



# Institutional Catalog

**Revision:**

January - December 2023-2024

Certification number 2021-040



## WELCOME MESSAGE

*Greetings!*

*I am pleased to introduce myself as President of the Board of Directors of the International Iberoamerican University (UNiB) and present the University to you.*

*This is the first fully online university in Puerto Rico. We offer 17 graduate programs from a variety of doctoral and master's degrees.*

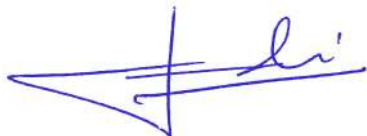
*UNiB's aim is to offer a quality service to Puerto Rico and the rest of the world. We currently have students in 27 countries.*

*Our main objective is to ensure that no one is left without the possibility to progress academically due to mobility or economic reasons. To achieve this, our distance education modality boasts a Virtual Campus designed by a group of professional technicians with great care, ductility and ease of use. We also deliver students all the digitized material found in the Virtual Campus in print version for complementary use.*

*We have the support and help of a great team of professionals, both in the academic, administrative, and technical areas. The methodology of our programs is based on a fully cooperative and constructivist approach.*

*You can experience all of this when you visit UNiB.*

WELCOME!



*Dr. Jesús Arzamendi*



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## •• INSTITUTIONAL CATALOG January - December 2023-2024

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# INSTITUTIONAL CATALOG

## JANUARY - DECEMBER 2023-2024

### INTRODUCTION

The **International Iberoamerican University (UNiB)**, is a postgraduate institution of higher education, whose objectives and guiding principles guarantee equal educational opportunities for all people through the continuous enrichment of its study programs through two actions:

- Improving and adapting methodologies according to the type of program and the competencies to be achieved.
- Developing and updating academic programs to meet social demands.

UNiB promotes an educational model where the student is the center of education with a clear adaptation from theoretical study to applied work, fostering communication, collaboration and reciprocity through varied learning environments. In methodological terms, the integration of technologies is used to enrich education and contribute to research from distance education.

The university is working to consolidate a culture of quality, respecting and safeguarding its mission, offering support, academic, administrative and technological management that facilitates access to distance learning in all its components:

- Economic facilities according to each person.
- Technological infrastructure that allows access to educational systems from anywhere in the world.
- Tracking, security and confidentiality of personal information.
- Continuous research through distance education and related modes that offers a study plan according to its objectives.
- Physical infrastructure that enables face-to-face support to students.
- Continuous academic and administrative support to facilitate the student's university life.

In terms of academic work, UNiB distinguishes itself for the development of actions towards institutional commitment with experience in distance learning considering:

- An academic management approach to address instructional design subject to continuous updating and improvement.
- A system to support students in the use of ICTs as a means of professional and personal involvement in facing the new demands of globalization.

- Teaching resources management, recognized educational methodologies and processes for improving these resources. Procedures related to quality services and equipment suitable for distance education.

This ethos will be more firmly embodied in:

- The commitment to complete the study programs offered by the International Iberoamerican University in case of closure, allowing active students to finish their studies.

In this sense, the International Iberoamerican University has incorporated in its constitutional project, services that ensure a 24 x 7 x 365 online service to students, combined with procedures, models and methods of distance learning and consolidated university management, providing the basis for the university's own operation. In this way, UNiB is a medium that projects its educational vocation and its educational model to Puerto Rican society in a serious, rigorous and effective manner as of its founding.

## **UNiB AT THE SERVICE OF PUERTO RICO**

For Puerto Rico, the International Iberoamerican University is a means to:

- Seek the full formation of the student in the desired professional area, preparing them as a global citizen in the use, and by means of Information Technologies, Communications and the Internet.
- Promote and disseminate the values of the people of Puerto Rico through the means provided by new technologies.
- Develop an academy and research through distance education, incorporating international relations, the integration of culture, society and business, and expanding the possibilities of technological transfer favorable to the national setting.

The university continues to work in Puerto Rico by virtue of contributing to the country in a responsible manner, in the development of human capital, knowledge and the transfer of connections to society through accessible study programs.

## **ABOUT US**

### **UNiB Authorization**

The International Iberoamerican University is authorized by the Board of Postsecondary Institutions (JIP, Junta de Instituciones Postsecundarias) <http://www.ce.pr.gov> with Certification number 2021-040.

## **MISSION**

The International Iberoamerican University is an institution of higher education committed to ensuring equal opportunities and respect for diversity. It prepares competent, autonomous professionals with

the purpose of contributing to social, cultural and economic development within an intercultural framework under the principles of education for all, and the universalization of knowledge through a quality distance learning model”.

## VISION

“To be an outstanding and sustainable University, adapted to the characteristics of its students, and renowned for its academic programs with an applied and practical approach. We are committed to serve society in a framework without borders, broadening opportunities through networking, internationalization, diversity and interculturality.

## INSTITUTIONAL GOALS AND OBJECTIVES

### GOAL 1:

- Consolidate an international educational community based on respect and diversity of origin in a multicultural experience that favors the integrity and well-being of its participants as well as the environment.

### Objectives G1:

- Implement institutional policies aimed at creating ties, knowledge transfer, creation and the well-being of people.
- Extend the current student orientation and support system to favor persistence in the academic program.
- Improve elements of institutional management, enabling effective communication towards a prompt resolution and service to members of the community.

### GOAL 2:

- Provide high quality academic programs aimed at people without distinction of geographic, cultural and socioeconomic origin, through a competency-based training model, with a cooperative and collaborative methodology.

### Objectives G2:

- Design high quality curricula aligned with the institutional, professional, academic and scientific framework, with a flexible teaching-learning model adjusted to the student's profile in response to changes in society.
- Implement educational methodologies adapted to the environment, the student's profile and the distance learning modality.
- Develop educational technologies that favor the quality of the teaching-learning processes consistent with the study methodology.
- Implement permanent self-evaluation processes for continuous improvement and high quality.

**GOAL 3:**

- Foster the creation and transfer of knowledge by promoting research projects and national and international collaboration networks.

**Objectives G3:**

- Expand strategic ties of national and foreign collaboration with educational institutions, business and social contribution entities.
- Establish actions according to strategic lines in favor of exchange, inter-institutional mobility of faculty, administrative personnel and students.
- Promote intra- and inter-university collaborative and participatory work aimed at the creation and transfer of knowledge.

**GOAL 4:**

- Consolidate an efficient and organized institutional management model based on compliance with the stated mission and objectives.

**Objectives G4:**

- Implement an internal quality assurance system aimed at self-assessment and continuous improvement in accordance with international standards.
- Organize actions of governance, administration and finance planned towards the efficiency and sustainability of the University.
- Consolidate a management model that facilitates access to the programs offered to students according to their social and cultural background.
- Expand current strategies to achieve growth in enrollment and academic offerings in accordance with academic, professional and general requirements.

**GOAL 5:**

- Strengthen the institutional educational project in accordance with a model that promotes the development of a flexible teaching-learning curricular framework, structured through the use of advanced educational technologies favoring the quality of processes.

**Objectives G5:**

- Articulate academic-administrative initiatives to optimize the institution's strategic decision making based on evidence by applying data mining and educational process mining techniques.
- Promote networks, action frameworks, research and practical application projects based on students' and faculty's diverse experiences and backgrounds.
- Strengthen the digital environment according to the new educational and social challenges, providing resources according to the training requirements of faculty and students.

## SENIOR UNIVERSITY OFFICIALS

- Dr. Jesús Arzamendi Sáez de Ibarra, chairman of the Board of Directors.
- Dr. María del Carmen Rivera Rivas, Rector.
- Dr. Carolina Rodríguez Canales, Director of Planning and Accreditation.
- Ms. Gigliola Insuasty, Vice Rector for Student Affairs and International Relations.
- Dr. Carmen Lili Rodríguez Velasco, Academic Dean.
- Mrs. Lillian Díaz Figueroa, Dean of Student Affairs.
- Carol Morales Miranda, Dean of Administration and Finance.

## ACADEMIC DEPARTMENTS

- Dr. Eduardo García, Director of the Department of Environment and Sustainability.
- Dr. Manuel Masías, Director of the Department of Innovation, Business and New Technologies.
- Dr. Silvia Pueyo, Director of the Department of Language, Education and Communication Sciences.
- Dr. Irma Domínguez, Director of the Department of Health Sciences.
- Dr. Roberto Álvarez, Director of the Department of Projects.

## CONTACT INFORMATION

- **Administrative Hours:** Monday to Friday, 8:00am - 5:00pm  
Mailing address: PO Box 3385 Arecibo, PR 00613-3385  
Physical address: Bo. Arenalejos Sector Palache, Carr. 658, Km 1.3 Arecibo, PR. 00612  
Telephone numbers: 787-878-2123 /787-878-2126
- **Student Technical Support:** through the Virtual Campus 24-7  
Contact access enabled in your PANAL, top menu, “Contact” button
- **Faculty Availability:** through the Virtual Campus 24-7  
Contact access enabled in the virtual campus, Faculty icon, within the frameworks of each subject.

# ADMINISTRATORS AND LEGAL CONTROL

## UNIVERSITY GOVERNANCE ROLES

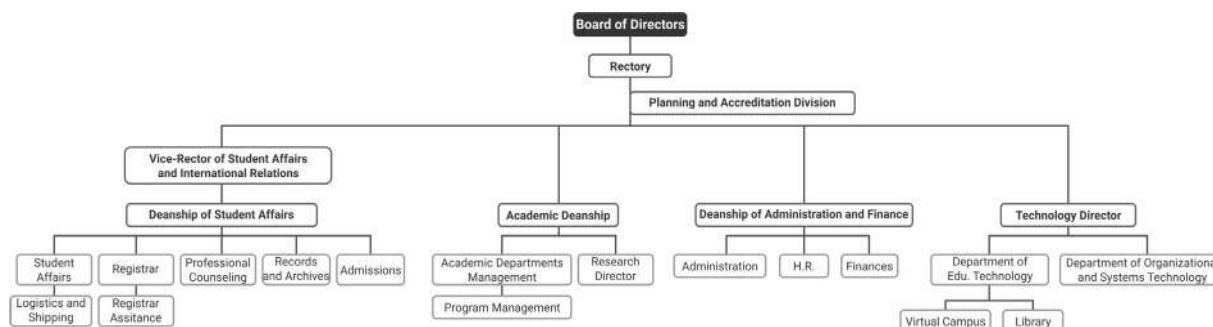


Figura 1: University organizational chart.

