

CURRICULUM

DEPARTMENT OF EDUCATION AND SOCIAL WELL-BEING
STATE DEPARTMENT OF EDUCATION (SEBS-ISEP)
DEPARTMENT OF HIGHER EDUCATION AND RESEARCH

CENTRO DE ENSEÑANZA TÉCNICA Y SUPERIOR (CETYS)
Name of Institution

Master Degree in Education in the Area of Special Education
Name of Program

ID: **MEEE 07**

From January 2008

Validity

Bachelor Degree

School Entrance Requirement

| Course ID | Course Name | CH | RH | TH | Credits |
|-------------------------------|--|------------|------------|-------------|-----------|
| Common Ed Axis | | 216 | 504 | 720 | 45 |
| CS 519 | Education Towards XXI Century | 24 | 56 | 80 | 5 |
| CS 520 | Curricular and Instructional Development | 24 | 56 | 80 | 5 |
| CS 521 | Learning Facilitation | 24 | 56 | 80 | 5 |
| CS 522 | Technology Mediated Learning | 24 | 56 | 80 | 5 |
| CS 523 | Learning Assessment | 24 | 56 | 80 | 5 |
| CS 524 | Educational Research | 24 | 56 | 80 | 5 |
| CS 525 | Educational Psychology | 24 | 56 | 80 | 5 |
| CS 526 | Educational Administration | 24 | 56 | 80 | 5 |
| CS 527 | General Didactics | 24 | 56 | 80 | 5 |
| Elective Axis | | 144 | 240 | 384 | 24 |
| | Elective I | 36 | 60 | 96 | 6 |
| | Elective II | 36 | 60 | 96 | 6 |
| | Elective III | 36 | 60 | 96 | 6 |
| | Elective IV | 36 | 60 | 96 | 6 |
| Major Field of Studies | | 36 | 60 | 96 | 6 |
| CS 505 | Integrating Seminar | 36 | 60 | 96 | 6 |
| Total | | 396 | 804 | 1200 | 75 |

Mexicali, Baja California, October 24, 2007.

PRESIDENT OF
CETYS UNIVERSITY SYSTEM

DEAN OF EDUCATION OF CETYS
UNIVERSITY SYSTEM

Mr. Enrique C. Blancas de la Cruz

Mr. Ángel Montañez Aguilar

DEAN OF HIGHER EDUCATION AND
RESEARCH STATE DEPARTMENT OF
EDUCATION SEBS-ISEP

Mrs. Esther Vaca Jiménez

ELECTIVE AXIS

Students can select four of the following courses:

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| PS 502 | Developmental Psychology |
| PS 518 | Functional and Dysfunctional Families |
| PS 525 | Special Education Assessment and Diagnosis |
| PS 526 | Contrastive Analysis of Especial Education Models |
| PS 527 | Learning Problems and Poor School Performance |
| PS 528 | Development of Cognitive Processes |
| PS 530 | Learning Strategies Workshop I |
| PS 531 | Learning Strategies Workshop II |

ELECTIVE AXIS

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| Course Name: Developmental Psychology | Course ID: PS 502 |
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| Placement in Curricular Map: Elective |
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| <p>Course Characteristics: In this course people's behavioral changes are studied through different stages in life: childhood, school age, adolescence, youth, maturity and seniority. Changes are analyzed not only from a psychological point of view but also considering the historical context and sociocultural influences in which they are developed.</p> |
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| <p>General Learning Objectives: Students will be able to understand and analyze the different stages of the vital cycle of human development.</p> |
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Contents

| Topics and subtopics of the unit: | Hours |
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| 1. Evolutionary psychology as a science. | 3 |
| 2. Research in evolutionary psychology. | 3 |
| 3. Intrauterine period. | 3 |
| 4. Lactation. | 3 |
| 5. Early lactation. | 3 |
| 6. Preschool childhood. | 3 |
| 7. Childhood or early school age. | 3 |
| 8. Preadolescence. | 3 |
| 9. Adolescence. | 3 |
| 10. Young Adulthood. | 3 |
| 11. Middle Adulthood. | 3 |
| 12. Late Adulthood. | 3 |

Learning activities:

- **Classroom activities:**
 - Presentation of topic by instructor.
 - Case discussions.
 - Invited Lecturers.
 - Presentation of final project by students.
- **Independent activities by students:**
 - Previous readings.
 - Assignments.
 - Exercises and practice.
- Research projects.

