Faculty Guide for the Instructor of Higher Education

CETYS
UNIVERSIDAD

Basics for academic excellence

August 2010/June 2011

Introduction

Dear teacher,

Welcome to the new school year at CETYS University. We wish you an excellent semester full of learning and good experiences. We appreciate your support and your noble commitment to achieving the educational goals of our institution. Given the importance that education is a determining factor in the existence and development of society, teaching, understood as the pursuit of Education, should be based on criteria of quality and be directed towards excellence, considering the latter in terms of those values to ensure the common life, the latter based on the personal development of each individual as such. In itself, education is a human relationship which enriches the personality of the teacher and student.

Because of this, education, and therefore, teaching is the most crucial and complex of human activities. Here is why this brief GUIDE FOR THE INSTRUCTOR OF HIGHER EDUCATION OF CETYS UNIVERSITY has been written, it intends to translate our institutional experience and all those elements that allow us to achieve together the comprehensive education of our students.

This guide is organized into two parts; the first part concerns the entire system-level overview: the welcome message from the President and Academic Vice-President, the story of CETYS, the Board Members of IENAC, as well as the government of our institution; the second part consists of academic information from the system: the educational philosophy, mission and vision of development, the educational model, the institutional learning outcomes, and the academic programs, among other points that are developed throughout this section.

We ask that you keep this instructor's guide as support resource and reference for your work in our institution during this school year. Your college dean or school's director can help you regarding academic needs, special services or support during this semester.

We are confident that this new educational challenge will meet your expectations, the institution's, and mainly, the expectations of our students who are the reason for our work.

CETYS University, July 2010.

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I.   Message from the President

Dear Teacher

Starting from the premise that the human being is not only what education makes of him and, assuming that the act of educating is to place the best of humanity into the conscience of students, thus ensuring the renewal of culture, it is a fact of a particularly seriousness that the teacher must deal with a deep commitment.

I believe in this postulate: in order to teach, one must be able to read time. We have had the fortune -both compelling and challenging, to live in this time where the educational systems of secondary and higher education have no rest or boundaries that limit them, a time where academic leaders need to challenge the community to engage trends that we own: competitiveness, strategic alliances, flexible curriculum systems, coverage to meet the social function of education, time that takes us to high quality, that is, to take responsibility for our actions, to carry them out with talent and to be part of a rigorous assessment process focused on results, not just in the process.

We have read time and obtained a vision for the year 2020, a process in which a good number of teachers have participated actively, where four pillars are emphasized: be competitive internationally, achieve high quality education, maintain a learning community, and be acknowledged by the results in a framework of sustainability. With these pillars we have started on this administration's commitment to bring CETYS to a higher stage of development.

My message in this introduction to the Guide for the Instructor of Higher Education is that I believe that teachers will make the deployment of the educational model and the fields of the institution possible. The strategic implication is that we will require a faculty of the highest quality, well prepared and with more degrees, more diversity in academic origins, and more connected to intervention and research projects.

If education is to touch and reinvent the memory of mankind, CETYS bets on visibly enhancing the quality of our teachers. Thank you for your effort and your vocation delivered in the classroom. True, CETYS goes beyond bricks, CETYS is built by all those wills that have the same goal: to educate.

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Sincerely,
Dr. Fernando León García

President of CETYS University System

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II.   Institutional Information

1. History of CETYS University

Origins

Centro de Enseñanza Técnica y Superior (CETYS University) is an educational institution of excellence, located in the state of Baja California, Mexico. Born in 1961 by a group of visionary entrepreneurs, who created quality education in this blooming border state and founded Instituto Educativo del Noroeste, A. C., a nonprofit organization that sponsors CETYS UNIVERSITY.

With campuses in Mexicali, Tijuana and Ensenada, today CETYS University offers undergraduate and graduate courses in the areas of Business Administration, and Engineering and Humanities, as well as a general and international high school.

It is also a private institution that operates with REVOE, which is the official recognition of studies from the Education Department, covered in two global agreements:

- Agreement 21414 issued by the Department of Public Education (SEP), at Federal level and published in the Official Gazette on December 26, 1974. This agreement authorizes CETYS University to offer any program, Technical, High School, Undergraduate and Graduate, anywhere in the country and in any form.

- Agreement issued by the Department of Education and Social Welfare (SEBS) from the State Government, and published in the official newspaper of the State of Baja California on October 10, 1983. This agreement grants CETYS University the same opportunities as the federation's Agreement 21414, but only in Baja California.

CETYS University may, therefore, protect the programs offered at any of the two agreements, in fact, we now have some programs recognized by SEBS and others by SEP, in all cases, in addition to the general agreement, there is a particular recognition written for each program and curriculum offered at each campus.

CETYS University has also been acknowledged to be "Institution of High Academic Quality" (1988), and has been given the category of "Institution of Excellence" (1995) by the Secretary of Public Education in Mexico and the Governor of the State of Baja California, in acknowledging its high academic quality.

For further information on this section, we invite you to read the book: "*CETYS University: 40 years of history*", or visit www.cetys.mx

PRESIDENTS THROUGHOUT HISTORY

During its nearly 50 years, CETYS University has had five presidents; each of them has lived a particular moment in institutional development, from constructing a building to the opening of programs and fundraising for specific projects.

The naming of a CETYS University president is done through a process in which candidates submit their applications and resume to a special committee, which subjects them to an evaluation. Once applicants go through this process, the committee analyzes the results and delivers them as a file to IENAC, whose members have the responsibility of analyzing, debating and discussing in closed session who will be the new president.

Fernando Macías Rendón
FIRST PRESIDENT 1961-1966

On February 17, 1961, Fernando Macías Rendón was named the first president, who was one of the founders and an enthusiastic partner in raising the CETYS building on Reforma Avenue. During his administration the first buildings in what is now CETYS Mexicali Campus were built, and remained in office until December 1966.

Félix Castillo Jiménez (+)
SECOND PRESIDENT 1967-1977

On January 1967 Dr. Felix Castillo Jiménez (R.I.P) was named the second president. It was during his presidency when the Office of the President took office in the tower; the first formal development plan of CETYS University was drafted, led by Dr. Pablo Latapí, and High School activities at Tijuana and Ensenada began in 1972 and 1975. He held this position until December 1977.

Jesús Alfonso Marín Jiménez
THIRD PRESIDENT 1978-1996

On January 13, 1978, Jesús Marín Alfonso Jimenez, who served as president until 1996, was named. During these years the growth and development of CETYS was enormous, since in 1980 he inaugurated the administrative buildings, classrooms, administrative offices and library. On November 21, 1988, CETYS University is acknowledged with "High Level Academic Quality Institution" by Miguel González Avelar, Secretary of Public Education in Mexico at that time, and in 1990 institutional agreements were established with Hewlett Packard, National Cash Register, Arizona State University and Kenworth Mexicana.

Enrique Carrillo Barrios-Gómez
FOURTH PRESIDENT 1996-2000

On January 19, 1996 Enrique Carrillo Barrios-Gómez was named president, a position he held until October 2000. It is in this period when the Department of Humanities was established, the Technology Advancement Center (CAT) building began operations, the Energy and Environment Services Study Center (CESEM) was constituted, CETYS Radio broadcasted worldwide via internet and the Student Center at Ensenada Campus was built.

Enrique Carlos Blancas de la Cruz.
FIFTH PRESIDENT 2000-2009

On October 2000 Carlos Enrique Blancas de la Cruz, was named president of CETYS University. Since entering office, the 2010 CETYS PLAN was presented; it defines the development of the Institution's vision over the next 10 years; the Extension and Languages building was raised in Mexicali, the "Margarita Astiazarán de Fimbres" sports stadium was opened in Tijuana, as well as the "Rodolfo Bárbara Nelson" Business Development Center for International Business (CEDENI). Additionally, he made CETYS the first university in Latin America to be accepted as eligible candidate to begin the WASC accreditation process. Mr. Blancas worked in CETYS since 1967.