## DESCRIPTION OF UNIVERSITY GOVERNANCE ROLES

The International Iberoamerican University follows an organizational structure that enables interaction between academic, administrative and financial areas through technological coupling. It has a governance structure defined by the Board of Directors, appropriate to the current challenges and institutional purposes within the framework of the regulations, the bylaws and the strategic development plan.

UNIB has unipersonal authorities and collegiate bodies to comply with university governance.

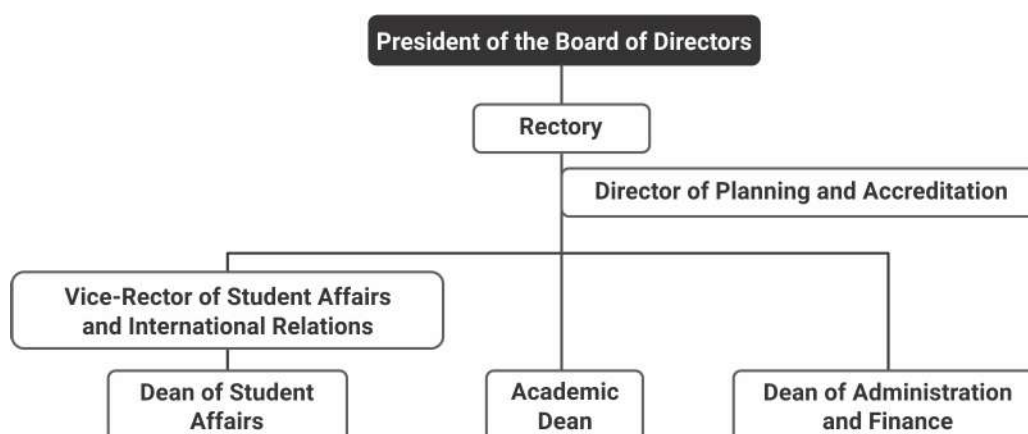


Figura 2: University authorities.

## UNIVERSITY AUTHORITIES

- **Presidency of the Board of Directors:** the highest executive authority, represents agreements of the Board of Directors with competencies related to administration, management, representation, defining policies, institutional strategic lines in response to the demands of the educational project in relation to society.
- **Rector:** executive and administrative authority of the university, and its legal representative. Responsible for university management in all its orders and levels in terms of philosophy, planning, execution and evaluation. Their functions are aimed at:
  - Develops initiatives that emerge from agreements reached by the Board of Directors, in accordance with the Executive Committee, the defined mission, objectives and goals.
  - Broadens guidelines towards the progress of the University, coordinating the actions of collegiate bodies and unipersonal authorities on a permanent basis.
  - Executes development plans in conjunction with the Executive Committee and the Planning, Management, Academic and Administrative Development Committee.
  - Consolidates national and international collaborative agreements appropriate for continuous improvement.
- **Directorate of Planning and Accreditation:** strategic authority of institutional support under the rector's office, which leads actions towards management, effectiveness, internal quality culture aimed at accreditation processes and continuous improvement.
  - Analyzes management indicators used for ongoing evaluation and planning.
  - Supports self-evaluation processes.
  - Consolidates information from the different institutional areas.
  - Integrates collegiate bodies in order to comply with the university government.
- **Vice-Rector's Office for Student Affairs and International Relations:** responsible for planning, developing and evaluating areas related to: Admissions, Registrar's Office, Student Affairs and Academic Secretary. Implements actions consistent with the nature of the institution. In this regard:
  - Promotes the integration of international relations towards administrative, financial, academic and technological articulation.
  - Articulates actions of the dean's offices in terms of assistance, support and efficiency services.
  - Designs, implements and evaluates processes related to student admission, registration and follow-up.
  - Manages innovation in student monitoring, follow-up and registration processes.
  - Promotes collaborative agreements that are opportune for continuous improvement and extension.
- **Academic Dean's Office:** executive authority responsible for the planning, execution and evaluation actions corresponding to the Academic Departments in interrelation with other institutional areas. In this regard:

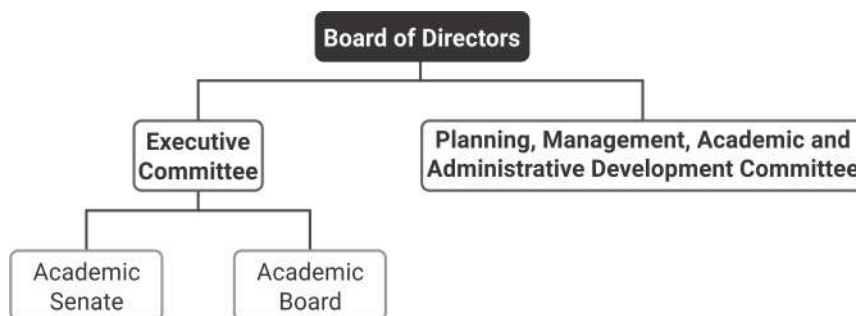
- Leads strategies and action plans towards the fulfillment of the mission in its area of competence, according to the institution's projected development plans.
- Directs, manages and evaluates the educational programs that make up the university's academic offerings with a focus on institutional effectiveness and improvement, emphasizing the student learning experience.
- Defines the policies governing the recruitment, selection, induction, training, development and evaluation processes of faculty members, ensuring compliance with them.
- **Dean of Student Affairs:** executive authority responsible for student services, reporting to the Office of the Vice-Rector for Student Affairs and International Relations. This deanship is responsible for managing student services in favor of institutional processes, constantly searching for quality assurance and student welfare. Implements actions consistent with the nature of the institution and in this regard:
  - Evaluates and provides student services in accordance with institutional policies, state and federal laws, and licensing agencies.
  - Addresses student complaints and makes the necessary arrangements to present alternatives or solutions to their requirements.
  - Promotes and collaborates in formulating standards, academic and administrative policies to strengthen student services.
  - Is responsible for ensuring strict confidentiality in the processes and handling of university documents.
  - Coordinates, supervises and evaluates the tasks performed by each of the areas of the dean's office to guarantee its operation and increase its level of quality and excellence.
- **Dean of Administration and Finance:** executive authority with administrative, financial and human resources responsibility that implements actions consistent with the nature of the institution. In this regard:
  - Plans and manages the proper use of the University's assets and resources, promoting good practices aimed at the effectiveness, achievement and ethics of the processes.
  - Develops actions in support of the unipersonal authorities, collegiate bodies in the formulation of plans, projects relevant to the fulfillment of purposes defined by the institution.
  - Promotes the mission, vision, objectives and values stated in the mission, vision, objectives and values in fostering communication within the UNiB community.
  - Evaluates and provides follow-up on strategic development plans in coordination with the Committee on Planning, Management, Academic, and Administrative Development.
  - Executes corporate determinations agreed upon by the Board of Directors.
  - Implements measures concerning Human Resources.
- **Technology Management**
  - Directs organizational technology, systems and educational technology units, articulating the relational model with the educational community and society.
- **Directorate of Organizational and Systems Technology**
  - Directs and is responsible for systems and resources that articulate the institutional management and technology model covering the areas of design, use and dissemination.



- **Directorate of Educational Technology**
  - Manages and is responsible for the information systems and resources associated with teaching and learning processes. Maintains the entire computer system of the university's Virtual Campus and Library.
- **Registrar's Office**
  - Responsible for the process leading to the issuance and delivery of student diplomas.
  - Responsible for verifying grades and other information necessary to prepare credit transcripts, notarized statements, certifications and syllabi.
  - Safeguards and protects student academic records under strict confidentiality.
- **Admissions Management**
  - Responsible for arranging student recruitment into their areas of interest.
- **Department Management**
  - Responsible for managing an academic department and projecting its lines of research and development and coordinating resources, efforts and obligations among program directors.
- **Professional Counseling**
  - Provides support and guidance to students with personal difficulties that interfere with their academic performance.
  - Assess the student's needs and provides alternatives for action.
  - Submits emergency referrals following the established protocol.
- **Library**
  - Responsible for the management of bibliographic and information services.

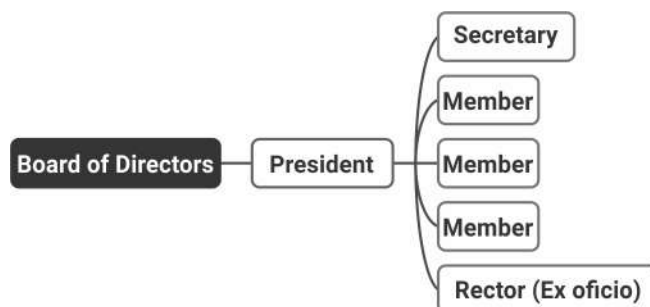
## ADMINISTRATIVE, ECONOMIC AND ACADEMIC GOVERNING BODIES

The collegiate bodies of UNIB are:



**Figura 3:** Collegiate bodies of the university.

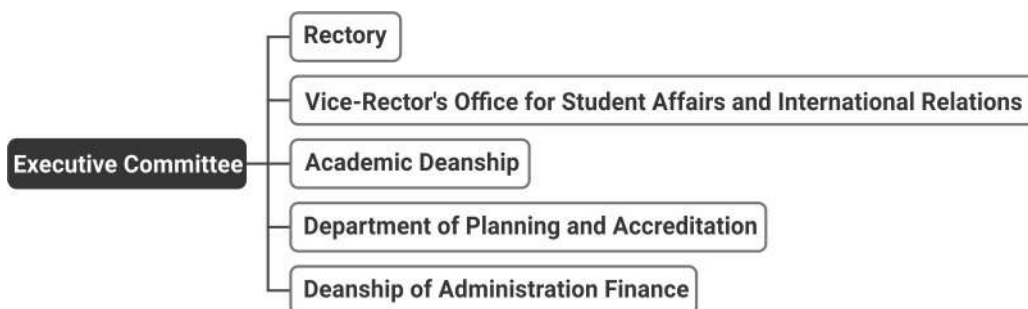
- **Board of Directors:** the highest institutional decision-making body of the University, with legal control that validates processes, policies and strategic lines to comply with the mission, declared institutional purposes and as a response to society. It is a board that safeguards the law, the spirit of the University, the statutes and regulations. Determines administrative, academic and governance processes.