Assessment Criteria and Procedures:

- Essay on Human Development 40%
- Reading report 20%
- Field Work 40%

Bibliography

| | Type | Title | Author | Publisher | Year |
|---|-----------|---|-------------------------------|------------------------|-------------|
| 1 | Reference | Desarrollo Humano: el estudio del ciclo vital | F. P. Rice | Prentice Hall | 1997 |
| 2 | Reference | Psicología del desarrollo hoy | L. Hoffman, S. Paris, E. Hall | McGraw-Hill | 1995 |
| 3 | Reference | Psicología del desarrollo. Infancia y adolescencia | D. Shaffer | Thomson | 5ª Ed. 2000 |
| 4 | Reference | El desarrollo humano | J. Dolve | Silo XXI | 1994 |
| 5 | Reference | Desarrollo del niño y del adolescente | L. Bark | Prentice Hall | 4ª Ed. 1999 |
| 6 | Reference | Psicología del desarrollo. Infancia, adolescencia, madurez y selectos | Mariano Morale | Alfa omega – Mar combo | |

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| Course Name Functional and Dysfunctional Families. | Course ID PS 518 |
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| Placement in Curricular Map Elective Axis |
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| <p>Course Characteristics</p> <p>The main topic of this course is the understanding of the theories and processes that explain the reasons why a family develops a dysfunctional process in a given stage of the vital cycle. This course comprehends topics such as family health, successful and unsuccessful adaptability processes in life demands, as well as the means used by families to adapt. Concepts such as normality and abnormality, referring to the family's optimal functioning inside changing sociocultural contexts are revised.</p> |
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| <p>General Learning Objectives</p> <p>At the end of the course students will be able to:</p> <ol style="list-style-type: none"> 1. Identify characteristics of some types of "special" or dysfunctional families that may be found in daily clinic practice. 2. Develop competencies to approach this type of families more efficiently. |
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| Contents: | Hours |
|---|--------------|
| <ol style="list-style-type: none"> 1. The structure in some type of families. <ol style="list-style-type: none"> a. Pas de deux b. Three-generations families. c. Changing families. d. Families with poor living conditions. e. Single-parent families. | 4 |
| <ol style="list-style-type: none"> 2. Psychosomatic families. <ol style="list-style-type: none"> a. Health-Illness concept. b. Interpersonal system. c. Expansion and self-regulation. d. Meanings. | 4 |

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| <p>3. Families with members with eating disorders.</p> <ul style="list-style-type: none"> a. Eating disorders: A classification through DSM IV - R b. Anorexia nervosa and Bulimia: A psychiatric explanation vs. a systemic explanation. c. Family dynamics in this type of families. d. Family therapy. | 10 |
| <p>4. Drug addiction and family.</p> <ul style="list-style-type: none"> a. Drug use as a common phenomenon in adolescence. b. Characteristics of a family with an addict member. c. Resistance towards change. d. Traditional programs. e. Contextual programs. | 10 |
| <p>5. Alcoholic families.</p> <ul style="list-style-type: none"> a. Alcoholic families and families with an alcoholic member. b. Regulating behavior and vital cycle. c. Stages of systemic maturation. d. Alcoholic family treatment. | 8 |

Instructor guided learning activities

Topics presentation

Laboratory practices and/or workshop

Plenary presentation and/or Discussions guided by instructor

Small groups activities guided by instructor

Individual activities guided by instructor

Independent Learning Activities:

1. Reading of material selected by instructor.
 - a. Students must carry out individual readings to know and understand the systemic approach applied to the explanation of dysfunctional families as revised in class.
2. Writing of article, essay or reading report.
 - a. Students must write a paper clearly presenting their posture on functional and dysfunctional families. They must explain such posture in systemic and inter-generational terms. They must write it using APA style.
3. Solution to problems selected by instructor.
 - a. Students must select a type of family and create an annotated bibliography containing articles from research published during the last five years and that show new approaches to cases pertaining to the selected modality.
4. Field practicum.