Doctor Fernando León García.
SIXTH PRESIDENT 2010-

On January 28 Dr. Fernando León García became the sixth President of CETYS University System. In addition to marking this new stage in the institution's life, this act was historic because for the first time, one of its graduates would serve as the highest academic authority. He has also pledged to lead the institution to the highest levels of quality, making CETYS a competent university within a global context which contributes in a relevant way to the region's developmental needs.

For further information on the Office of the President, we invite you to visit www.cetys.mx

ACCREDITATIONS AND ORGANIZATIONS

Aware of the importance of relationships with other educational bodies, CETYS University is accredited by:

International:
WASC Western Association Schools and Colleges (in process of being accredited)
www.acswasc.org

National:
ANFECA National Association of Schools and Colleges of Accounting and Management
www.anfeca.unam.mx

ANFEI National Association of Schools and Colleges of Engineering
www.anfei.org.mx

ANUIES National Association of Universities and Institutions of Higher Education
www.anuies.mx

CNEIP National Council on Psychology Teaching and Research
www.cneip.org

FIMPES Federation of Mexican Private Higher Education Institutions
www.fimpes.org.mx

Additionally, CETYS is a member of the following organizations:

International:
AGB Association of Governing Boards of Universities
www.agb.org

CONAHEC Consortium for North American Higher Education Collaboration
www.conahec.org

IAU International Association of Universities
www.iau-aiu.net

IAUP International Association of University Presidents
www.ia-up.org

CEED International Consortium for Educational and Economic Development
www.iceed.com

National:
UDUAL Union of Universities of Latin America
www.udual.org

The Course of CETYS University

2020 CETYS Plan

The concept of planning takes people and institutions to evoke the future. Quality and human skills require special skills so imagination does not become an illusion, but hope. Plans part from hope, i.e., from expectations, anticipations, assumptions of imagining the future and building the course by which we travel. With the idea of being, CETYS University - from its founding in 1961 - conceived planning as one of the pillars that guide decision making in a rational and objective way that gives meaning to its growth and development.

To date, there have been seven planning actions in cycles that have varied from three, five to ten years; the last one was the 2000-2010 CETYS Plan. In this line of continuity, the eighth of these endeavors is the process of planning the 2020 Plan, which starts officially in 2008, when *Instituto Educativo del Noroeste A.C. (IENAC)* authorizes the Office of the President via Planning Committee, to organize the team in charge of this task.

Based on the experience of the above processes, the group in charge triggers the deployment of a collaborative and participatory approach whose components were:

- Consider the institutional mission and the educational model as a frame of reference.
- A comprehensive appraisal of the 2000-2010 CETYS Plan.
- An extensive consultation, parents, students, faculty, employers, counselors, and graduates, among others.
- Development of studies on competition in Baja California; analysis on the educational, economic and social environment, as well as the assessment of the theoretical discourse on the trends of higher education in the world.
- The participation of a team of external consultants from universities of the United States, prominent in the field of university administration, which led to interviews to professors and directors of the three campuses, enriching the challenges and the future intentions of the University.
- Workshops with managers and academic staff - including the academic Senate

The 2020 Plan defines the raison d ' être of this educational institution for the next few years; it poses strategic implications and expresses clearly the challenges it faces. In that sense, its purposes are:

1. Define precisely the type of institution that CETYS is intended to be, under the parameters of: the humanist education, competitiveness, viability and sustainability.
2. Define and operate a strategy of high quality education, to ensure measurable results in the key processes of institutional life (student learning, the role of faculty, academic programs, management of finances, among others).
3. Strengthen strategies to consolidate CETYS internationally and its positioning as a competitive university in this context

Be part of the mission whose essence to the humanist formation does not change; the vision and its four components are described as follows;

2020 Vision

CETYS University is an institution of high quality education, globally competitive, working as a community of learning, and recognized by its actions and results for sustainable development.

Four components constitute the Vision:

1. **High quality education.** While the quality has been constant in the actions of CETYS, for the following years high quality will be assessed through a series of indicators among which we highlight: teachers with high prestige and higher percentage of them with a PhD, national and international accreditations in programs, the educational model with clear evidence on the deployment of its fields, high levels of performance when externally assessing students.

2. **Globally competitive.** The key to be and be recognized in this area, is the international accreditation of the institution and its programs, which will facilitate and encourage the mobility of students and teachers, on the participation of academic projects and research; on the other hand, the value offering must be flexible, innovative and competitive which, among other things, should recognize cultural diversity and train in a global perspective.

3. **Community of learning.** Concerns focus on curriculum development towards learning and assessment, which strengthens continuous improvement and a culture of evidence in the academic and administrative fields, and seeks to make more effective the use of information in the decision-making process; similarly, it involves strengthening the culture of research, search and analysis of information.

4. **Recognized for its results in the context of sustainable development**. The high employability of graduates is highlighted in this fourth component, within a

framework of social responsibility and recognition of sustainable development; it also means increasing the outstanding achievements of the members of the university community, as well as demonstrating entrepreneurial competition and social leadership for students, teachers and graduates.

For further information on the advancement of the process, visit the 2020 CETYS Plan informational web page at www.cetys.mx/2020.

WASC

In a process of increasing academic quality in international terms, CETYS University seeks to become the first institution in Latin America to be accredited by the Western Association of Schools and Colleges (WASC) by the summer of 2011.

WASC is one of the six accrediting agencies of the United States; the objective is that all universities it certifies commit to continuous improvement, learning, and the development of a culture of research.

By obtaining such accreditation, students at CETYS University may revalidate their undergraduate & postgraduate studies at any of the 150 Universities that are part of the Association in the United States.

Some actions that CETYS University has identified as critical to the success of the accreditation are: development of the Library Strategic Plan, assessment of learning outcomes, creation of a doctoral culture, development of faculty and academic planning, among others.

2. Instituto Educativo Del Noroeste, Asociación Civil (IENAC)

It is important to know and understand the role of IENAC and its members, for those who work at CETYS University, as well as the relationship it has with the institution.

- IENAC is a Civil Association which ***does not pursue profit***, whose purpose is to ***sponsor*** Centro de Enseñanza Técnica y Superior or CETYS University System.

- We colloquially refer to IENAC as "The Board" and generally talk about its members as "The Board Members"; however, the precise terminology is clearly reflected in the statutes of the Civil Association.

- Centro de Enseñanza Técnica y Superior, which is also known as CETYS University System, is the means by which IENAC makes the educational purpose that can clearly be seen in its social object.

- Partners and Board Members who belong to IENAC supervise and subsidize CETYS University System.

- IENAC relies on the President of CETYS University System its academic operation and administration of the institution. It is the President and the directors who are in charge of the academic, operational and financial progress of CETYS.

- IENAC, through its different departments, serves as a body for monitoring, counseling, and guarding, ***issuing recommendations*** on matters of importance and providing CETYS University System with feedback from the community.

For further information on this matter we invite you to read the book: "*CETYS University: 40 years of history*". Or visit www.cetys.mx

3. The Government of the Institution

CETYS University, in a process of continuous improvement and transformation, decided to reinforce its strategy to consolidate the institution as a system. For many years the strategies were geared towards its development in three campuses, particularly in response to the needs of the three municipalities.

This worked well, however, the institution is currently going through the WASC accreditation process and there is an integrative educational model, therefore it is important to standardize practices and project CETYS as a single institution. Hence the changes resulting from the new organization that respond to that reality oriented towards prioritizing education.

In order to strengthen the three institutional strategic lines, the educational model, the growth of student population and healthy finances, the Office of the Academic Vice-President was re-structured and the Colleges were formed.

The Academic Vice-Presidency is the first in charge before the Office of the President in the following areas: College of Engineering, College of Business Administration, College of Humanities and Social Sciences, Extension and Continuing Education, Graduate Studies, Educational Services, Academic Improvement and Development Center, Education Development and Promotion, International Affairs, Academic Planning and Effectiveness, and the WASC Project.

On the other hand, the purpose of the Colleges is to provide a greater academic support on the three campuses, through the better use and optimization of the use of knowledge, talent, experience, resources and systems; promote standardization, certification and reduce duplication of functions and processes; a faster response to national and international accreditations, as well as presenting a single face to students, parents, competition and the community in general.