**Figura 4:** University Members of the Board of Directors.

- **Executive Committee:** collegiate body responsible for:
  - Establishing institutional policies and standards in accordance with the mission, objectives and goals.
  - Leading the internal processes of the University aimed at quality and efficiency.
  - Executing policies, standards and guidelines issued by the Board of Directors.
  - Conducting all university activities within the framework of the statutes, General Regulations of Private Universities, current regulations, specific regulations of the University.
  - Promoting, guiding and implementing resolutions emanating from the Board of Directors, as well as those that emerge from this committee.

The Executive Committee is constituted by:



**Figura 5:** Members of the Executive Committee.

- **Academic-Faculty Senate:** collegiate body that analyzes, evaluates and proposes to the Rector's Office issues related to the proper functioning of the teaching activity, student performance, and the departments and academic programs aimed at continuous improvement, fulfilling goals, objectives and the mission in coordination with the stated values. The Faculty corresponds to the totality of the University's teaching staff. The senate is the representative body of all the University's faculties in a proportion established by the University's internal regulations and presided over by the Rector and the Academic Dean.
  - Implements initiatives to fulfill and develop the University's mission in the spirit of its vision and principles.

- **Committee on Planning, Management, Academic, and Administrative Development:** collegiate body responsible for:
  - Academically managing the University to ensure the integration and continuous improvement of the teaching, learning and self-learning processes through tutorial teaching and technological resources.
  - Periodically reviewing the Strategic Plan, as well as the Institution's norms and policies.
  - Evaluate planning and compliance on a regular basis in accordance with quality assurance and monitoring processes.
  - Preparing, reviewing and recommending budget allocation to the University's Board of Directors.
  - Managing financial resources, as well as the execution of measures issued by the Board in managerial, operational, academic, scientific and professional matters.

This committee is constituted by:

- Rector
  - Director of Planning and Accreditation
  - Vice-Rector for Student Affairs and International Relations
  - Academic Dean
  - Dean of Student Affairs
  - Dean of Administration and Finance
- **Academic Board:** collegiate body that performs advisory and support functions for the President and the Board of Directors of the University. This board employs academic guidance teams through the Council of Departments.

The Academic Board is made up of:

- Academic Dean
- Academic Department Directors
- Technology Directors

## ABOUT THE DEPARTMENTS

The academic departments are those units in charge of offering the study programs. The academic administration and managerial functions and positions are as follows:

- **Department Director.** Role in charge of directing and managing an academic department, in coherence with institutional policies and projecting its development in terms of educational offerings and academic excellence. Coordinates and supervises the work of the program directors.
- **Program Director.** Role in charge of directing, coordinating and managing the proper design and implementation of an educational program in accordance with defined quality standards.
- **Main Professor.** Role in charge of the teaching action within the subjects of the educational program. With the student as the center, their performance is aimed at promoting the achievement of the learning outcomes as defined in the subject. This is based on various

educational activities, evaluation and virtual tutorials (synchronous and asynchronous). They are also responsible for updating the subject didactic materials and ensuring the relevance of educational and evaluation activities in relation to the learning outcomes and the didactic material.

- **Doctoral Thesis Director.** Role in charge of guiding, advising and supervising the student during the completion of their Doctoral Thesis.
- **Tutor.** Role in charge of supporting the main professors work during their the teaching activity. This is a teacher in training. The scope of their assignments will depend on the level of skills demonstrated during the subject activities.
- **Distinguished professor.** Visiting, collaborating or associate professor. This person will provide temporary support and may, if necessary, take on leadership roles in certain disciplines or areas.

All actions by the University will be based on the premise of quality distance learning.

## ADVISORY BOARD

The Advisory Board is composed of 21 members. They verify that the curricula are updated according to the competencies required in the different programs and in the professional laws governing the practice of the profession, as well as issuing recommendations that are evaluated by the deans and the rector. They also participate in the revision of the mission, vision and objectives.

## DESCRIPTION OF THE MAIN PHYSICAL STRUCTURES IN WHICH THE INSTITUTION CARRIES OUT ITS SERVICES

The facilities are located in the southern part of the building. The main entrance is located at Km 1.3 of Highway 658 in the municipality of Arecibo. On the north side of the building there is an adjoining building at Km 69 of Highway 22, Sector Palache, Barrio Arenalejos de Arecibo. The building has a parking lot in front and at the rear of the building with a total area of 3,930.623 meters.



## **DESCRIPTION OF ADMINISTRATION AND ACADEMIC FOLLOW-UP SERVICES TO PROVIDE QUALITY SERVICE TO STUDENTS AND APPLICANTS**

### **ADMINISTRATIVE SERVICES**

The experience and knowledge acquired by the members of the different dean's offices is transferred to the services offered to students. The emphasis of the university is to achieve quality services and excellence toward student retention and for the student to achieve the goals and competencies outlined at the beginning of their studies.

The different areas that provide quality services and excellence are:

#### **Dean of Student Affairs**

- Admissions
- Registrar's Office
- Student Affairs
- File Archiving
- Professional Counseling

#### **Dean of Administration and Finance**

- Financial Assistance
- Treasury

#### **Academic Dean**

- Academic Counseling
- Library

### **ACADEMIC FOLLOW-UP**

The University has a computerized system on the Internet for the academic follow-up of students. This system has emerged from the experience gained, which technology has been applied at the university. A computer system was developed that enables managing an individual's academic data throughout his or her academic life.

Access to this information is regulated by profiles, one of them being the personal and unique profile that each student will have regarding his or her file.

## ACADEMIC PROGRAMS

### ACADEMIC OFFERINGS

The International Iberoamerican University offers the following programs through its various departments:

#### **Department of Language, Education and Communication Sciences**

- Doctorate in Education with a Specialty in Research (**DODE**)
- Master in Teaching Spanish as a Foreign Language (**FPMELE**)
- Master in Teaching English as a Foreign Language (**FPMTFL**)
- Master in Education with a Specialty in Higher Education (**FPMME**)
- Master in Education with a Specialty in the Organization and Management of Education Institutions (**FPCOCE**)
- Master in Education with a Specialty in Teacher Training (**FPMMEFP**)
- Master in Education with a Specialty in ICT's in Education (**FPMMETE**)

#### **Department of Innovation, Business and New Technologies**

- Master in Strategic Management with a Specialty in Management (**MDE**)
- Master in Strategic Management with Specialty in Information Technology (**MDETI**)
- Master in Strategic Management with a Specialty in Telecommunications (**MDETEL**)

#### **Department of Projects**

- Doctorate in Projects with a Specialty in Research (**DODP**)
- Master in Project Design, Administration and Management (**MDGDP**)
- Master in Project Design, Administration and Management with a Specialty in Architecture and Urban Planning (**MPAU**)
- Master in Project Design, Administration and Management with a Specialty in Innovation and Product (**MDPIP**)

#### **Department of Environment and Sustainability**

- Master in Environmental Management and Audits (**MAMGA**)

#### **Department of Health Sciences**

- Master in Physical Activity: Sports Training and Management (**SNMAFEGD**)
- Master in Naturopathic Sciences (**SNMCN**)

## **Credits and hours of academic offerings**

Department of Language, Education and Communication Sciences					
Name	Code	Degree conferred	General competencies	Duration (months)	Credits
Doctorate in Education with a Specialty in Research	DODE	Doctorate in Education with a Specialty in Research	<ol style="list-style-type: none"> <li>1. Provide students with the fundamental concepts and research methodologies used in the field of Education and enable them to design, develop and evaluate, individually and in teams, research projects in the different lines offered, thus acting as a driver of improvements in educational processes at different levels and settings.</li> <li>2. Teach in new or unfamiliar settings within broad educational contexts so that the student can apply the knowledge acquired, making judgments, decisions and solving problems, thus contributing to the different approaches related to educational research.</li> <li>3. Provide the scientific research tools that enable the student to manage pedagogical projects and conduct research or produce creative work, demonstrating mastery of the material in an ethical manner.</li> </ol>	60	75 credits
Master in Teaching Spanish as a Foreign Language	FPMELE	Master in Teaching Spanish as a Foreign Language	<ol style="list-style-type: none"> <li>1. Offer a broad and updated training to LE Spanish teachers in primary or secondary education, both in public and private institutions; LE Spanish teachers in adult education, as well as graduates in related specialties who aim to work as LE Spanish teachers, providing the basis for the development of academic and professional skills necessary for the teaching of LE Spanish in any of the various teaching-learning settings, with fluency, coherence and in a manner appropriate to the educational background in which they are to develop their professional career.</li> <li>2. Teach in new or unfamiliar educational settings within broad settings related to the teaching of Spanish as a foreign language so that the student can apply the knowledge acquired, make judgments, decisions, and solve problems; reflecting on their own teaching and professional development.</li> <li>3. Provide the scientific research tools that enable the student to use the methodological processes for the pedagogical research of language and linguistics applied to the teaching of the Spanish language.</li> </ol>	24	66 credits
Master in Teaching English as a Foreign Language	FPMTFL	Master in Teaching English as a Foreign Language	<ol style="list-style-type: none"> <li>1. Address in an informed and grounded manner the professional situations and needs related to the work environment, encouraging autonomy without losing sight of constant, yet flexible interaction elements, adjusted to the specific needs of the as yet developing teacher, providing training to Teachers of English at the primary and secondary levels in public and private institutions; Teachers of English as a foreign language in adult education; and Graduates.</li> <li>2. Teach in new or unfamiliar educational settings within broad settings related to teaching English as a foreign language so that the student can apply the knowledge acquired, make judgments, decisions, and solve problems; reflect on their own teaching and improvement.</li> <li>3. Provide the scientific research tools that enable the student to use the methodological processes for the pedagogical research of language and linguistics applied to English language teaching.</li> </ol>	24	66 credits