Student must carry out individually or in small teams as agreed with instructor, at least three visits to an alcoholic or neurotic anonymous group, or a support group to people with eating disorders and write a integrative report on such experience.

Assessment Instruments and Procedures

The assessment instruments and procedures throughout the course will be the ones listed below.

1. Products to hand in.
 - a. Students must hand in a paper presenting their posture on functional and dysfunctional families.
 - b. Students will hand in a report of the visits to support groups for people and families with any of the disorders seen in class.
 - c. They will create an annotated bibliography consisting on research articles published in the last five years in which cases in the modality selected by the students are treated with a new approach.
2. Class presentations.
 - a. All students must present their support group report on the day and time agreed with the instructor and the class.
3. Participation in discussions.

Assessment Criteria:

1. The assessment procedures and instruments will be focused on the learning activities, either instructor guided or independent.

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| 2. Instructor will assess and assign a grade in each of the assessment instruments. The assigned grade must be from 0 to 100. | |
| a. Written assignment: | 40 % |
| b. Annotated bibliography: | 30 % |
| c. Support group visit report: | 15 % |
| d. Class presentation: | 15 % |
| 3. Instructor will report to the Graduate Students Department the average grade of all assessment instruments obtained per student. | |
| 4. The minimum passing grade in each course will be 80 points. | |

Bibliography

| Type | Title | Author | Publisher | Year |
|-----------|--|---|---------------------------|------|
| Text | Somática familiar. | Kornblit, A. | Gedisa | 1988 |
| Reference | Terapia familiar de los trastornos psicósomáticos. | Onnis, L. | Paidós | 2000 |
| Reference | Muchachas anoréxicas y bulímicas. | Selvini Palazzoli, y otros. | Paidós | 2000 |
| Reference | La familia del toxicodependiente. | Cirillo, et al. | Paidós | 2001 |
| Reference | Psychosomatic families | Minuchin, S., Rosman, B., y Baker, L. | Harvard University Press. | 1981 |
| Reference | Anorexia nerviosa y bulimia. | Herscovici, C. R. y Bay, L. | Paidós | 2000 |
| Reference | Terapia familiar del abuso y la adicción a las drogas. | Stanton, M. D. y Todd, T. C. | Gedisa | 1991 |
| Reference | La familia alcohólica. | Steinglass, P., Benett, L. A., Wolin, S. J. y Reiss, D. | Gedisa | 1989 |

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| Course Name: Special Education Assessment and Diagnosis. | Course ID: PS 525 |
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Placement in Curricular Map:

Elective Axis

Course Characteristics:

This is a study including different techniques for the assessment of children with special educational needs.

General Learning Objectives

At the end of this course students will:

- Have information on aspects to consider at the moment of assessing children with special educational needs.
- Have objective elements to perform a proper channeling to a special education group or an integrated group.

Contents:

| Topics and subtopics of unit: | Hours |
|---|-------|
| 1. Special Education: definition and concept. | 4 |
| 2. Detecting and channeling of students at risk to assessment. | 4 |
| 3. Assessment in classrooms. | 10 |
| 3.1 Instruments used in the classroom by the instructor. | |
| 4. Considerations to give tests to students with special educational needs. | 6 |
| 5. Diagnosis and type of attention to receive. | 4 |
| 6. Parameters to promote students to an integration. | 4 |
| 7. Parameters to channel students to an especial education school. | 4 |

Learning activities:

- **Classroom activities:**
 - Presentation of topic by instructor.
 - Case discussions.
 - Invited Lecturers.
 - Presentation of final project by students.
- **Independent activities by students:**
 - Previous readings.
 - Assignments.
 - Exercises and practice.
- Research projects.

