-structuring Strategies.	
<u>UNIT 4</u>	International Strategy	16 hours
	Cooperative Strategy	
<u>UNIT 5</u>	Corporate Government	8 hours
	Organizational and Control Structure Strategic Leadership Strategic Entrepreneurialism	

Learning Activities^{xvii}:

At the end of unit 1, students will write essays, solve cases, and build conceptual maps with an environmental, internal, and external topic of an organization.

At the end of unit 2, students will elaborate Business strategies applying the concepts of rivalry and dynamic competitiveness.

At the end of unit 3, students will write essays, solve cases and exercises, and build conceptual maps on topics referring to corporate strategy, specifically in matters of acquisition and restructuring of organizations.

At the end of unit 4, students will write essays, solve cases and exercises, and build conceptual maps of the current international strategy procedures.

At the end of unit 5, students will write essays, solve cases and build conceptual maps applying the principles of organization corporate governments. Specifically applying structural, organizational control, and strategic entrepreneurialism concepts.

Given that the course will be delivered in the fashion of a seminar, all the units will apply the following actions inside and outside the classroom, accordingly:

- Article reading
- Negotiation exercises
- Case studies
- Panels
- Round table debates

Assessment criteria and procedures ^{xvii}

LEARNING PRODUCT	POINTS
FORMACIÓN (10-20%)	10%
Element 1: Punctuality and assistance	2.5
Element 2: Disposition to work in groups	2.5
Element 3: Responsibility and respect for due dates and course policies.	2.5
Element 4: Disposition for continuous improvement an academic work in the classroom.	2.5
COMPETENCIES (80-90%)	90%
Exams. Two partials and a final of equal value	30
Assignments: Article and case study analysis	30
Projects: Those agreed between instructor and student.	30
BONUS (10%)	10%
Bonus points help motivate students to improve their performance in this course and to make up for lost points	
TOTAL (100%)	110%

Bibliography ^{xvii}

	Type	Title	Author	Publisher	Year
1	Text	Strategic Management: Competitiveness and Globalization	Michael A. Hitt, R. Duane Ireland, Roberto E. Hoskisson	South-Western (ISBN: 0-324-11479-6)	2003
2	Reference	Strategic Management: Concepts and Cases, 11/E	Fred David	Prentice Hall	2007
3	Reference	Strategic Management	Hunger, J.D., and Wheelen, T.L.	Addison Wesley Publishing, Co.	1996
4	Reference	Harvard Business School cases			
12					

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- ^{xvii} These are considered the general objectives of the course (alumni characteristics), which should enumerate the learning that the student must reach at the end of the term, and the course's contribution to the achievement of the curriculum's objectives.
- ^{xvii} Enumerate the content of the course, organizing topics and sub-topics. This should be coherent with the course's denomination, and present an orderly and logic sequence. The number of corresponding hours should match the contents and complexity of the presented topics. It is important to mention that CACECA takes demands each topic to include objectives.
- ^{xvii} Describe the learning activities that will be done under instructor supervision, as well as those that the student will carry out independently. These activities should agree with the nature of the assignment and with the education model this Institution promotes.
- ^{xvii} Specify assessment criteria and procedures suggested for this course, which will be considered for the value of learning, that is to say, make sure that knowledge, abilities, and skills demanded by the course have been acquired by students; specifying the procedures and instruments with which their compliance will be verified. The assessment criteria should be intimately related with the general objectives and learning activities of the course.
- ^{xvii} The number of lines must be the same as the number of texts or material recommended for the course. In "type" the corresponding bibliographical support must be specified: book (text or consultation), magazine, electronic file, audio, video, etc



Course Name^{xvii}:

LEADERSHIP LESSONS

Course ID^{xvii}

AD408

Placement in curricular map^{xvii}:

EIGHTH

Course Characteristics^{xvii}: Seminar-style course with a theoretic-practical focus.

This course, in its Seminar modality, is incorporated in the Administration and Business curriculum in order to introduce students to the analysis and application of the nature, styles, and leadership abilities using historical and contemporary models on the topic.

Every person has had the opportunity in which they have applied their abilities to influence others in reaching goals and objectives, but not everyone has had the opportunity of receiving prompt feedback on their performance, which would allow them to think, act, and talk more effectively before the situation they are confronting. This course, aside from focusing on the theoretical analysis of the subject, will be a continuous assessment of the development of leadership skills in students, by the instructor, class mates, and the students themselves, with the purpose of developing the leadership skills of each participant of this course.

General Learning Objectives^{xvii}:

Students will be capable of developing leadership skills and apply them in a business environment and their daily lives.