Department of Language, Education and Communication Sciences					
Name	Code	Degree conferred	General competencies	Duration (months)	Credits
Master in Education with a Specialty in Higher Education	FPMME	Master in Education with a Specialty in Higher Education	<ol style="list-style-type: none"> <li>1. To offer a broad and updated training, and to provide the basis for the development of academic and professional skills necessary for teaching in any of the different teaching-learning contexts that may arise.</li> <li>2. To ground professional practice in current knowledge in new or unfamiliar educational settings; to provide insights into the nature of teaching and learning in general; and to develop the competencies, knowledge, skills and practical resources needed to complement this theoretical foundation.</li> <li>3. Stimulate critical reflection for a good theoretical formation and its necessary practical application, fundamental field of action, develop good judgment, good decision making and problem solving, and provide scientific research tools for the referenced contribution in innovative or current issues of higher education.</li> </ol>	24	60 credits
Master in Education with a Specialty in the Organization and Management of Education Centers	FPCOCE	Master in Education with a Specialty in the Organization and Management of Education Centers	<ol style="list-style-type: none"> <li>1. Provide the tools related to study, planning, consulting and advisory services for the organization and management of educational institutions, in order to develop knowledge and competencies to plan, organize, direct, control, propose and lead innovation for the improvement of educational centers.</li> <li>2. Stimulate critical reflection, the development of good judgment, good decision making and problem solving, and provide scientific research tools for the referenced contribution to innovative or current issues in education.</li> </ol>	24	60 credits
Master in Education with a Specialty in Teacher Training	FPMMEFP	Master in Education with a Specialty in Teacher Training	<ol style="list-style-type: none"> <li>1. To offer a broad and updated training, and to provide the basis for the development of academic and professional skills necessary for teaching in any of the different teaching-learning contexts that may arise.</li> <li>2. To ground professional practice in current knowledge in new or unfamiliar educational settings; to provide insights into the nature of teaching and learning in general; and to develop the competencies, knowledge, skills and practical resources needed to complement this theoretical foundation.</li> <li>3. To stimulate critical reflection for a good theoretical formation and its necessary practical application, fundamental field of action, to develop good judgment, good decision making and problem solving, and to provide scientific research tools for the referenced contribution in innovative or current topics of teacher training.</li> </ol>	24	60 credits

Department of Language, Education and Communication Sciences					
Name	Code	Degree conferred	General competencies	Duration (months)	Credits
Master in Education with a Specialty in ICT'S in Education	FPMME TE	Master in Education with a Specialty in ICT's in Education	<ol style="list-style-type: none"> <li>1. To offer a broad and updated training, and to provide the basis for the development of academic and professional skills necessary for teaching in any of the different teaching-learning contexts that may arise.</li> <li>2. To ground professional practice in current knowledge in new or unfamiliar educational settings; to provide insights into the nature of teaching and learning in general; and to develop the competencies, knowledge, skills and practical resources needed to complement this theoretical foundation.</li> <li>3. To stimulate critical reflection for a good theoretical formation and its necessary practical application, fundamental field of action, to develop good judgment, good decision making and problem solving, and to provide scientific research tools for the referenced contribution in innovative or current topics of teacher training.</li> </ol>	24	60 credits

Department of Innovation, Business and New Technologies					
Name	Code	Degree conferred	General competencies	Duration (months)	Credits
Master in Strategic Management with a Specialty in Management	MDE	Master in Strategic Management with a Specialty in Management.	<ol style="list-style-type: none"> <li>1. Provide education to train professionals especially from the fields of engineering, social sciences, administration sciences, management sciences and economics, among others, in the field and practice of Strategic Management, providing executive thinking that will enable them to assume their current and/or desired management positions, or to develop their professional career in the field of organizational consulting.</li> <li>2. Teach in new or unfamiliar environments within broad contexts related to their area of study so that the student can apply the knowledge acquired, make judgments, decisions, and solve problems, enabling the student to understand the strategic process of organizational management, assume functions within the strategic management process and write proposals that integrate globalized and local processes to manage a business.</li> <li>3. Provide the tools of scientific research that will enable the student to conduct research or produce creative work in an ethical manner, demonstrating mastery of the material.</li> </ol>	24	66 credits

Department of Innovation, Business and New Technologies					
Name	Code	Degree conferred	General competencies	Duration (months)	Credits
Master in Strategic Management with a Specialty in Information Technologies	MDETI	Master in Strategic Management with a Specialty in Information Technologies.	<ol style="list-style-type: none"> <li>1. Provide knowledge to professionals with different degrees, as well as the necessary skills and abilities to manage a Systems and ICT management position, lead an organizational change project using ICT or who wish to advise companies that need to respond to the competitiveness of new businesses.</li> <li>2. Provide the fundamentals of business innovation that give certainty that strategies and ICT strategies are aligned and coherent with business development, from strategic management to personnel management with emphasis on continuous and permanent changes.</li> <li>3. Teach in new or unfamiliar settings within broad contexts related to their area of study so that the student can apply the knowledge acquired, formulating judgments, making decisions and solving problems, also providing scientific research tools that allow the student to conduct research or produce creative work in an ethical manner; demonstrating mastery of the material.</li> </ol>	24	66 credits
Master in Strategic Management with a Specialty in Telecommunications	MDETEL	Master in Strategic Management with a Specialty in Telecommunications	<ol style="list-style-type: none"> <li>1. Provide knowledge on the understanding of Telecommunications networks and services for people who want to understand them within the context of organizations and the global society, with a strategic perspective integrated to the current social and economic dynamics, acquiring a global knowledge of the different technological possibilities of current and future networks.</li> <li>2. Teach in new or unfamiliar setting within broad contexts related to their area of study so that the student can propose and apply organizational strategies based on Telecommunications and/or integrate Telecommunications in a business, formulating judgments, making decisions and solving problems.</li> <li>3. Provide special attention to different services provided by networks and telecommunications, and the new business opportunities they offer to companies. In addition, provide the basis for business innovation based on strategic management and alignment of organizational strategies with Telecommunications strategies, and provide the scientific research tools that allow the student to conduct research or produce creative work, demonstrating mastery of the material and in an ethical manner.</li> </ol>	24	66 credits

Department of Projects					
Name	Code	Degree conferred	General competencies	Duration (months)	Credits
Doctorate in Projects with a Specialty in Research	DODP	Doctorate in Projects with a Specialty in Research	<ol style="list-style-type: none"> <li>1. Provide students with a solid scientific training, providing a research specialization profile and leading to a field of intensification in the area of project design.</li> <li>2. Teach in new or unfamiliar environments within broad contexts related to their area of study so that the student can apply the knowledge acquired, make judgments, decisions and solve problems in the conception, design and practice of projects.</li> <li>3. Provide the scientific research tools that enable the student to conduct and develop original research, demonstrating mastery of the material in an ethical manner.</li> </ol>	63	81 credits
Master in Project Design, Administration and Management	MDGDP	Master in Project Design, Administration and Management	<ol style="list-style-type: none"> <li>1. Provide a high discipline of study to professionals with university training in all areas of knowledge, who have the desire to get engage in the world of projects in a responsible manner, enabling them to perform in the field of teaching and research projects and / or in the professional field.</li> <li>2. Teach in new or unfamiliar environments within broad settings related to the design, operation and management of projects, from project development to subsequent analysis, regardless of their origin and purpose, so that the student can apply the knowledge acquired, formulate judgments, make decisions and solve problems.</li> <li>3. Provide training in the use of up-to-date computerized tools in the professional field and the pedagogical expression of theoretical foundations and case studies, and the application of technological tools for programming and project management and scientific research tools that allow the student to conduct research or produce creative work in an ethical manner; demonstrating mastery of the material.</li> </ol>	24	66 credits
Master in Project Design, Administration and Management with a Specialty in Architecture and Urban Planning	MPAU	Master in Project Design, Administration and Management with a Specialty in Architecture and Urban Planning.	<ol style="list-style-type: none"> <li>1. Offer knowledge on orderly urban growth and the physical modification of the city through all its manifestations, based on the methodology of urban-architectural projects from a comprehensive perspective of project design, administration and management, with the purpose of training professionals with a high social and ethical commitment and a global vision of what it means to intervene in a city.</li> <li>2. Teach in new or unfamiliar settings within broad contexts related to their area of study so that students can apply the knowledge acquired, make judgments, make decisions and use specific methodologies for solving urban and architectural problems that allow redesigning the physical spaces occupied by human beings in today's life.</li> <li>3. Provide the scientific research tools that allow the student to produce creative work in an ethical manner; demonstrating mastery of the material.</li> </ol>	24	67 credits

Department of Projects					
Name	Code	Degree conferred	General competencies	Duration (months)	Credits
Master in Project Design, Administration and Management with a Specialty in Innovation and Product	MDPIP	Master in Project Design, Administration and Management with a Specialty in Innovation and Product.	<ol style="list-style-type: none"> <li>1. Provide knowledge to professionals in areas of innovative product design, i.e. any tangible or non-tangible element resulting from a project, with a strong presence of "design" in its development phases.</li> <li>2. Teach in new or unfamiliar settings within broad contexts related to their area of study so that the student can apply the knowledge acquired, make judgments, decisions, and solve problems, in all phases of innovative product design, from development to subsequent analysis.</li> <li>3. Provide the scientific research tools that allow the student to conduct research or produce creative work in an ethical manner; demonstrating mastery of the material and validating the formation of professionals with high social and ethical commitment and with an open vision to incorporate new development processes (design) of innovative projects.</li> </ol>	24	66 credits

Department of Environment and Sustainability					
Name	Code	Degree conferred	General competencies	Duration (months)	Credits
Master in Environmental Management and Audits	MAMGA	Master in Environmental Management and Audits	<ol style="list-style-type: none"> <li>1. Provide university graduates with environmental training in environmental management and audits to improve their competencies in the professional fields in which they work, or to channel their career expectations.</li> <li>2. Provide advanced specialized and multidisciplinary education in new or unfamiliar settings within broad contexts so that the student can apply the knowledge acquired, formulate judgments, make decisions and solve problems, allowing the student to work in the field of consulting and research and forming multidisciplinary environmental professionals who contribute to the growth of new companies or, where appropriate, who wish to update and improve their understanding of the new business opportunities represented by the environmental variable.</li> <li>3. Provide the tools for scientific research and facilitate the necessary integration of the environmental variable in the cultural and technological policy of the organization so that the student can conduct research or produce creative work, demonstrating mastery of the material and in an ethical manner.</li> </ol>	24	66 credits