Assessment Criteria and Procedures:

- Final exam 20%
- Assignment and Research 30%
- Final Research Project 40%
- Participation 10%

Bibliography

| | Type | Title | Author | Publisher | Year |
|---|-----------|---|----------------------------------|-------------------|------|
| 1 | Textbook | Evaluación en la educación especial, 2 ^a . Ed. | Salvia, J. E Ysseldyke, J. E. | El Manual Moderno | 2001 |
| 2 | Textbook | Evaluación infantil, 3 ^a . Ed. | Sattler | El Manual Moderno | 2001 |
| 3 | Reference | Compendio de educación especial | Sánchez, Cantón, y Sevilla | El Manual Moderno | 1997 |

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|---|-----------------------------|
| Course Name: Contrastive Analysis of Special Education Models | Course ID: PS 526 |
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Placement in Curricular Map:

Elective Axis

Course Characteristics:

This course is directed to instructors, psychologists or people that work in special education areas. Throughout this course different special ed models will be analyzed and contrasted among them.

General Learning Objectives

At the end of this course students will:

- Have learned the characteristics of the main special education models.
- Have carried out a contrastive analysis among them.
- Have written an essay presenting the main advantages and disadvantages of special education models and that justifies their personal inclination towards one of them.

Contents:

| Topics and subtopics of unit: | Hours |
|-------------------------------|-------|
| 1. Special education models. | 6 |
| 1.1 Clinic model | 6 |
| 1.2 Therapeutic model | 6 |
| 1.3 Educational model | 6 |
| 1.4 Transactional model | 6 |
| 1.5 Ecological model | 6 |

Learning activities:

- **Classroom activities:**
 - Presentation of topic by instructor.
 - Case discussions.
 - Invited Lecturers.
 - Presentation of final project by students.
- **Independent activities by students:**
 - Previous readings.
 - Assignments.
 - Exercises and practice.
- Research projects..

Assessment criteria and procedures:

- Final exam 25%
- Assignments and research 30%
- Final research project 35%
- Participation 10%

Bibliography

| | Type | Title | Author | Publisher | Year |
|---|-----------|--|-----------------------------------|--------------|------|
| 1 | Reference | Educación especial: Un enfoque ecológico | Thomas M. Shea y Anne Marie Bauer | Mc Graw Hill | 2000 |

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| Course Name: Learning and Poor School Performance | Course ID: PS 527 |
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| Placement in Curricular Map: Elective Axis |
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| <p>Course Characteristics:</p> <p>This course is oriented to instructors, psychologists or people directly involved in the process of teaching children and adolescents in different educational levels. Throughout this course an analysis of the most common learning processes and the deep connection they have with a high/poor school performance will be carried out. A theoretical revision of the contents and practical application of such processes will be done. During this course students will apply their acquired knowledge in their work centers.</p> |
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| <p>General learning objectives</p> <p>At the end of the course students will:</p> <ul style="list-style-type: none"> • Have learned the characteristics of the most common learning problems and the intervention for their treatment. • Have understood the relationship of these problems with poor school performance. • Have elaborated intervention plans for real cases. • Have applied at least one of such plans with the aim of improving the school performance of a minor |
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| Contents: | |
| Topics and subtopics of each unit: | Hours |
| 1. Learning problems. | 20 |
| 1.1 Learning problems related to reading and writing. | |

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| 1.2 Learning problems related to mathematics. 1.3 Learning problems related to language expression and comprehension. 1.4 Attention-deficit/hyperactivity disorder (AD/HD). 1.5 Mental retardation. 1.6 Treatment of the most common learning problems. | |
| 2. School performance. 2.1 Definition of school performance. 2.2 Assessment of school performance. 2.3 Causes of a poor school performance. 2.4 Consequences of a poor school performance. | 8 |
| 3. Repercussion of learning problems in school performance. 3.1 In students. 3.2 In the family. 3.3 In school. 3.4 In society in general. | 8 |

Learning activities:

- **Classroom activities:**
 - Presentation of topic by instructor.
 - Case discussions.
 - Invited Lecturers.
 - Presentation of final project by students.
- **Independent activities by students:**
 - Previous readings.
 - Assignments.
 - Exercises and practice.
 - Research projects.