This course will develop in students the abilities to:

- Understand and apply the concepts related to historical and contemporary models of Leadership.
- Self-evaluate their own leadership skills.
- Evaluate leadership skills applied by class mates.
- Actively participate in their development as a personal, entrepreneurial, and social leader.
- Develop a portfolio that compiles their opinions, reflections, and experiences where their knowledge on leadership are applied and developed throughout the semester.

Thematic Content^{xvii}:

<u>UNIT 1</u>	Introduction	10 hours
	The nature and leadership The nature of administrative work.	
<u>UNIT 2</u>	Characteristics and types of Leadership	16 hours
	Perspectives of contemporary effective leadership. Participative leadership. Delegation Empowerment Two-party decisions, attributions, and follow up. Power and influence	
<u>UNIT 3</u>	Leadership Styles	14 hours
	Administrative traits and abilities Contingency Focus Effective Leadership Charismatic Leadership Transformational Leadership	
<u>UNIT 4</u>	Leading change in organizations.	12 hours
	Leadership in groups Group decision making Strategic Leadership and upper management.	
<u>UNIT 5</u>	Theory review and integration	12 hours
	Development of leadership abilities. Ethical Leadership Work force diversity	

Learning Activities^{xvii}:

At the end of unit 1, students will write essays, solve cases, and build conceptual maps with a leadership nature and administrative work topic.

At the end of unit 2, students will write essays, solve cases, and build conceptual maps about the characteristics and types of leadership.

At the end of unit 3, students will write essays, solve cases, and build conceptual maps in reference to effective, charismatic, transformational, and contingency leadership styles.

At the end of unit 4, students will write essays, solve cases, and build conceptual maps with a current focus on strategic leadership and organizational change.

At the end of unit 5, students will write essays, solve cases, and build conceptual maps on the practical application of all the analyzed theories on the topic of leadership, for which they will elaborate a report with opinions, reflections, and experiences throughout the course focused on the development of their own leadership skills.

Given that the course will be delivered in the fashion of a seminar, all the units will apply the following actions inside and outside the classroom, accordingly:

- Article reading
- Negotiation exercises
- Case studies
- Panels
- Round table debates
- Case studies

Assessment criteria and procedures ^{xvii}

LEARNING PRODUCT	POINTS
FORMACIÓN (10-20%)	10%
Element 1: Punctuality and assistance	2.5
Element 2: Disposition to work in groups	2.5
Element 3: Responsibility and respect for due dates and course policies.	2.5
Element 4: Disposition for continuous improvement an academic work in the classroom.	2.5
COMPETENCIES (80-90%)	90%
Exams. Two partials and a final of equal value	30
Assignments: Article and case study analysis	30
Projects: Those agreed between instructor and student.	30
BONUS (10%)	10%
Bonus points help motivate students to improve their performance in this course and to make up for lost points	
TOTAL (100%)	110%

Bibliography ^{xvii}

	Type	Title	Author	Publisher	Year
1	Text	Leadership in Organizations	Gary Yukl	Prentice Hall (ISBN-10: 0135565642 ISBN-13: 9780131494848)	2006
2	Reference	Leadership, theory and practice, 3 rd . Edition	Peter G. Northouse	Sage Publications	2004
3	Reference	Leadership challenge	James M. Kouzes Barry Z. Posner	Jossey-Bass Books (ISBN-13: 978-0-7879-8491-5)	2007
4	Reference	Harvard Business School cases			
5	Reference	Others selected by students themselves			

Add lines if necessary

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Course Name ^{xvii} : HIGH ADMINISTRATION SEMINAR	Course ID ^{xvii} AD409
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Placement in curricular map ^{xvii} : EIGHTH
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<p>Course Characteristics^{xvii}: Seminar-style course with a theoretic-practical focus.</p> <p>This course, in its seminar modality, seeks to generate in students in theory and in practice, the necessary knowledge and abilities to make decisions in the arena of direction, as well as develop their capacity of analysis of organizational environment so that this decision making has a foundation.</p>

<p>General Learning Objectives^{xvii}:</p> <p>Students will assimilate concepts and apply the essential strategic rules in the administrative arena that allow them to understand the new context of business and facilitate decision making as well as comprehension of critical corporate topics at a global level..</p>

Thematic Content^{xvii}:

Unit 1	Current Environment	8
	Global environment National Situation –Political, economic and social- International Situation – Political, economic and social - Social Responsibility	
Unit 2	Strategic Framework and Business Design	10
	Tendencies of the competitive scenario Industry structural analysis Structural analysis of leading companies Key directive competencies to manage the new environment. Innovation, creativity, and client focus. Effective communication to manage market perceptions and expectations. Key aspects of the value proposal. Alignment of the mission and vision objectives of the business. Organizational, functional, and cultural alignment focused on strategy. Change management	
Unit 3	Strategic Management of Emerging Markets.	8
	Strategic model of a company Service orientation as a competitive advantage. Product orientation as a competitive advantage. Business strategies: concentration, vertical integration, concentric diversification, conglomerate diversification, cost leadership. Multicultural management Multicultural Hofstede Model: Application in Latin-American environments.	
Unit 4	Strategic Management for Globalized Markets	8