Department of Health Sciences					
Name	Code	Degree conferred	General competencies	Duration (months)	Credits
Master in Physical Activity: Sports Training and Management	SNMAFEGD	Master in Physical Activity: Sports Training and Management	<ol style="list-style-type: none"> <li>1. Offer instruction in physical activity, sports design and planning, and the management of sports centers, for professionals with a diploma and/or degree in physical education, teachers, health and sports science professionals, and all those who wish to enrich their professional careers with topics related to sports management.</li> <li>2. Teach in new or unfamiliar settings within broad contexts with sufficient knowledge and resources that the learner can use to make judgments, decisions, and solve problems.</li> <li>3. Provide the tools of scientific research that will enable the student to conduct research or produce creative work, demonstrating mastery of the material and in an ethical manner.</li> </ol>	24	66 credits
Master in Naturopathic Sciences	SNMCN	Master in Naturopathic Sciences	<ol style="list-style-type: none"> <li>1. Train professionals in the field of Naturopathy to contribute with relevance to the scientific development of the health arts and sciences, and a more productive and healthy society, able to educate and guide on the various aspects and modalities of Naturopathy, techniques, lifestyles and natural therapies that are in harmony with this practice and practice therapeutic methods.</li> <li>2. Teach in new or unfamiliar naturopathic science settings and interact and participate with physicians and other health professionals in the interdisciplinary management of patient health, reflecting on their own teaching and professional development and thus apply knowledge to prescribe and recommend natural or whole foods and other natural products that do not require a medical prescription using good judgment, decision making and problem solving.</li> <li>3. Provide the scientific research tools that allow the student to use the methodological processes for applied research in the field of naturopathic sciences.</li> </ol>	48	94 credits

## **Sequential**

### **Department of Language, Education and Communication Sciences**

#### **Doctorate in Education with a Specialty in Research**

Introductory: **18 credits**

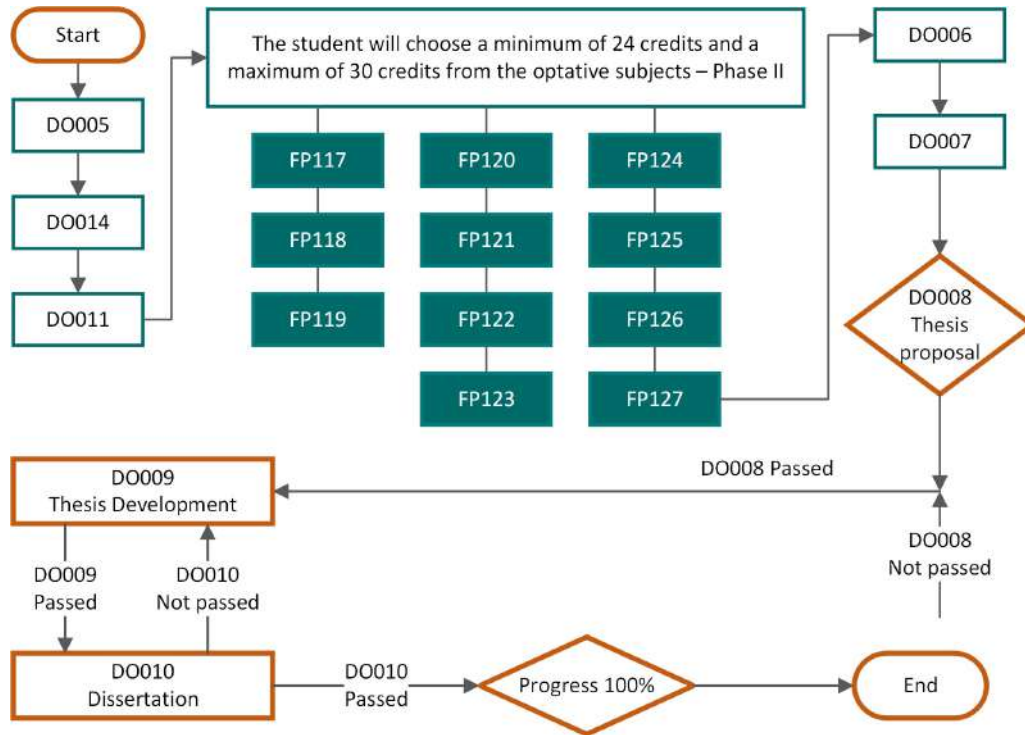
Core: **minimum 24 and maximum 30 credits**

Research: **14 credits**

Thesis: **25 credits**

	Code	Subjects	Credits
<b>Introductory</b>	D0005	Research Methodology I. Fundamentals.	6
	D00014	Research Methodology II. Paradigms and Methods	3
	D0011	Research Seminar (doctoral file)	3
<b>Core subjects<sup>a</sup></b>	FP117	Learning Theories and Methodological Bases of Training	4
	FP118	Curricular Planning and Design	4
	FP119	Learning Factors	6
	FP120	Creation, Adaptation and Evaluation of Materials	5
	FP121	Skills Development	4
	FP122	Special Education Foundations: Processes of Attention to Diversity	4
	FP123	Educational Consultation and Tutoring	6
	FP124	Applied Didactics	6
	FP125	Physical Activity Applied to Health Education and Performance	6
	FP126	ICT in Education and Learning Theories	3
	FP127	Organization and Management of Educational Centers	6
<b>Research</b>	D0006	Research Work I	5
	D0007	Research Work II	5
	D0008	Thesis Proposal	4
<b>Thesis</b>	D0009	Thesis Preparation	15
	D0010	Thesis Dissertation	10

a) The student must indicate the subjects they wish to take during this phase. The total number of credits of the chosen subjects must be at least 24 with a maximum of 30.



**Figura 6:** Flowchart for the Doctorate in Education with a Specialty in Research.



## Master in Teaching Spanish as a Foreign Language

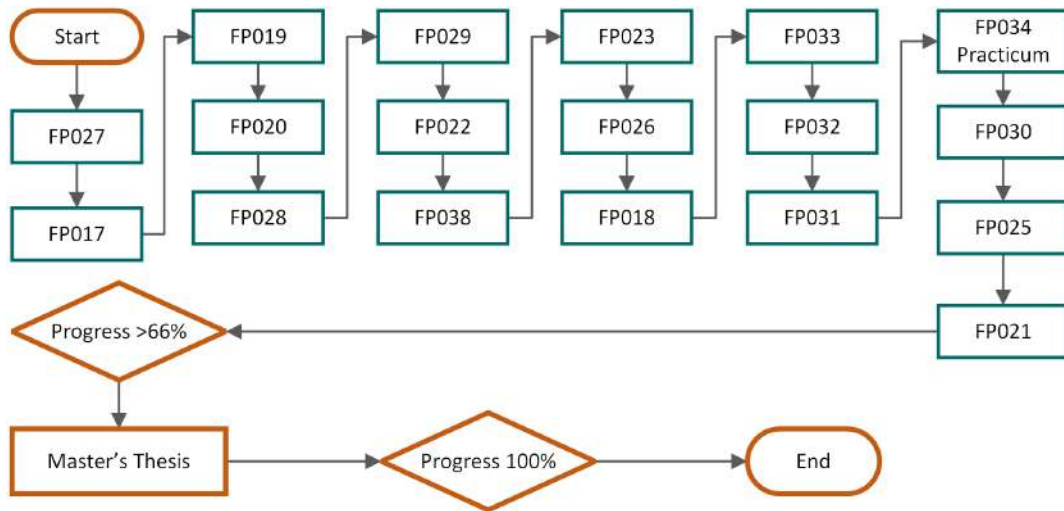
Core courses **15 credits**

Required: **51 credits**

Electives: **0 credits**

The student will take a minimum of 66 credits.

	Code	Subjects	Prerequisites	Credits
<b>Core subjects</b>	FP017	Modes of Directing the Classroom	N/A	3
	FP018	Observation and Research in the Classroom	N/A	3
	FP019	Second Language Acquisition	N/A	3
	FP020	Individual Factors in Learning	N/A	3
	FP021	Learning Strategies	N/A	3
<b>Required</b>	FP022	Communication and Pragmalinguistic Proficiency	N/A	3
	FP023	Language, Culture and Bilingualism	N/A	3
	FP038	Spanish Grammar for Spanish as a Foreign Language Professors	N/A	3
	FP025	Spanish and its Varieties	N/A	3
	FP026	Teaching Lexicon	N/A	3
	FP027	Methodological Basis	N/A	3
	FP028	Development of Skills in the Classroom	N/A	3
	FP029	Creation, Adaptation and Evaluation of Materials and Resources	N/A	3
	FP030	Educational Technology in Language Learning	N/A	3
	FP031	Projects and Tasks	N/A	3
	FP032	Evaluation of the Language Learning Process	N/A	3
	FP033	Curriculum Design and Programming - Theory and Practice	N/A	3
	FP034	Practicum	N/A	5
	<b>Thesis</b>			
		Master's Thesis	Completion of 50% of program's credits	10
<b>TOTAL</b>				<b>66</b>



**Figura 7:** Flowchart for the Master's Program in Teaching Spanish as a Foreign Language

## Master in Teaching English as a Foreign Language

Core courses **18 credits**

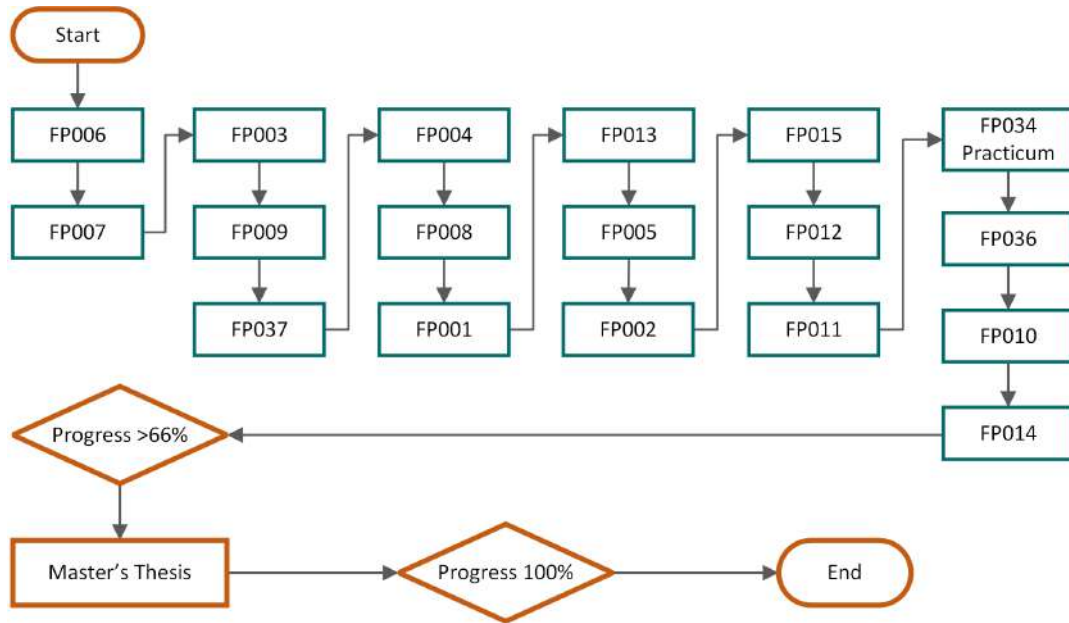
Required: **48 credits**

Electives: **0 credits**

This program is offered in English only.