Assessment criteria and procedures:

- Final exam 30%
- Assignments and research 30%
- Final research project 30%
- Participation 10%

Bibliography

| | Typo | Title | Author | Publisher | Year |
|---|-----------|---|--------------------------------|------------------|------|
| 1 | Reference | Dificultades de aprendizaje e intervención psicopedagógica. | Jesús – Nicasio García Sánchez | Ariel Educación | 2001 |
| 2 | Reference | Problemas de atención y aprendizaje en los | Kinsbourne y Caplan | La prensa médica | 1990 |

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|---|-----------|--------------------------|------------------|---------|------|
| | | niños. | | | |
| 3 | Reference | Problemas de aprendizaje | Frances Schoning | Trillas | 1990 |

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| Course Name: Development of Cognitive Processes | Course ID: PS 528 |
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| Placement in Curricular Map: Elective Axis |
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| <p>Course Characteristics:</p> <p>This course covers the basic cognitive processes and their development. The basic processes that contribute to behavior organization and individuals complex experience are presented. The basic idea that studying is essential not only for the understanding of human behavior but also for the development of different fields in and out psychology's scope (e.g. neuropsychology, psychotherapy, artificial intelligence, among others).</p> |
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| <p>General Learning Objectives</p> <p>At the end of this course students will:</p> <ul style="list-style-type: none"> • Know the principal aspects related to the study of cognition. • Know updated conceptual outlining, the main results of field research as well as the technological applications of each one of the cognitive processes covered in this course. • Apply acquired concepts to practical situations at work with students with special educational needs. |
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| Contents: | |
| Topics and subtopics of each unit: | Hours |
| The concepts of cognition and cognitive psychology. Associated problems, related concepts. Main application fields and related sciences. | 4 |
| Current cognition models: computer, connectionist, narrative. | 4 |

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| Attention: Foundations, explicative models, relationships with other cognitive processes, automatic processes and controlled processes, concentration and states of consciousness. | 4 |
| Memory: Foundations, types of memory and their relationships, associated phenomena. | 4 |
| Stages of the information retention process and factors that affect mnemonic retention, mnemonics. | 4 |
| Representation of knowledge: <ul style="list-style-type: none"> • Mental images. • Concepts. • Semantic nets. | 4 |
| Thought: <ul style="list-style-type: none"> • Foundations, explicative models of reason and fundamental types (inductive, deductive, daily). • Decision-making. Making decisions. Problem solving, cognitive strategy. | 4 |
| Language: Basic components of human language, neuropsychological basis. | 4 |
| Linguistic theories (positions of Piaget, Vygotski, Skinner, Chomsky, Bruner), relations between thought and language. | 4 |

Learning activities:

- **Classroom activities:**
 - Presentation of topic by instructor.
 - Case discussions.
 - Invited Lecturers.
 - Presentation of final project by students.
- **Independent activities by students:**
 - Previous readings.
 - Assignments.
 - Exercises and practice.
 - Research projects.