I. Academic Institutional Information

1. Educational philosophy

PHILOSOPHICAL PRINCIPLES AND THE MISSION OF CETYS UNIVERSITY

The Mission of CETYS is the document that governs the activities and programs carried out in the institution, it translates the normative principles and the educational philosophy of CETYS; both follow these principles:

- Recognize the human person as the beginning and end of any society.
- Human freedom as a fundamental value.
- Solidarity as a principle in response to social problems.
- Education as a process of refinement of the person.
- Excellence as a way of life and action.
- Primacy of ethics over technique.
- Technique and culture as institutional motto.
- Respect for human rights, human dignity and peoples.
- Give honestly and receive openly contributions from other cultures.
- Harmonious development between science-technique and cultural values.
- Primacy of reflection on information.

Consequently, the mission of CETYS University states that:

It is the purpose of Centro de Enseñanza Técnica y Superior to contribute to the training of people with the moral and intellectual capacities necessary to participate in an important way in economic, social and cultural improvement of the country. Consequently CETYS University seeks, in the consciousness of its students, to make those values that traditionally have been considered as basic indestructible, so that man can live in society in a peaceful manner and satisfy the needs that his laborious capacity allows him.

For further information on this matter we invite you to read the book: "*CETYS University: 40 years of history*". Or visit www.cetys.mx

2. Educational Model

In addition to being constituted by the philosophical principles that determine the type of person that will be trained, being described explicitly and thoroughly in the Mission of CETYS, the educational model is based on other three essential components: pedagogical principles, fields and the system of values.

- **Pedagogical Principles**

They define the way the educational process is done:

1) Learn to learn.

Ability that students manifest to identify and to manage cognitive and meta-cognitive strategies, that lead to the acquisition of new knowledge, skills and competencies in an autonomous, independent, and self regulated way.

2) Learn to do.

Conduct which students express to acquire and develop functional skills based on the application and abstraction of the achieved knowledge, for the formulation and solution of problems of any kind, either individually or in groups.

3) Learn to coexist.

Observable behavior in students in a group or community context, in which tolerance, equity and justice must occur within a framework of mutual understanding for the achievement of goals, through common projects in which interdependence must be a fundamental feature.

4) Learn to be and be well

A permanent search of the student for his interaction with his environment to discover himself as a person, build his individuality and develop his autonomy through reflection and the identification of his values, which should be in harmony with the world around him.

FIELDS

These are distinctive elements that the institution seeks to promote more strongly in a given period of time, and its main point of reference is both the institutional philosophy and pedagogical principles. The fields must be clearly reflected in the design of the curriculum.

The most important of the fields of CETYS education is, without a doubt, the humanist formation. Humanism is acknowledged as the guiding axis, from the mission to the educational model. The fields are as follows:

1. Entrepreneurial attitude. Throughout the training, students are intended to be capable of designing, organizing and directing projects where creativity is put at stake, inventive and innovative capacity that leads them to make decisions and to undertake tasks, actions and programs with the required success.

2. Social and working linkages. It is the development of the entrepreneurial attitude at the service of its link with the outside world. The working link through two or more specific subjects will allow a closer look to the labor market, understand its dynamics and strengthen its security and sense of responsibility. The social linkage will maintain its social values, particularly justice and goodness, linked also to two specific subjects. It also strengthens the learning to live together and learning to be.

3. Continuous improvement. It is an attitude, a standard, a compromise and a way of life. Always trying to do things better, assess, and supply what was done to be even better.

4. Internationalization. It is a field that consolidates the curriculum. We mean by consolidating to continue doing what is already being done and increase the path of internationalization towards other actions. A guideline gives consistency to this field: there can't be a CETYS graduate without having an international experience, be it any type: courses delivered in English, foreign exchanges, summer visits, double diplomas, etc.

SYSTEM OF VALUES

In 2003, the President notices that the document of the Mission considers more than 24 appraising qualities and that it is necessary to redefine the identity of CETYS from that mission. That is why a team is given the task of generating a system of values for CETYS, understood, according to Milton Rokeach[1] as "…a permanent organization of beliefs regarding preferable modes of behavior, along a scale that sets the relative importance of each". The need for a system, according to Anne Hirsch[2], lies in 4 very specific points:

- They structure insight into the world, the meaning and life projects;
- They allow to take a stance in any situation or social event (...) acting as a central part of the moral, aesthetic, emotional, and cognitive awareness;
- They are a basic modeler of human relationships, because they become a criterion of judgment, preference and choice;
- They contribute to the formation of identity, integration and social adaptation.

While it is true that our Mission can respond to these approaches in a very general manner, so is the need to make an effort to clarify which of those appraising qualities are the ones that must be translated into programs, projects and strategies of work to be developed in a short, medium and long term.

Value: It is what makes a human being such, something without which would lose its humanity or part of it. They function as references or patterns that guide human behavior towards social transformation.

The System of Values at CETYS is composed by the following:
- liberty,
- justice,
- spirituality,
- beauty,
- goodness,
- truth.

It should be noted that both the profile of graduates and the proper programs, incorporate learning activities for their life experiences. Finally, having an institutional philosophy and a system of values generates commitments, because there cannot be consistency with these training endeavors if oneself is not trained day to day, and the task is unfinished if we have not transmitted our students the social vision their training must have.

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[1] Rokeach Milton, The nature of human values, in Ana Hirsch, Education and Values. Part III
[2] Hirsch, Ana Education and Values, Part III, Gernika, 181-182.

3. Institutional Learning Outcomes

Learning outcomes represent a way to observe, analyze and synthesize the performance of students in the learning of knowledge, skill, attitude or specific provision. Therefore, CETYS University was given the task of making four institutional learning outcomes (RAIS) with the objective that every student, at the end of their academic program, demonstrate that they have the highest level of learning for each of the following:

1. **Clear and effective communication** (in written work and presentations)
   At the end of the academic program, students will be capable of:
   1.1. Writing a personal, organized, developed and expressed essay in Spanish.
   1.2 Writing an essay in response to a written argument, article or book in Spanish.
   1.3 Writing a research report following a standard academic format in Spanish.
    1.4 Writing a final application project in Spanish, within the context of the course.
   1.5 Making an effective oral presentation (logical, coherent and credible), using visual or physical materials for support on a particular idea and to a general audience.
   1.6 Making an effective oral presentation on an area, aspect, application or final application project, or research of their major before an audience.

2. **Continuous learning.**
   At the end of the academic program, students will be capable of:
   2.1. Making hypothesis and questions based on the need for information.
   2.2 Identifying, in the scope of their profession, value and differences of the various sources of information and their formats.
   2.3 Developing an ethical and feasible strategy to acquire the information they need.
   2.4 Applying, individually or in teams, the best model of research for a specific problem or research project.
   2.5 Building and executing, ethically, the best plan of searching for information for a project or research problem.
   2.6 Organizing, individually or in teams, the information obtained and assessing its size, quality and relevance to solve a problem or support a thesis.
   2.7 Incorporating reflectively and critically the information obtained by adequately referencing it, to their knowledge and system of values.

3. Critical thinking.
   At the end of the academic program, students will be capable of:

   Issuing views or self-regulated, contextualized judgments with a purpose, after interpreting, analyzing, assessing, inferring and/or explaining conceptual, methodological evidence and implementation of criteria, rules, principles, values or beliefs.

3. **Openness to cultural diversity.**
   At the end of the academic program, students will be capable of:
   Showing an increase of awareness and sensitivity of their own culture, as well as the rest of the groups that are part of their environment.

Similarly, academies have been integrated for the Academic Program's Learning Outcomes (RAPAS). The directors of schools and colleges have been working in the configuration of these academies and in the formulation of the learning outcomes of academic programs they operate.

4. Academic Programs

The curriculum in the areas of Business Administration, Engineering and Psychology is made up of three types of courses: 1) the common ones to all areas; 2) those that are common to the majors of each area (Business Administration, Engineering, Education, Law or Psychology); and 3) those specific of each major. The following chart indicates the undergraduate programs per campus.