The student will take a minimum of 66 credits.

	Code	Subjects	Prerequisites	Credits	
<b>Core subjects</b>	FP003	Second Language Acquisition	N/A	3	
	FP005	Teaching Pronunciation	N/A	3	
	FP004	Individual Factors in the Learner's Development	N/A	3	
	FP002	Observation and Research in the Language Classroom	N/A	3	
	FP001	Approaches to Language in the Classroom Context	N/A	3	
	FP037	Content & Language Integrated Learning	N/A	3	
<b>Required</b>	FP006	Methodological Approaches	N/A	3	
	FP008	Developing Language Skills in the Classroom	N/A	3	
	FP009	Materials and Resources in EFL - Design, Creation, Adaptation and Evaluation	N/A	3	
	FP007	Classroom Management - Techniques and Reflections on Practice	N/A	3	
	FP010	Computer Assisted Language Learning	N/A	3	
	FP036	Teaching English through Translation	N/A	3	
	FP011	Tasks and Projects	N/A	3	
	FP014	Learning Strategies	N/A	3	
	FP013	English in the Community	N/A	3	
	FP012	Assessment and Testing in the Classroom	N/A	3	
	FP015	Curriculum and Course Design - principles and practice	N/A	3	
	FP034	Practicum	N/A	5	
	<b>Thesis</b>				
		Master Thesis		Completion of 50% of the program's credits	10
	<b>TOTAL</b>				<b>66</b>



**Figura 8:** Flowchart for the Master in Teaching English as a Foreign Language.

## Master in Education with a Specialty in Higher Education

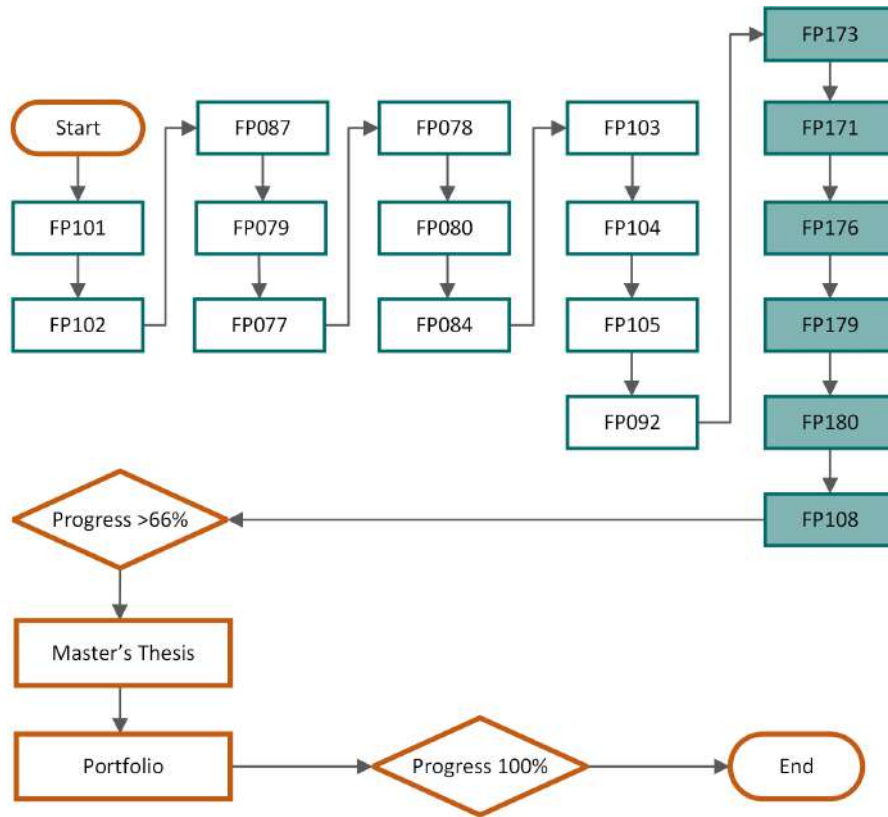
Core courses **34 credits**

Required: **13 credits**

Electives: **13 credits**

The student will take a minimum of 60 credits.

	Code	Subjects	Prerequisites	Credits
Core subjects	FP101	Learning Theories and Methodological Bases of Training	N/A	3
	FP102	Strategic Learning and Professional Development	N/A	3
	FP087	Learning Factors	N/A	3
	FP079	Tutorial Action in the Educational System	N/A	3
	FP077	ICT in the Classroom Teaching Applications and Use of Resources.	N/A	3
	FP078	Interculturality and Education	N/A	3
	FP080	Conflict Resolution/Transformation in the School	N/A	3
	FP084	Environmental Education in Formal Education	N/A	3
	FP103	Special Education Foundations: Processes of Attention to Diversity	N/A	3
	FP104	Organization and Management of Educational Centers	N/A	3
	FP105	Portfolio I	N/A	1
	FP092	Methodology of Scientific Research	N/A	3
	Electives	FP173	Educational Quality, Evaluation, and Innovation in Higher Education	N/A
FP171		Educational Modalities in the University Context: Face-to-face, Blended and Distance	N/A	3
FP176		Professional Development and Reflective Practice of University Professors	N/A	3
FP179		Teaching Methodologies and Strategies in the University Classroom	N/A	2
FP180		Learning Assessment in the University Context	N/A	2
Required	<b>Thesis</b>			
	FP108	Portfolio II	N/A	1
	FP116	Portfolio III	N/A	2
	FPEE01	Master's Final Project (MFP)	N/A	10
<b>TOTAL</b>				<b>60</b>



**Figura 9:** Flowchart for the Master in Education with a Specialty in Higher Education.

## Master in Education with a Specialty in the Organization and Management of Educational Centers

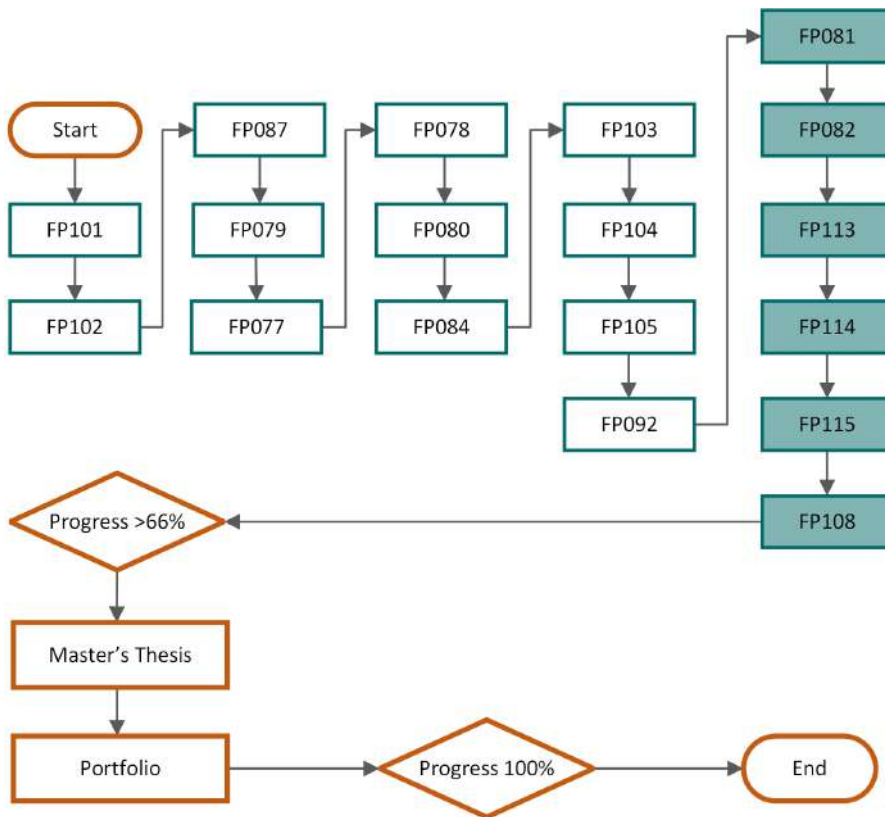
Core courses **34 credits**

Required: **13 credits**

Electives: **13 credits**

The student will take a minimum of 60 credits.

	Code	Subjects	Prerequisites	Credits
Core subjects	FP101	Learning Theories and Methodological Bases of Training	N/A	3
	FP102	Strategic Learning and Professional Development	N/A	3
	FP087	Learning Factors	N/A	3
	FP077	ICT in the Classroom Teaching Applications and Use of Resources.	N/A	3
	FP080	Conflict Resolution/Transformation in the School	N/A	3
	FP079	Tutorial Action in the Educational System	N/A	3
	FP078	Interculturality and Education	N/A	3
	FP084	Environmental Education in Formal Education	N/A	3
	FP103	Special Education Foundations: Processes of Attention to Diversity	N/A	3
	FP104	Organization and Management of Educational Centers	N/A	3
	FP092	Methodology of Scientific Research	N/A	3
	FP105	Portfolio I	N/A	1
	Electives	FP082	Project planning and management	N/A
FP081		Planning and strategic direction	N/A	3
FP113		e-Business and its integration with corporate systems for education management	N/A	3
FP114		Educational quality, evaluation and innovation	N/A	2
FP115		Team management techniques	N/A	2
Required	FP108	Portfolio II	N/A	1
	FP116	Portfolio III	N/A	2
	FPEE01	Master's Final Project (MFP)	N/A	10
<b>TOTAL</b>				<b>60</b>



**Figura 10:** Flowchart for the Master in Education with a Specialty in the Organization and Management of Educational Centers.