Assessment criteria and procedures:

- Final exam 20%
- Assessment and research 30%
- Research final project 35%
- Participation 15%

Bibliography

| | Type | Title | Author | Publisher | Year |
|---|-----------|---|---------------------------------------|----------------|------|
| 1 | Reference | Aprendizaje y memoria. | Anderson, J. | McGraw Hill. | 2001 |
| 2 | Reference | Introducción a la psicología cognoscitiva | De Vega, M. | Alianza. | 1993 |
| 3 | Reference | Manual de psicología del pensamiento. | Garmham, A. y Oakhill, J | Paidós. | 1996 |
| 4 | Reference | Aprendizaje y cognición. | Leahey, T. H. y Harris, R. J. | Prentice Hall. | 1998 |
| 5 | Reference | Psicología cognoscitiva: Desarrollo y perspectivas. | Puente, A., Poggioli, L. y Navarro, A | McGraw Hill. | 1995 |

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| Course name: Teaching Strategies Workshop I | Course ID: PS 530 |
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| Placement in Curricular Map: Elective Axis |
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| Course Characteristics: This course covers aspects related to the experience of the reality of having a child with special educational needs and the strategies through which families can collaborate in a positive way in rehab processes, attention and care of their children. |
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| General Learning Objectives At the end of this course students: <ul style="list-style-type: none"> • Will have developed comprehension of the premises of the ecological approach on systems for the conceptualization of the family. • Will understand the adaptation process a family with a child with special educational needs experiences. • Will have obtained competencies in tutoring families with children with special educational needs. |
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| Contents: | |
| Topics and subtopics of each unit: | Hours |
| 1. The family from an ecological perspective of systems. | 2 |
| 2. The child with special educational needs and his family. | 4 |
| 3. Process of adaptation of a family to their children with special needs: An ecological perspective. | 10 |
| 3.1 What happens at home. | |
| 3.1.1 Personal factors. | |
| 3.1.2 Intra-familial mechanisms. | |
| 3.1.3 Beliefs and values of the family regarding children with | |

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| special needs. | |
| 3.2 The grief process which parents go through. | |
| 4. Areas in which the child's problem is manifested and family's perception: intelligence, sensorial deficiencies, activity level and attention capacity, brain damage and minimal brain malfunction, genetic factors, immaturity, emotional, environmental and educational factors. | 10 |
| 5. Collaboration of the family in the help process for their child with special educational needs: Participation, openness, commitment. | 4 |
| 6. Family and educational system, relatives, friends. | 4 |
| 7. Professional and family. | 2 |

Learning activities:

- **Classroom activities:**
 - Presentation of topic by instructor.
 - Case discussions.
 - Invited Lecturers.
 - Presentation of final project by students.
 - **Independent activities by students:**
 - Previous readings.
 - Assignments.
 - Exercises and practice.
- Research projects.

Assessment Criteria and Procedures:

- Final exam 20%
- Assignments and research 35%
- Research final project 35%
- Participation 10%

Bibliography

| | Type | Title | Author | Publisher | Year |
|---|-----------|--|-------------------------------|-------------------------|------|
| 1 | Textbook | Educación especial: Un enfoque ecológico. | Shea, T. M. Y Bauer, A. M. | McGraw-Hill | 2000 |
| 2 | Textbook | Ecología del desarrollo humano. | Bronfenbrenner, U. | Buenos Aires Paidós | 1995 |
| 3 | Reference | Familias y terapia familiar | Minuchin, S. | Buenos Aires Paidos | 1986 |
| 4 | Reference | Parents and teachers of children with exceptionalities: A handbook for | Shea, T. M. & Bauer, A. M. | Boston Allyn & Bacon | 2000 |

| | | | | | |
|---|-----------|--|---------------------------|---------------------|------|
| | | collaboration. | | | |
| 5 | Reference | Problemas en el aprendizaje: Un asunto familiar. | Osman, B. B. | México. Ed. Trillas | 1988 |
| 6 | Reference | Familia y Escuela. | Dowling, E. Y Osborne, E. | Buenos Aires Paidos | 2001 |