	<p>Conceptual scheme of the globalization process. Market globalization: dilemmas and challenges for the company Sustainable competitive advantage acquisition. Globalized market Access and adaptation: Cases and company strategies. Strategic Management: Cases on the role of Upper Management in globalized markets.</p>	
Unit 5	Strategic Vision of the Integral Command Cadre.	14
	<p>Human Capital and Productivity strategy. Smart company and knowledge worker. Transforming strategic ideas into financial results. Development of a value proposal for clients consisting on and business strategy and its financial model. Identification and control of key processes in the generation of value that improve a client's perspective and positively transform the company. Tools for upper management to define, communicate, measure, and control the fulfillment of corporate objectives. Management of an execution and achievement of results culture</p>	
Unit 6	Strategic Leadership	8
	<p>The value of leadership in upper management The role of leadership Styles of leadership Emotional Intelligence A new style of entrepreneurial conducting and development for a new global economy. The Integral model of leadership Sense of leadership: for what do entrepreneurial leaders want to build leadership? Level 5 leadership (Jim Collins) Definition of the impact a leader seeks to make in the environment of the organization. Demands that must be honored in order to build genuine leadership. The maximum challenge: a leader as a builder of leaders.</p>	

Unit 7	Current Topics and Case Studies.	8
	Great Companies Great Entrepreneurs (In Mexico, Latin America and a global level)	

Learning Activities^{xvii}:

At the end of unit 1, students will write essays, solve cases, and build conceptual maps with a political, economic, and social situation perspective at a global, Latin American, and local level..

At the end of unit 2, students will write essays, solve cases, and build conceptual maps on the administration of upper management with a strategic vision.

At the end of unit 3, students will elaborate business strategies for organizations in a multicultural context.

At the end of unit 4, students will write essays, solve cases, and build conceptual maps on strategic management that demand the role of upper management at a global level.

At the end of unit 5, students will elaborate strategies for upper management applying the necessary strategic tools.

At the end of unit 6, students will write essays, solve cases, and build conceptual maps on the role of leadership, apply situational leadership depending on the exposed company cases.

At the end of unit 1, students will write essays, solve cases, and build conceptual maps on leading companies identifying their characteristics as well as the traits of their leaders..

Given that the class will be delivered in the style of a seminar, all units will include activities inside and outside the classroom, accordingly:

- Article reading
- Negotiation exercises
- Case studies
- Panels
- Round table debates
- Research based on specialized facts
- Industry and company research and analysis generating profiles for both according to the collected information.

Assessment criteria and Procedures^{xvii}

LEARNING PRODUCT	POINTS
FORMACIÓN (10-20%)	10%
Element 1: Punctuality and assistance	2.5
Element 2: Disposition to work in groups	2.5
Element 3: Responsibility and respect for due dates and course policies.	2.5
Element 4: Disposition for continuous improvement an academic work in the classroom.	2.5
COMPETENCIES (80-90%)	90%
Exams. Two partials and a final of equal value	30
Assignments: Article and case study analysis	30
Projects: Those agreed between instructor and student.	30
BONUS(≤10% of the TOTAL) The bonus is optional and is used as a way for participants to recover lost points in some of the competency rubrics of the course. (It can be included in the overall assessment or not).	
TOTAL:	100%

Bibliography^{xvii}

	Type	Title	Author	Publisher	Year
1	Reference	Crafting and Executing Strategy; The Quest for Competitive Advantage; Concepts and Cases	Arthur A. Thompson Jr., A.J. Strickland III	McGraw Hill	2006
2	Reference	Harvard Business Review Interviews with CEO's	HBS Press	Harvard Business School Press	2003
3	Reference	Competing Values Leadership	Kim S. Cameron, Robert E. Quinn y Jeff DeGraff	Ed. EE	2006
4	Reference	Management for the Future	Peter Drucker	Gpo. Ed. Norma	2000

5	Reference	Strategic Planning for Public Companies	Mattias Sacase	Ed. Trillas	2001
6	Reference	Primal Leadership	Daniel Goleman, Richard Boyatzis y Annie McKee	HBS Press	2004
7	Reference	Harvard Business Review on Culture and Change	HBS Press	HBS Press	2002
8	Reference	Good to Great	Jim Collins	Ed. Collins	2001
9	Reference	Execution	Larry Bossidy y Ram Charan	Ed. Crown Business	2002
10	Reference	EVA: Added Economic Value	Oriol Amat	Gpo. Ed. Norma	2002
11	Reference	The Art of the Strategist	William Cohen	AMACOM	2004

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