BACHELOR'S DEGREE	Ensenada	Mexicali	Tijuana
Marketing Management	•	•	•
Business Administration	•	•	•
International Business	•	•	•
International Public Accounting		•	•
Service Management			•
Graphic Design	•	•	
Law		•	•
Clinical, Educational, Organizational or Child Psychology		•	•

ENGINEERING PROGRAMS	Ensenada	Mexicali	Tijuana
Industrial	•	•	•
Electronic Cybernetics	•	•	•
Mechanical	• ..	•	•
Computer Science		•	•
Digital Graphic Design		•	•
Mechatronics	• ..	•	•
Software	•		
			(..) half programs offered.

GRADUATE STUDIES	Ensenada	Mexicali	Tijuana
Masters in Administration with concentration in: Marketing, Human Resources, Finances, Public Administration, High Administration, International Business, Supply Chain, Quality, Economical Development or Agro business	•	•	•
Masters in Science with concentration in: Engineering, Industrial Administration, Materials and Logistics Management, Quality and Productivity, Manufacturing Process Design, Networks and Telecommunications, Automatization and Control, Distributed Computer Systems, Microelectronics and Semiconductors, Environment and Sustainable Development, and Aerospace Engineering	•	•	•
Masters in Psychology with concentration in: Clinical, Family Therapy, Special Education, Organizational Development and Criminology		•	•

Masters in Education with concentration in: Legal Culture, Special Education, Organizational Development		•	•
Masters in Criminology	•	•	•

AGREEMENTS WITH OTHER INSTITUTIONS

The internationalization program is an initiative that aims to create in CETYS University a relevant environment that enables students a preparation and global mindset which allows them to perform as competitive Mexican professionals in 21st century's society.

The Department of International Programs offers the following programs:

I. **International Exchange Programs**, the main objective is to provide students with the opportunity to obtain knowledge, practical experience, and cultural sensitivity in an international environment, by coursing one semester or one academic year in a university. CETYS has programs and collaboration agreements with a total of 43 institutions: 5 institutions in the United States, 11 in Canada, 21 in Europe, 7 in South America and 3 in Asia.

II. **National Exchange Program**, through the Academic Mobility University System (SUMA), which includes a total of 22 private Mexican universities belonging to FIMPES, students have the opportunity to study a semester of their undergraduate program in any of the universities that are part of SUMA by accrediting courses upon their return. The host University does not charge additional fees; therefore, students only pay tuition fees at their University of origin.

III. **Double Diploma Program**. Students participating in this program are enrolled in a number of courses in the curriculum of a foreign University, obtaining a College Degree from both institutions (national and foreign).

For more detailed information on agreements with other national and international institutions that CETYS University has, visit the Department of International Programs in your campus. Or visit www.cetys.mx

5. The Faculty

THE PROFILE OF CETYS UNIVERSITY'S FACULTY

> *The style and culture proper of CETYS are distinguished by the search for harmonious development between what is scientific and technical and the cultural values, with levels of excellence always at the service of the person and society.*
>
> *The CETYS Mission today*

The purpose of CETYS University is to have a faculty that meets the following basic elements, in order to perform the teaching activities:

- **Institutional Commitment:** Acceptance and consistent experience by the teacher of philosophy and humanism contained in the mission and vision of CETYS.

- **Nature and Formation:** qualities or personal characteristics of the teacher founded on moral principles and that are consistent with the philosophy of the institution.

- **Liability and Compliance:** absolute disposal of the teacher to act with responsibility and integrity in all duties.

- **Knowledge:** Cluster of general information and in the area of specialty.

- **Capacity and Teaching Skill:** set of knowledge and skills that a teacher has in order to perform properly and efficiently on CETYS education, requiring: pedagogical knowledge, educational psychology, curriculum design, learning assessment, theory of motivation, as well as management of information resources and technologies. This element will be dynamic because it requires being in line with time.

Teachers also need the following skills:

- Awaken the motivation to study.
- Communicate adequately.
- Lead groups of students.
- Guide students.
- Promote educational activities that foster humanism and general culture.
- Plan activities that link the learning acquired by students in the classroom to real-business situations and organizations of the environment.

- Manage courses.
- Innovate in teaching.
- Facilitate learning so students learn to learn.
- Make and promote research.
- Promote a culture of quality.
- Use the media and modern information technology tools to improve student learning; the management of the technological platform Blackboard is essential.

In addition to having the following skills: consistency with the educational philosophy, clear competencies in knowledge, in the field of pedagogy and technology linked to education management and showing interest for any of the competencies in research, management, social or business linkage, but not necessary in all of them.

ACADEMIC LIBERTY

All the rules here mentioned are derived from three key documents in the institution: the Mission of CETYS, the General Statutes of CETYS University System and the educational model of CETYS, therefore, all activities performed by Teachers, Researchers and Academic Managers are subject to the principles, ideas and aspirations identified therein.

It is important for CETYS to define, publish and promote its position regarding academic liberty and the procedures to exercise it establish that all matters related to them are carried out by the principle of the pursuit of common goodness, by the ideas set out in the Mission of CETYS on the generation of social welfare and not to promote the personal interests of Teachers, Researchers and Directors, nor it seeks the direct benefit of the institution as such. The search for common goodness involves research and academic liberty and free exposure in the search for the truth.

Academic freedom is essential for these purposes, freedom in research is essential to the pursuit of truth, academic liberty regarding the teaching-learning process is essential to protect the rights of the teacher and the student.

The Principles of Academic Liberty:

1. Teachers are free to investigate and publish the results of their research, provided that they perform their academic duties of teaching and institutional collaboration with appropriate results. In all cases, the research projects must be according to the President's Plan and the Institutional Research Program. A research that generates profit must be based on an agreement between the researcher and the authorities of CETYS.

2. Teachers have the right to be free in the classroom to discuss the topics included in the official program of their course, but should be very careful not to include controversial topics with no relation to their subject in their class material. The limitations on academic liberty due to the handling of religious or political issues must be clearly defined in writing at the time of their recruitment or prior to the corresponding course.

3. Teachers, Researchers and Directors are citizens, members of a profession dedicated to education, research or Academic Management. When they speak or write as citizens, they should not be censored by the institution, but they should be aware that their special position in the community imposes special responsibilities and obligations. They should bear in mind that the public can judge their profession and/or their research for their opinions, they should therefore always be precise, exercise their profession with discretion, show respect for others' views and make every effort to indicate and make it clear that they are not speaking on behalf of CETYS.

DUTY BEFORE THE EDUCATIONAL MODEL

The mission and educational model are present in the classrooms of CETYS University, and this humanist formation is based on three essential values: a) to demand the best knowledge - the most solid and the knowledge of border-; b) build - promote in students the best skills; c) do this with the greatest affection, love and passion possible.

These principles of the model lead us to revalue learning as the nodal part of educational training; it does not mean in any way that the CETYS Teacher loses legitimacy or workspaces in the classroom. In fact, the focus of an educational process in learning implies a better and greater training from the teacher, as shown in the following points:

1. CETYS teachers must be prepared to recognize, understand and implement the program of the field that he is given. The learning outcomes may not vary as the thematic units do. Strategies can be applied, or some may be generated, that encourage the educational model centered on the one who learns.

2. The course programs explicitly handle the empowerment of certain skills: critical thinking, relationship, summary, observation, analysis, search and creation of new knowledge. In addition, it clearly states forms, resources and activities through which such skills will be developed. In short, the programs seek to promote three areas of human learning: the knowledge, abilities and skills, attitudes and values.

3. The CETYS teacher must not lose sight that in the classroom order, discipline, punctuality, and honesty are important values, but he must not forget to create environments to ensure dialogue, discussion, openness and tolerance.

4. Given the curriculum formation, the teacher must locate his subject matter in a vertical plane (the sense and the raison d ' être of a subject within the area), as well as in a horizontal one (the role of his subject in the context of other areas).

5. Two things are fundamental in the Professor-Student academic relationship: the knowledge and how the student gets that knowledge. In that sense, the teacher must bear in mind that the subjects have to end with products; in other words, students must have information; they should know where to find it and know how to apply it.