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| Course Name: Teaching Strategies Workshop II | Course ID: PS 531 |
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| Placement in Curricular Map: Elective Axis |
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| Course Characteristics: This course presents an overview of the difficulties a child with special educational needs encounters at school and the support that must be provided to teachers. This course offers a reference frame to understand this situation and to think of alternative ways to confront and solve it. |
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| General Learning Objectives At the end of this course students: <ul style="list-style-type: none"> • Will present a better understanding of the way schools face the problem of children with special educational needs and the necessity of instructor's knowledge on these problems. • Will have developed skills in the design of strategies to provide tutoring for instructors in schools. • Will be able to develop intervention projects in schools with children with special educational needs. |
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| Contents: | |
| Topics and subtopics of each unit: | Hours |
| The professional in special education and the instructor: Two different but coincidental worlds. | 4 |
| The educational system and the professional in special education. | 4 |
| School structures and interdisciplinary work. | 6 |
| A reference frame to conceptualize the collaboration and tutoring process. | 12 |

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| <ul style="list-style-type: none"> • Instructor's factors. • School context factors. • Consultant's factors. • Factor belonging to the child and family. <p>Concept of tutoring and its application in schools.</p> <ul style="list-style-type: none"> • Methodological and ethical implications. • Development of tutor role. | 10 |
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| <p>Learning activities:</p> <ul style="list-style-type: none"> • Classroom activities: <ul style="list-style-type: none"> - Presentation of topic by instructor. - Case discussions. - Invited Lecturers. - Presentation of final project by students. • Independent activities by students: <ul style="list-style-type: none"> - Previous readings. - Assignments. - Exercises and practice. • Research projects. | |
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| <p>Assessment criteria and procedures</p> <ul style="list-style-type: none"> • Final Exam 10% • Assignments and research 40% • Final research project 40% • Participation 10% |
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Bibliography

| | Typo | Title | Author | Publisher | Year |
|---|-----------|---|----------------------------|---------------------|------|
| 1 | Reference | Dificultades de aprender en la infancia: Un enfoque cognitivo. | Docknell, J. Y McShane, J. | Buenos Aires Paidós | 1997 |
| 2 | Reference | .Las necesidades especiales en las aulas ordinarias: Profesores de apoyo. | Hanko, G. | Buenos Aires Paidós | 1998 |
| 3 | Reference | Dificultades de aprendizaje e intervención psicopedagógica. | García Sánchez, J. N. | Barcelona Ed. Abril | 2001 |
| 4 | Reference | Educación especial: Un enfoque ecológico | Shea, T. M. Y Bauer, A. M. | McGraw-Hill | 2000 |

MAJOR FIELD OF STUDIES: INTEGRATING SEMINAR

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| Course Name: Integrating Seminar | Course ID: CS 505 |
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| Placement in Curricular Map: Major Field of Studies |
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| <p>Course Characteristics:</p> <p>Participants will create a final application project considering the most important personal and professional knowledge acquired throughout this Master Degree. They will emphasize the need of developing appropriate methods and systems to assess their own practice and to continue the learning process that will make them competent and better qualified professionals in their specialization area. An ethics and values workshop is included with the purpose of making the participants analyze the contents of the professional ethics and values codes in special education.</p> |
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| <p>General Learning Objectives</p> <p>At the end of this course students:</p> <ul style="list-style-type: none"> • Will have acquired the necessary elements to develop an identity as instructors by making a synthesis of personal and group professional experiences gone through during this course. • Will analyze the ethics and values implied in a professional practice. • Will present a written assignment (dissertation type) containing their personal summary of this process. |
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| Contents: | |
| Topics and subtopics of each unit: | Hours |

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| 1. Synthesis and integration as a way to build and systematize a personal approach and a defined posture before different situations emerging during the teaching practice. | 8 |
| 2. An integrative approach vs. eclectic approach. | 10 |
| 3. Ethics and values code in the professional practice. | 10 |
| 4. A personal writing style. | 4 |
| 5. The rescue of significant learning: interdisciplinary and academic updating. | 4 |

Learning Activities:

- In class activities:
- Presentation of themes by instructor.
- Students presentations.
- Ethics and values workshop

- Students independent learning activities:
- Previous readings.
- Writing of an article, essay or reading reports.

Assessment criteria and procedures:

- Hand in products (Advances and final document).
- Presentations in class.
- Participation.

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