## Master in Education with a Specialty in Teacher Training

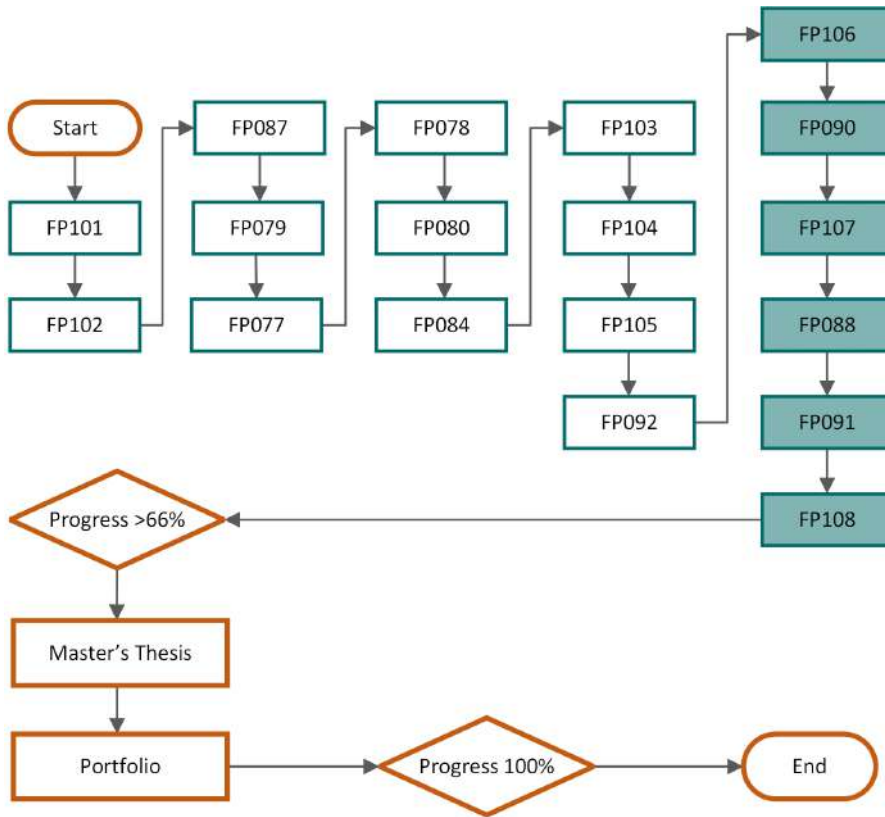
Core courses **34 credits**

Required: **13 credits**

Electives: **13 credits**

The student will take a minimum of 60 credits.

	Code	Subjects	Prerequisites	Credits
Core subjects	FP101	Learning Theories and Methodological Bases of Training	N/A	3
	FP102	Strategic Learning and Professional Development	N/A	3
	FP087	Learning Factors	N/A	3
	FP077	ICT in the Classroom Teaching Applications and Use of Resources.	N/A	3
	FP080	Conflict Resolution/Transformation in the School	N/A	3
	FP079	Tutorial Action in the Educational System	N/A	3
	FP078	Interculturality and Education	N/A	3
	FP084	Environmental Education in Formal Education	N/A	3
	FP103	Special Education Foundations: Processes of Attention to Diversity	N/A	3
	FP104	Organization and Management of Educational Centers	N/A	3
	FP092	Methodology of Scientific Research	N/A	3
	FP105	Portfolio I	N/A	1
	Electives	FP106	Curriculum Design, Planning and Outcome Development	N/A
FP090		Learning Evaluation	N/A	3
FP107		Classroom Learning Methodologies	N/A	3
FP088		Creation, Adaptation and Evaluation of Materials	N/A	2
FP091		Content and Language Integrated Learning	N/A	2
Required	<b>Thesis</b>			
	FP108	Portfolio II	N/A	1
	FP116	Portfolio III	N/A	2
	FPEE01	Master's Final Project (MFP)	N/A	10
<b>TOTAL</b>				<b>60</b>



**Figura 11:** Flowchart for the Master in Education with a Specialty in Teacher Training.

## Master in Education with a Specialty in ICT'S in Education

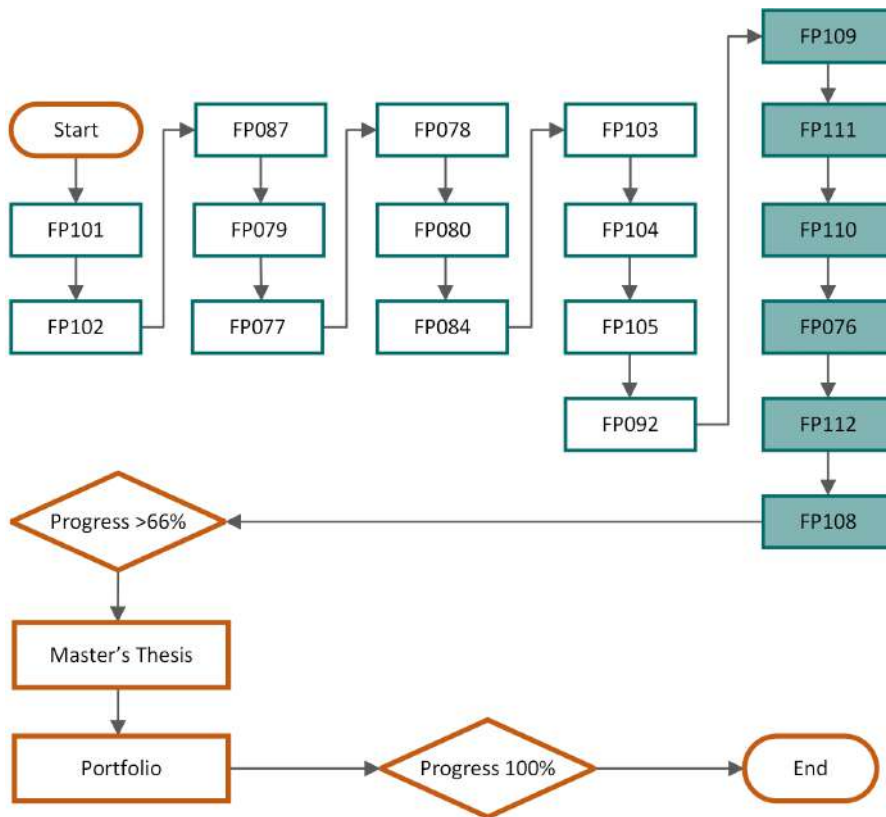
Core courses **34 credits**

Electives: **13 credits**

Required: **13 credits**

The student will take a minimum of 60 credits.

	Code	Subjects	Prerequisites	Credits
<b>Core subjects</b>	FP101	Learning Theories and Methodological Bases of Training	N/A	3
	FP102	Strategic Learning and Professional Development	N/A	3
	FP087	Learning Factors	N/A	3
	FP079	Tutorial Action in the Educational System	N/A	3
	FP077	ICT in the Classroom Teaching Applications and Use of Resources.	N/A	3
	FP078	Interculturality and Education	N/A	3
	FP080	Conflict Resolution/Transformation in the School	N/A	3
	FP084	Environmental Education in Formal Education	N/A	3
	FP103	Special Education Foundations: Processes of Attention to Diversity	N/A	3
	FP104	Organization and Management of Educational Centers	N/A	3
	FP092	Methodology of Scientific Research	N/A	3
	FP105	Portfolio I	N/A	1
<b>Electives</b>	FP109	ICT in Education and Learning Theories	N/A	3
	FP111	Analysis of Technological Resources and Creative Activities Design	N/A	3
	FP110	Teaching in Virtual Learning Environments	N/A	3
	FP076	Virtual Environments of Collaborative Work	N/A	2
	FP112	Design and evaluate ICT-based training proposals.	N/A	2
<b>Required</b>	FP108	Portfolio II	N/A	1
	FP116	Portfolio III	N/A	2
	FPEE01	Master's Final Project (MFP)	N/A	10
<b>TOTAL</b>				<b>60</b>



**Figura 12:** The credit structure of the Master in Education with Specialty in ICT's in Education is the following:

## ***Innovation, Business and New Technologies Department***

### **Master in Strategic Management with a Specialty in Management**

Core courses **Minimum 9 credits**

Required: **13 credits**

Electives: **Minimum 19 credits**

The student will take a minimum of 66 credits.

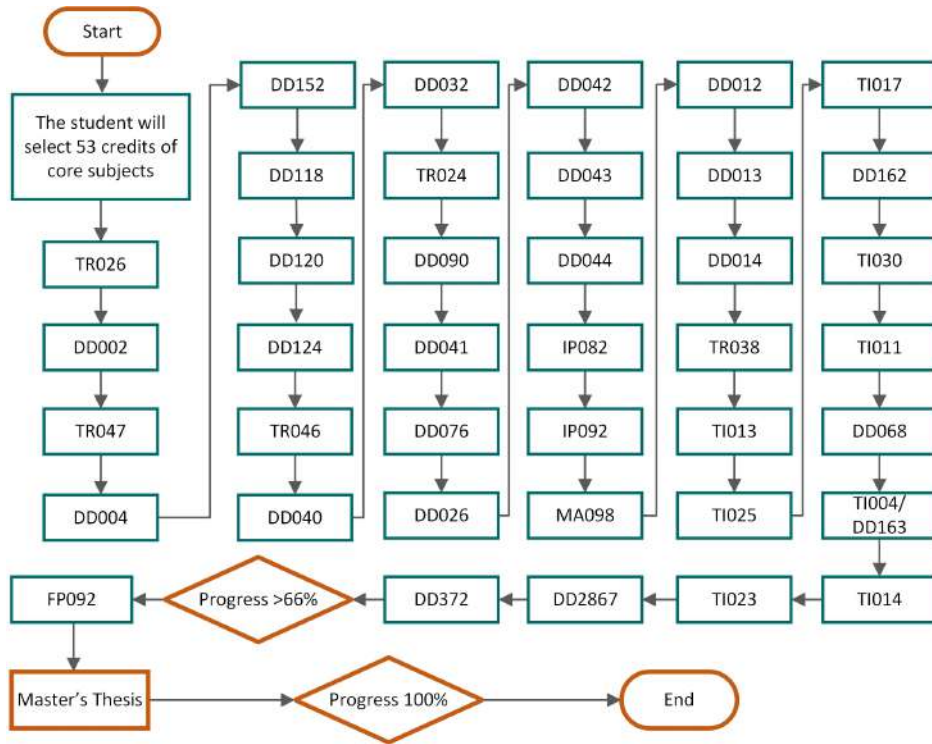
	Code	Subjects	Prerequisites	Credits
<b>Core subjects</b>	TR026	Business Administration and Management	N/A	3
	DD002	Cost Control and Management	N/A	2
	TR047	Financial Management	N/A	3
	DD004	Marketing	N/A	3
	DD152	Economy	N/A	2
	DD118	Basic Statistics	N/A	2
	DD120	Financial Mathematics	N/A	1
	DD124	Management Accounting	N/A	2
	TR046	Strategic Human Resources Management	N/A	2
	DD040	Conflict Resolution and Negotiation Techniques	N/A	2
	DD032	Performance Evaluation and Management by Competencies	N/A	2
	TR024	Management Techniques and Organizational Leadership	N/A	2
	DD090	Business Ethics and Corporate Social Responsibility	N/A	3
	DD041	Management Techniques for Work Teams	N/A	2
	DD076	Management Without Distances	N/A	1
	DD026	Virtual Environments of Collaborative Work	N/A	1
	DD042	DD042 - Time Management and Conducting Meetings	N/A	2
	DD043	Stress and Burnout	N/A	2
	DD044	Public Presentation Techniques	N/A	1
	IP082	Quality Management: ISO 9001	N/A	3
	IP092	ISO 45001	N/A	2
	MA098	Business Environmental Management. ISO 14001	N/A	3
	DD012	Management and Administration of Operations	N/A	2
	DD013	Logistics	N/A	2
	DD014	Strategic Management and Planning	N/A	3
	TR038	Project Planning and Management	N/A	3
	TI013	Reengineering, Strategy and Management of Systems and ICT	N/A	3
	TI025	E-business and its Integration with Corporate Management Systems	N/A	3
	TI017	Integration of Business Management Systems	N/A	5
	DD162	Marketing Strategy Development	N/A	2
	TI030	Network Management and Security	N/A	3
	TI011	Society of Change and Information	N/A	3
	DD068	Knowledge Management and Organizational Learning	N/A	2
	TI004/ DD163	International Marketing and Commerce	N/A	4
TI014	Electronic Marketing and Commerce	N/A	4	