6. Since the student's profile is inclusive, the demand for the teachers is to design a work methodology where more than one pedagogical resource is appreciated.

7. Finally, as part of the attitude of a humanist teacher, it is necessary to point out that there is no revenge in education; there are teachings and second chances in order to be better.

CLASSIFICATION OF THE FACULTY

Currently, the higher education faculty at CETYS University is classified according to the following:

Classification	Description
Full Time (TC)	The college professor which agrees to be hired exclusively by CETYS to offer professional services in academic activities in a working time of 40 hours per week.
Part Time (MT)	The college professor which agrees to be hired exclusively by CETYS to offer professional services in academic activities in a working time of 20 hours per week.
Full Time Researcher (ITC)	The college professor which agrees to be hired exclusively by CETYS to offer professional services in academic activities in a working time of 40 hours per week, but with emphasis on research work.
Part time researcher (IMT)	The college professor which agrees to be hired exclusively by CETYS to offer professional services in academic activities in a working time of 20 hours per week, but with emphasis on research work.
Associate (AS)	Non-academic, full-time employees of CETYS, involved in the delivery of class and learning assessment. Administrative Directors and teachers commissioned as directors (school and college directors, etc.) are included in this category.

Adjunct (AD)	The support professor which agrees with CETYS to offer his services for a defined time, according to a contract for professional services in academic activities.
Non tenure (A)	The support professor which agrees to offer his services for the delivery of class and learning assessment, for a defined time, according to a contract for professional services.
Visitor (VIS)	The support professor from other national or foreign universities or institutions, which by virtue of a contract of service or agreement of academic exchange, carries out academic activities for a certain time.

ADMINISTRATIVE RESPONSIBILITIES

I. Learning Assessment

In the school calendar there are certain periods for reporting grades to the School Services Department, which represent due dates in order to assess courses. This means that instructors have complete freedom to apply all the exams and other assessment work, research, reports, etc., that are considered necessary during the semester, always keeping in mind the implementation of a permanent assessment, which should lead to a timely feedback directed to the achievement of educational excellence.

The total grade depends on the instructor. However, instructors are recommended not to consider the grade as a simple numeric data, but that students' academic activity regarding their classes is analyzed as a whole. This approach should prevail specially in determining the final grade, where in fact, what must be decided is if the student acquired and exercised the skills and abilities required to continue with the next course or must repeat the course in question.

The following aspects should be considered in regard to the evaluation:

a) This is the official rating scale: 50 non-passing grade, and 70 to 100 passing grade. Instructors can use the scale they consider convenient in their personal records, but at the time of reporting grades, they must use the official institutional scale.

b) The periods for reporting grades to the School Services Department are mid-term, final, (in the case of the undergraduate program the final test is a semester test; for graduate studies it is a quarter test, being the only test there is) and extraordinary tests (for the undergraduate program). The mid-term test is to assess what has been taught so far, using the above assessment criteria. An exam must not necessarily have to be applied; however instructors are requested to assign a grade based on real basis.

c) All students must take the final test, under no circumstances students will be exempt from taking the test, and only those students who have not exceeded the limit of absences will have the right to take the test, according to following hours of class per week:

Weekly hours	2	3	4	5
UNDERGRADUATE (18%)	6	9	12	15
GRADUATE STUDIES (20%)	-	-	-	9

d) The period for extraordinary tests is subject to the following guidelines:

1. Exams must be written;
2. All the topics of the course must be included;
3. Students who attended at least 60% of the classes (for the undergraduate program) can take the test;
4. There is no extraordinary test for those courses that require special work or other requirements according to the regulations;
5. For the undergraduate program, students cannot present an extraordinary test twice for the same course; for more detailed information on extraordinary tests refer to the students' regulations.

e) In the event that there is a mistake in the assignment of a grade, it may be modified in the view of the teacher within three working days, following the day on which the grade has been published by the School Services Department.

f) On the other hand, when a student is caught copying in any kind of test, the fact should be reported to the corresponding School Director to be recorded in the student's files, and he will therefore fail the course. (According to the regulations, when a student accumulates 3 reports of this kind, he will be discharged from the institution).

II. Punctuality and attendance

CETYS University believes that punctuality and attendance are key elements for the good performance of all the teaching, administrative and service activities, because absences bring situations contrary to the value and intellectual qualities contained in the Mission of CETYS University.

In the particular case of classes, its importance is more remarkable, since time loss in an activity limited to short periods of time, may lead to riots by students that prevent the proper development of a class in nearby classrooms, and the lack of fulfillment of a commitment made by CETYS University to the community, means a setback in our educational work. For CETYS University, tardiness is not referred solely to the late starting of a class, but it is also considered as a lack of timeliness for the early termination of it. In regards to attendance, the following must be mentioned:

a) When for some reason the instructor cannot attend the class to teach, a substitute must be sent provided that the School Director agrees, both with the substitute and the frequency of absences.

b) If the instructor has the urgent and inescapable need to miss several days for any travel or disease, this must be notified as soon as possible to the School Director, to take the appropriate measures.

c) When the teacher has not managed to get a substitute, or has not notified that he would be missing, he may, as a last resource, replace lost classes provided that the group of students has agreed on the date and time when the class will take place.

d) Once classes have been replaced, he must notify the fact to the School Director to nullify the absences the instructor had.

Regarding students' punctuality and attendance, CETYS University delivers a provisional list before starting classes. If for some reason the teacher does not have that list, he must get one from the School Coordination before the first class. The final list will be provided afterwards.

The instructor should use the list to verify student attendance at the start of each class and should observe the following guidelines:

a) Tardiness is not considered different from absences, that is, if students are present in the moment in which the teacher calls the role, students have attendance, otherwise, they have an absence. The rigidity in the application of this standard is subject to the criteria of the teacher, as to whether tardiness occurred in the period that is used to call the role, or if it happens repeatedly.

b) Regarding the lack of attendance, the teacher must apply the following rule: absences cannot be voided for any reason.

Finally, it is important to highlight that students will only wait 15 minutes for the arrival of the teacher; after that time students will be able to leave and the teacher shall not conduct classes officially or mark absence to students who have left.

NB: in each assessment period lists are attached by a notice indicating the date when they have to be handed in to the School Services Department. If grades are not turned in on time, it is also considered as a lack of punctuality and attendance.

III. Learning Assessment

There is a Learning Assessment Semester Plan (PAMA) since 2008 taking place each semester, which indicates the rubrics that will be used to assess learning in the Institutional Learning Outcomes.

The instructors who assess learning are selected, by course and semester, in a random way, and since 2009 all instructors participating in the Learning Assessment Semester Plan should use the electronic portfolio.

The allocation consists in applying the rubrics in the classroom in such a way that the indicated Institutional Learning Outcomes are assessed. For each rubric, instructors should:

1) Open a project in the Electronic Portfolio.
2) Request students to upload their finished project in the Electronic Portfolio.
3) Assess the project per student or per team (in case the work is done in teams) using the corresponding rubric for the Learning Assessment Outcomes. It is important to highlight that the work needs to be graded, this means that the instructors' notes on the work must be noticed.
4) Include the performance criteria presented in these rubrics and relevant comments for the work in the Electronic Portfolio.

At the end of the semester instructors will be asked to make an evaluation of the assessment process, and once the task is completed, instructors' participation in learning assessment will be concluded.

6. 2009-2013 Institutional Editorial Program

The Editorial Program of CETYS University envisages a Development Plan covering the 2009-2013 period. Its mission is timeless. The vision can be a response to how and where we want to see the program in five years and the strategic objectives and lines of work can have a reference to three years, because they would be directly articulated to events such as: the WASC accreditation; the 50th anniversary of CETYS.

Mission: Contribute to the development of the CETYS mission through collaboration with other bodies of the institution, in the generation, accumulation and distribution of knowledge, to strengthen the great aims of education: human formation and permanent education and education for life.

Vision: Be a program in growth, diversified in its lines of work, open to the plurality of ideas, strengthened in its projects, in which the CETYS community finds a space for expression and, likewise, be attractive for the collaboration of academics, researchers and intellectuals from other institutions and civil society in general.

General Strategic Objective: Attract new knowledge and transcend it parting from the generation of a new one, disseminating it in a timely, relevant manner and accessible for the internal and external public of CETYS.

These components of the Plan come to recognize what has been done to date on issues of editorial work. Thus, we have that in the period 2000-2008, the data shown in the following table have been generated:

COLECTION	PUBLISHED WORK	AUTHORS
Arquetipos	21 issues in the first stage	Academics from CETYS and external writers
Social Sciences	4	Luis Linares, Luis Olmos, Jesús Cabrera, Alberto Gárate.
Engineering	2	Jorge Sosa, Héctor Vargas.
Administration	1	Enrique Pérez Santana, Guadalupe Sánchez, Patricia Valdez.
Graduate Studies	3	Jorge Rocha, colective (2)
Ojo de agua	1	José Mendoza.
Institutional	2	Diversos autores.

Inter-institutional	6	Marco Carrillo, Martín Martínez, Alberto Gárate, Isaac Azuz, Raúl Delgado.
Caminando a los 50	1	Jorge Ortega (compilador)

The same collection lines are maintained within the plan, but they have increased with new titles, and also a collection within the framework of the fiftieth anniversary of the institution has to be added. Thus, for the collection of magazines, *Arquetipos* is expected to remain, as well as the creation of a specialized magazine by schools, and create the conditions so that there are two student electronic journals, one of them called *Gravedad Cero* (Zero Gravity). The collection of the colleges and graduate studies remains, as well as the inter-institutional collection.

The collection for the celebrations of the 50th anniversary is worth mentioning. Titles in this collection have been approved by the President in the spring of 2009, and the book: CETYS: fifty years of history is highlighted, which is planned to be presented on September 20, 2011, right on time for the celebration.

Regarding how it operates, the coordination of the Editorial Program has had working meetings with the Vice Presidency and the Academic Colleges. The Development Plan will be possible with the close collaboration between these bodies. So far, the colleges will analyze and assess the issues and areas in which they are interested in publishing, as well as the type of publication that it is intended to (notebooks, monographs, and themed collections, among others); they will disseminate this information among the faculty and will motivate them to write works. Once a teacher has a text for publication, the Editorial Program will deliver a format for the diagnosis; the colleges will be in charge of finding two reviewers. The Editorial Program will be in charge of the work once the College meets the described procedure. In this way, the quality of what is published will be insured.

7. Academic Senate

The academic Senate is a body whose purpose is to advise and make recommendations to the President's Office in the academic field, primarily, but not exclusively limited to this.

As a result, the academic Senate will have the purpose of analyzing, evaluating, recommending and participating in the formulation and implementation of policies related to: planning and academic organization, design and review of the curriculum, competitiveness and quality of the curriculum, academic standards, development and promotion of faculty, student life, as well as follow-up to the teaching task.

Additionally, the Academic Senate will have the following functions and responsibilities:

1. Be a forum that meets and analyzes the proposals of the faculty and students, on issues of greatest importance for the proper functioning of the institution, and when appropriate, carry out its approach to the Office of the President.
2. Inform the university community the results of the functions and projects of the Academic Senate.
3. Continuous improvement of the same academic Senate, its structure, functions and processes.
4. The academic Senate is empowered to convene various groups of consultation, in order to capture their views, concerns and proposals. The Consultation Groups are groups of teachers or students, independent to the Academic Senate. Examples of these are: Student Societies and Academies.
5. The academic Senate is empowered to create committees, which will be composed of members of the senate, as well as students and instructors, and will be temporary, because they are established to address and manage specific projects with finite duration.

The academic Senate is composed of two parts, the first one representing instructors, known as the Elected Senate, who are elected by the faculty (two Senators per College: Humanities and Social Sciences, Business Administration and Engineering). The members of the Elected Senate must be full time and part time instructors of the institution, without having managing positions.

The other part of the Academic Senate is composed of members ex-officio, the Academic Vice-President, the Director of Academic Planning and Effectiveness, and the directors of the Humanities and Social Sciences College, the Business Administration College, and the Engineering College.

8. Support Services for the Faculty.

- **Library**

The CETYS University System has three libraries: the "Norberto Corella Gil Samaniego" library, the "Luis Fimbres Moreno" library and the "Community" library which are located in the Mexicali, Tijuana and Ensenada campuses, which are open to members of the community in general in order to promote the universal culture and the habit of reading; in order to be an important support tool in the process of teaching and learning and a dynamic source of knowledge.

It has a collection of more than 100,000 books, both printed and electronic, nearly 300 titles of journals, around one thousand 500 videos, almost 800 compact discs and 8 databases; these are some of the most relevant resources available to the user.

In addition to the traditional access services to the bibliographic material, magazines, audiovisual materials, electronic books and databases, each of the libraries offers a wide range of services, from loans to guided tours, listed as follows:

Services	MX	TIJ	ENS
Guided tours	Y	Y	Y
Library introduction	Y	Y	Y
On-line catalogue	Y	Y	Y
Internal loans	Y	Y	Y
External loans	Y	Y	Y
Reserve books	Y	Y	Y
Inter-library loans	Y	Y	Y
Equipment loans*	Y	X	X
Newspaper library	Y	Y	Y
Study cubicles	Y	Y	Y
Computer room	Y	Y	Y
Consultation room	Y	Y	Y
Reading room	Y	Y	Y
Historical archives	X	Y	X
Wireless internet	Y	Y	Y

*The equipment consists of: laptop, overhead projector, video camera, camera, TV, CD player, LCD projector.

For further information, go to biblioteca.cetys.mx/

DEVELOPMENT AND ACADEMIC IMPROVEMENT CENTER

At the beginning of 2009 the Development and Academic Improvement Center (CDMA) was created, which concentrates in a single entity the functions that directly impact the teaching-learning process of higher education students of CETYS University System.

Functions of the Development and Academic Improvement Center:

Curricular design and review

They consist on setting curriculum parameters for the new academic programs and an Institutional Policy for the Periodic Review of Academic Programs (PRPPA), both for the undergraduate and graduate studies programs.

This PRPPA policy has been approved by the President, the Academic Vice-Presidency and the Deans of Colleges. Its development started in September 2008 and has been cleansed and nurtured from the experiences of other institutions of higher education in the United States. The policy is set as a basic reference so the Academy of CETYS University leads the curriculum review of higher education programs in the institution.

The Micro Curricular Design, that is, the design of the course program level, is present in the joint efforts of colleges, academies, and incorporates the participation of panels of experts external to CETYS. The policy for periodic review of academic programs provides for the execution of a process of analysis by certain guidelines, through which it strengthens the potential of programs; ensures that the learning is observable and generates the evidence that the academic programs of CETYS are in a process of continuous improvement.

In addition this area includes everything related to how educational technology must be included in the higher education curriculum, i.e., the parameters that incorporate education online in on-line or mixed programs part from this point.
The purpose is to balance the operation of higher education programs and those for the graduate studies programs, as well as to achieve economies of scale in the implementation of resources, scheduling of courses and a better administration of the curriculum.

Learning Assessment
This function involves the operation and systematization of the Learning Assessment Annual Plan (PAMA), which coordinates, facilitates and monitors the activities of learning assessment, integrates and disseminates the results it generates, and it gives recommendations to the Directors of Schools and Colleges to improve student learning and the teaching competence of teachers. The Learning Assessment Annual Plan and the assessment instruments that are used are explained as follows.

Faculty Assessment

This function arises with the purpose of using the results of the evaluation of the faculty, as another starting point to improve the teaching competence of teachers and have greater impact on the factors that positively impact learning. Likewise, there is the Faculty Assessment and Remuneration System which is explained further in detail.

Holistic Faculty Assessment

This function involves the supply of training programs for the faculty to extend their teaching ability and management of information technology, while acquiring a - CETYS certification-, but more than anything, it is intended to improve the learning of students. This is offered in various ways, with the use of the Blackboard platform and information technologies that integrates it, and with the participation of external experts. With this function the cycle of improvement to produce the desired student learning is concluded.

The CDMA works with the Schools and Colleges, particularly with their teachers and their academic programs. Each of its four functions operates processes and institutional projects involving these two academic institutions.

Learning and Research Resource Center (CRAI)

CRAI is a space created for the CETYS teacher, being the promotion an essential purpose of the Center, the use of information and communication technologies (TIC's) to support learning and research, primarily in the use and production of information in all formats: text, audio and video. The objectives of the CRAI are as follows:

The CETYS instructor:
1. Learns how to effectively use different information resources (print, electronic and audio-visual), present in the library.
2. Learns how to use the necessary tools for the creation of audiovisual, multimedia and electronic resources.
3. Manages and organizes the classes through the use of virtual learning environments with the fundamental purpose of strengthening teaching work and enriching the most important element of the teaching-learning process: the student.

LEARNING ASSESSMENT ANNUAL PLAN (PAMA)

The PAMA began in 2008 and it is carried out every six months. In addition, the Institutional Learning Outcomes Academy (ARAI) was created in the same year with the task of reviewing the results of Institutional Learning Outcomes (RAIS), selected by the heads of colleges and schools.

Learning Assessment seeks, through the evidence of the academic work of students, to assess and grade in a consistent and systematized way the learning achieved by students.

The learning assessment instruments used are analytic rubrics for the result of learning of clear and effective communication (in written work and presentations) and continuous learning; for the critical thinking learning outcome a holistic rubric is used.

The criteria to assess the learning of students are consistent with the assumptions and taxonomies used in CETYS University to develop learning outcomes. The criteria are:

Insufficient: indicating that the learning exhibited by the student is unacceptable and is not sufficient for a passing grade.

Sufficient: indicating that the student has predominant knowledge and understanding of what is expected to learn.

Improved: indicating that in addition to knowing and understanding, the student is able to implement and analyze what is expected to learn.

Outstanding: indicating that in addition to knowing, understanding, implementing and analyzing, the student is able to synthesize and assess what is expected to learn, and the results obtained from applying that knowledge.

Institutional Electronic Portfolio
The electronic portfolio contains evidence of projects of subjects for students, as well as projects made by students on their own. Teachers have access to it by assigning students' work in the e-portfolio, and students by reviewing their work and/or projects and when delivering them, thus, when the teacher has graded, students can see their grade and feedback; also, the general public has access, when assignments have been marked as public.

The e-portfolio is useful for instructors to show the projects carried out during or at the end of the course, and in addition, it acts as evidence to assess the performance of the Institutional Learning Outcomes.

To access the portal just type micampus.cetys.mx and select the campus in which classes are delivered. It is necessary to have password, which can be requested in the Information Technology Department.

FACULTY ASSESSMENT AND REMUNERATION SYSTEM (SERP)

This system is integrated from the work developed by instructors and administrators coordinated by the Education Department and it is composed of three sub-systems:

I. Faculty Performance Assessment Sub-system

It evaluates the work of tenure, part tenure, and non-tenure instructors. Up to 60 points can be obtained with this sub-system, which are equivalent to 60% for full time and part time personnel, being 100% the equivalent for non-tenure instructors.

This sub-system is the most important, because it serves those aspects which relate to the work in the classroom and is composed of the following factors:

1. **Planning of the course**, up to 9 points are awarded for this factor, which includes the sub-factors of the structure of the course program, and an impulse to the institutional educational model.

2. **Facilitation of learning**, as many as 30 points are awarded for this factor and which includes the sub-factors of the framework of the course, learning activities by academic leadership, independent learning activities, the use of educational technology, significant learning and punctuality and attendance.

3. **Evaluation**, up to 21 points are awarded for this factor which includes the sub-factors of coherence, the use of techniques and instruments, feedback to students, delivery of grades lists and follow-up of the program.

II. Institutional Task Sub-system

It assesses the involvement of staff and tenure and part tenure personnel regarding academic-administrative activities resulting from the 2010 Plan. With this sub-system, up to 20 points can be obtained. It involves a six-month planning of the activities of full-time and part-time instructors, in agreement with the School Dean, seeking to cover at least one of the following factors:

- Projects and strategic plans.
- Design and development of new educational services.
- Organization of academic events.
- Process and continuous improvement projects.
- Gathering of resources.
- Certification and accreditation.

- Support in functional areas.
- Representation of the institution.

IV.   Professional Training Sub-system

It evaluates the academic-professional development of tenure and part tenure personnel according to the Comprehensive Instructor Training Program. With this subsystem, up to 20 points can be obtained; seeking to cover at least one of the following factors:

- Academic degree.
- Continuous teacher training.
- Teaching and professional research.
- Continues professional training.
- Mastery of the English language.
- Publications in the academic and professional field.

CETYS FACULTY CERTIFICATION

According to the need to contribute to the operation of the Educational Model, the Comprehensive Instructor Training Program, for current instructors, for the 2008-2020 period, shall apply to all higher education instructors from the CETYS System. The program aims to develop the skills required to meet the profile of the CETYS instructor.

Taking into consideration that skills as well as instructor experience are diverse, the program integrates the following lines of work:

- Pedagogical training
- Technology training
- Training values
- Cultural education and healthy lifestyle

A Certification for CETYS Instructors (CDC) is offered for the development of the lines of work, this certification is internal. CDC aims to check levels of proficiency in the teaching performance in activities such as: planning, delivering, assessing, and using technologies and information resources, especially the Blackboard and the Institutional E-portfolio (PEI); acknowledging these domains through the issuance of a certificate.

To achieve the CDC, instructors will have to attend a total of 430 hours, which are composed of 200 hours of courses distributed in seven areas for teacher training, 180 hours of courses distributed in three areas for technological training, 30 hours for training values distributed in workshops of the educational philosophy of CETYS, and 20 hours

for the cultural education and healthy lifestyle in cultural workshops, or demonstrate their knowledge through the evidence of the products of each of the learning outcomes of the courses.

The issuance of the instructor certificate implies the prior conduct of an assessment process which is carried out by means of the verification of evidence of performance and skills of the candidates. Therefore, it demands instructors to take an active role in their process of training, disposition to incorporate new and different methods and activities to their teaching activities, be willing to think systematically in their teaching acting, and be open to dialogue.

It is worth mentioning that even though the CDC consists entirely of 12 training areas, these not are strictly seriate so new instructors are recommended to participate in courses that are offered in the current semester, and those teachers who already have teaching experience may start their training with the course that best suits them. The courses will be offered in each campus online or on-site, or mixed, and there are three levels: level 1 for those teachers who obtain or demonstrate 140 hours, level 2 for those teachers who obtain or demonstrate 280 hours, and level 3 for those teachers who obtain or demonstrate 430 hours.

At the conclusion of the certification, instructors will be able to implement the educational model in each of their classes, from the planning of the program, the design of activities by a methodology focused on learning, to show evidence of the assessment process from the learning assessment approach, and will use alternative assessment techniques, in addition, they will incorporate the use of educational technology, the PEI and Blackboard to their teaching work, finally, they will have spaces to be updated and renewed from the participation and dialogue with colleagues and peers.

BLACKBOARD ML SYSTEM

Blackboard is a platform destined to on-site, virtual and hybrid learning that uses a system for the administration of courses, a customizable portal, communities on-line within the Campus, as well as an architecture that allows easy integration of multiple management systems.

Requirements to upload a course in Blackboard:

a) Be a current teacher at CETYS University.
b) Apply to the respective Campus Blackboard administrator, and indicate: instructor's full name and employee number, email, course ID, group number and course name.

CETYS University, aware of the need for good management and optimization of Blackboard makes available the Department of Comprehensive Instructor Training, where they offer courses in small groups, or by providing the necessary advice.

EDUCATIONAL ORIENTATION

There is a Student Development Center in every city, in which the following functions are centralized: induction for students, program monitoring and support for students with academic problems, career guidance, guidance and educational support to students, program for outstanding students and help in personal problems.

Since in CETYS University, as in any other educational institution, the teachers are the ones in constant contact with students, they are requested to report to the Department of the corresponding program, any student that is detected with problems, in order to guide them in their solution.

LABORATORIES

The laboratories that CETYS University has available to teachers and students are related as follows. When a teacher wishes to use these resources, he should contact the person in charge of the corresponding laboratory of his Department to be oriented.

	MEXICALI	TIJUANA	ENSENADA
Computing	**	**	**
Languages	**	**	
Chemistry	**	**	**
Metallurgy	**		
Materials	**		
Physics	**	**	**
Electronics	**	**	**
Machinery and tools	**		
Gessel chamber	**	**	
Photography	**	**	**
Biology and health sciences	**	**	**
Graphic Design and advertising	**	**	**
Music workshop	**		
Visual arts workshop	**	**	
Engineering laboratory		**	**
Serigraphy workshop	**		**

SPECIAL ROOMS

In different parts of CETYS University there are rooms which are destined to certain activities, which by their nature and equipment requirements may not be carried out in any classroom. When the teacher requires using a room for the following activities, he must contact the School Dean to receive orientation and make a reservation of a room.

ROOMS	MEXICALI	TIJUANA	ENSENADA
Audiovisual	**	**	**
Auditorium	**	**	
Sketching room	**	**	**
Programming room	**	**	**
Craft room	**		
Graduate studies room	**	**	**
Multipurpose room	**	**	**
Gym	**		
Technology Access Center	**		

HUMAN RESOURCES

In order to be duly hired by this institution, it is necessary to have handed over to the Department of Human Resources documentation set forth. Make sure of this situation and also verify the documents received by the institution. If still any are given to you, contact your Department Director.

Documents that must be delivered to the institution:

1. Resume, following the format of CETYS University.
2. A copy of the birth certificate.
3. A copy of the professional license or degree.
4. Two passport size potos
5. Foreigners: permit from the Government Department to work in the institution.

6. Certified copies or records of all the studies that have been reported in the resume. This last requirement is very important for the assignment of the category corresponding to the level of training and experience.

Documents which the institution delivers:

1. Guide for the Instructor of Higher Education.
2. Internal organization.
3. Regulation of students.
4. Course Program and curriculum.
5. Current official school calendar.
6. Schedule of fees.
7. Recognition of official validity of studies.
8. Evaluation system.

SECURITY IN THE CAMPUS

CETYS University has the total of its acres bounded by metallic ring in its entirety and is sheltered by a group of security guards 24 hours 7 days a week, which follow procedures of control of revenue to the campus, both for pedestrian and vehicle traffic, for preventive purposes, as well as internal rounds and monitoring of CCTV.

There are safety booths at the various entrances to the campus, in which a security element can be found any time as necessary. Also, guards doing rounds may be found by the parking lots and within the buildings of the campus; any detail can be reported to them.

There is also an area of support in health care of students, teachers and staff of CETYS, emphasizing the preventive aspect of health, attended to by nurses.

We appreciate your support taking all preventive measures possible with belongings when staying inside the campus, this allows to minimize the chance of an accident and provide a better service by the department.

9. Regulations

REGULATIONS FOR THE UNDERGRADUATE PROGRAM STUDENTS
Regulations synthesis. For a complete review go to www.cetys.mx

CHAPTER I   GENERAL DISPOSITIONS
ARTICLE 12

Absences will not be declared void, except for the following reasons:
a) Typing mistakes by the teachers.
b) For representing CETYS in academic, sporting and cultural events and community service.

Instructors are responsible for exercising the cancellation of absences, when the situation specified in paragraph a) is presented. The cancellation must be established in writing and with the approval of the School Dean. (In the case of subparagraph b), the School Dean will make the canceling after analyzing and approving the request made by the appropriate department.

Any cancellation of absences shall be preceded by full compliance with the learning activities required by the courses that the student is attending to or those that the instructor assigns as substitute, following the same level of strictness that the original activities without exception.

CHAPTER II   EDUCATION ASSESSMENT
ARTICLE 14

Considering the need to maintain a permanent assessment of education development in students, both in its area of competence (knowledge and skills) and its training aspect (exercise of values and favorable attitudes), it is established that instructors should propose and agree with students the criteria and assessment forms, and these must be:

a) Consistent with the normative criterion of evaluation.
b) Communicate in writing to the students.
c) Include a written final exam that rescues the most relevant learning outcomes of the course.

The percentage to be assigned to this test shall be determined by the teacher in consensus with the students, and considering the criteria or institutional agreements, according to the curriculum. The implementation of the final exam will be within the period established by the school calendar for the course program.

ARTICLE 15

The scale of grades for any course of the undergraduate program is from 0 to 100. An approving final grade of 70 onwards will be considered a passing grade. That is why grades between 60 and 69 should be reported in the institutional lists with a non passing grade of 59.

ARTICLE 18

The regular six-monthly assessment report must be carried out at the end of each semester, on the dates set out in the official calendar and will be subject to the following dispositions:

a) The results of significant learning of the course must be assessed and composed of the various means used to assess the course, one of which must be a written examination.

b) The written examination shall not exceed 35 percent of the total grade and must be submitted for all students without exception, that is, under no circumstances students will be exempt from submitting this review.

(c) It will last a maximum of 3 hours, with the exception of those subjects that by their nature require more time. It must be scheduled within the dates set out in the official calendar of the Department of School Services.

(d) Students who do not exceed the limited absences allowed in this area (18% of the total number of hours of the course) are entitled to take the test. These limits are:

    3 hours/week course = 9 hours
    4 hours/week course = 12 hours
    5 hours/week course = 14 hours
    6 hours/week course = 17 hours

(e) This report must be delivered in the corresponding department, within two business days after the presentation of the test.

(f) Students may request a review in writing of such ordinary assessment before the corresponding School Department within 3 working days following the publication of results.

ARTICLE 27

All reports of plagiarism, copy or impersonation in any examination or learning activity for assessment purposes will appear in the file of the student, who will fail the course involved. Going on a second report of this nature, during his stay at CETYS University will cause involved students to be discharged from the institution, in final form.

CHAPTER IV   DISCIPLINARY SANCTIONS
ARTICLE 42

The following will be considered as sanctions

a) Those committed inside and outside the institution that harm the good name an honor of it.

b) Harassment of students to other students.

c) Quarrels within the institution or at events organized by CETYS inside or outside the institution.

d) The lack of respect to any member of the institution or visitors.

e) Ignore orders, directions, instructions, preventive measures, etc., of any teacher, director or employee of the institution.

f) Carry out acts that compromise the health of any member of the institution.

g) Those that disrupt academic activities.

h) Impersonation of people.

i) Theft, destruction or willful damage of property belonging to the institution, the staff, or the students.

j) Drink alcohol on the premises of the institution; the use or possession of drugs or illegal psychoactive drugs; enter the institution under influence of the identified substances.

k) Encourage other people to use drugs or illegal psychoactive drugs or deal them.

l) Implement acts or manifest behaviors that traditionally are considered as immoral.

m) Trade, ask for things, money or help using the name of the institution, without the prior and written authorization of it.

n) Make political or religious proselytism within the institution.

o) Bear firearms, cutting arms or the like within the institution. The fact will be reported to the corresponding authorities when it warrants it.

10. Institutional Directory.

Dr. Fernando León García
President of CETYS University System

Dr. Esther Elena Mulnix
Academic Vice-President

Arturo Álvarez Soto
Administrative Vice-President

Carlos H. García Alvarado
Director of Ensenada Campus

Jessica Ibarra Ramonet
Director of Tijuana Campus

Sergio Rebollar Mc Donough
Director of Mexicali Campus

Dr. Jorge Rocha Yáñez
Director of Institutional Planning and Effectiveness

Sergio Rebollar Mc Donough
Director of Information Technology

Carlos H. García Alvarado
Director of Institutional Advancement

Dr. Scott Venezia Corral
Director of the Business Administration College

Dr. Alberto Gárate Rivera
Director of the Humanities and Social Sciences College

Dr. Miguel Alberto Salinas Yáñez
Director of the Engineering College

Mario Abraham Dipp Núñez
Operations Director of Graduate Studies