	Code	Subjects	Prerequisites	Credits
Core subjects	TI023	Study and Case Resolution (I, II and III)	N/A	10
	DD2867	Globalization and International Business	N/A	4
	DD372	Organizational Leadership and Coaching	N/A	5
Electives	<b>Elective Module: Marketing</b>			
	DD159	Introduction to New Marketing	N/A	2
	DD160	Market Research	N/A	2
	DD161	Consumer-Buyer Behavior	N/A	2
	DD164	Relationship Marketing	N/A	2
	DD165	Marketing Audit	N/A	1
	DD166	Product and Brand Management Policy	N/A	3
	DD167	Price Management Policy	N/A	3
	DD168	Communication Management Policies	N/A	3
	DD169	Communication Management Policies	N/A	3
	DD170	Services Marketing	N/A	2
	DD171	Control and Marketing Plan	N/A	2
	<b>Elective Module: Audit</b>			
	DD153	Financial Valuation for IAS	N/A	2
	DD122	International Accounting Standards	N/A	4.5
	DD121	International Taxation and Financing	N/A	1.5
	DD123	Financial Statement Analysis	N/A	2
	DD128	Administration and Planning of Audits	N/A	1
	DD154	Internal Control	N/A	2
	DD155	Documentation, Testing and Auditing Risks	N/A	2
	DD130	Auditing Procedures by Area	N/A	5
	DD131	Audit Reports	N/A	1
	DD119	Statistical Sampling	N/A	2
	DD125	Total Quality Costs	N/A	2
	DD126	Budget and Public Accounting	N/A	3
	<b>Elective Module: Tourism Consulting</b>			
	TR043	Fundamentals of Tourism	N/A	3
	TR037	ICT in the Tourism Industry	N/A	4
	TR022	Hotel Business Management	N/A	4.5
	TR023	Food and Beverage Management	N/A	4.5
	TR027	Tourism and Cultural Heritage	N/A	3
	TR008	The Territory as a Tourist Resource	N/A	3
	TR028	Environmental Impact on Tourism Activities	N/A	3
	TR030	Rural Tourism and Sustainable Development	N/A	3
	TR031	Alternative Tourism and Ecotourism	N/A	3
	TR036	Strategies and Tourism Business on the Internet	N/A	3
	TR049	Quantitative Analysis of Tourism	N/A	4
	<b>Elective Module: Family Businesses</b>			
	DD108	Family Business Concepts and Characteristics	N/A	2
	DD109	Succession and Continuity in the Family Business	N/A	2
	DD110	Systemic Approach Applied to Conflict in Family Businesses	N/A	2
DD111	Professionalization of Family Business	N/A	2	
DD112	Governance Structures and Bodies	N/A	2	

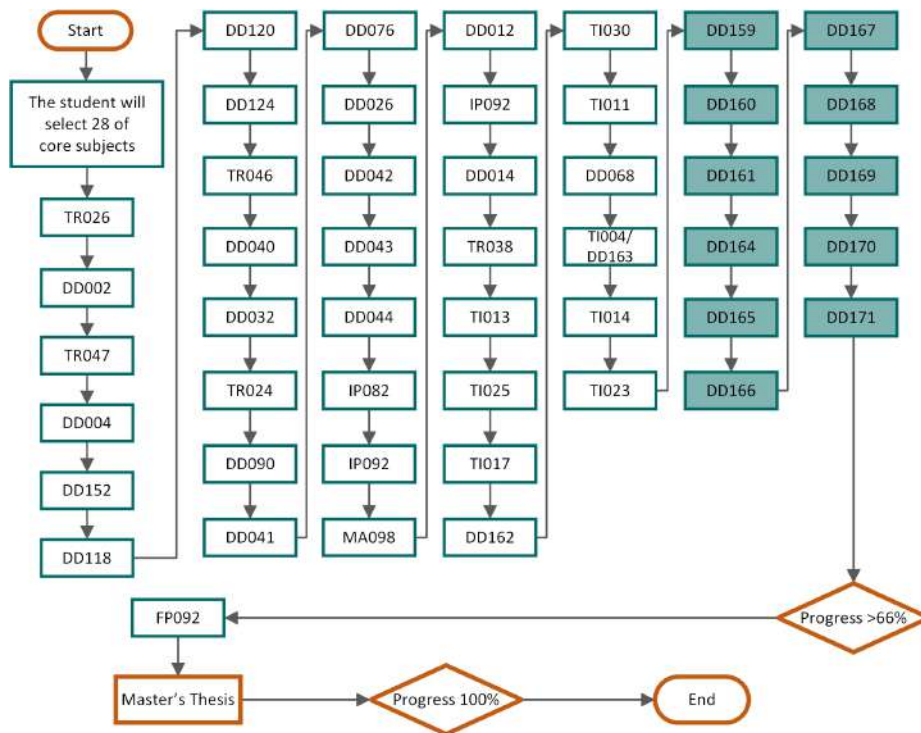
	Code	Subjects	Prerequisites	Credits	
Electives	DD113	The Family Protocol	N/A	2	
	DD114	Property Management in Family Businesses	N/A	1	
	DD115	Key Factors for Success in the Family Business	N/A	1	
	DD116	Creation and Internationalization of Family Businesses	N/A	2	
	DD143	Basic Legal Aspects of the Family Business	N/A	3	
	<b>Elective Module: Human Resources Management and Administration</b>				
	DD022	Organizational Structure and Change	N/A	2	
	DD024	Organizational Culture and Climate	N/A	2	
	DD030	Job Analysis, Description and Evaluation	N/A	2	
	DD031	Recruitment, Selection and Promotion	N/A	2	
	DD032	Performance Evaluation and Management by Competencies	N/A	2	
	DD033	Compensation and Incentives	N/A	2	
	DD034	Training and Career Plans	N/A	2	
	DD036	Human Resources Auditing	N/A	1	
	DD039	Interpersonal Communication Techniques	N/A	1	
	<b>Elective Module: Integrated Management of the Environment, Quality and Occupational Risk Prevention</b>				
	IP059	Fundamentals of Occupational Risk Prevention	N/A	2	
	IP060	Occupational Safety	N/A	4	
	IP003	Industrial Hygiene	N/A	5	
	IP062	Ergonomics	N/A	3	
	IP071	Applied Psychosociology	N/A	2	
	IP078	Background and Current Status of Integrated Management	N/A	3	
	IP9001	Introduction and Fundamentals of Integrated Management Systems	N/A	2	
	IP9002	Advantages and Difficulties of the Integration of Systems, Degrees, Modes and Integration System Models	N/A	3	
	IP9003	Integration of Management Systems based on Standards and Processes	N/A	2	
	IP9004	Implementation of the Integrated Management System	N/A	2	
	IP051	Water Management: Basic Principles	N/A	5	
	IP052	Waste management fundamentals	N/A	3	
	IP053	Air Pollution Treatment	N/A	5	
	IP054	IP054 - Treatment of Contaminated Soils	N/A	4	
	IP002	Workplace Safety	N/A	7	
	IP076	Workplace Hygiene	N/A	7	
	IP073	Ergonomics and Applied Psychosociology	N/A	7	
	IP064	Training and Communication	N/A	1	
	IP004	Occupational Medicine	N/A	2	
	<b>Elective Module: Health Organizations</b>				
	DD1004	Health Economics	N/A	5	
	DD1007	Health Planning	N/A	4	
	DD1008	Health Services Management	N/A	3	
	DD1009	Health Marketing	N/A	3	
	DD1010	Quality Care and Patient Safety	N/A	4	
	DD1012	Health Systems	N/A	4	
DD1013	Clinical Epidemiology	N/A	5		
DD1014	Biostatistics	N/A	5		

	Code	Subjects	Prerequisites	Credits
Electives	<b>Elective Module: Human Resources and Knowledge Management</b>			
	DD022	Organizational Structure and Change	N/A	2
	DD024	Organizational Culture and Climate	N/A	2
	DD030	Job Analysis, Description and Evaluation	N/A	2
	DD031	Recruitment, Selection and Promotion	N/A	2
	DD034	Training and Career Plans	N/A	2
	DD033	Compensation and Incentives	N/A	2
	DD036	Human Resources Audit	N/A	1
	DD039	Interpersonal Communication Techniques	N/A	1
	DD045	Emotional Intelligence	N/A	1
	DD046	Personal Marketing	N/A	1
	DD047	Intellectual Capital	N/A	1
	DD048	Quality as a Management Tool for Human Resources	N/A	1
	DD049	Neurolinguistic Programming	N/A	1
	<b>Elective Module: Conflict Resolution and Mediation</b>			
	DD091/ DD092	Conflict theory	N/A	5
	DD093/ DD094	Emotions, Communication and Conflict	N/A	4
	DD138	Principles and Processes of Conflict Resolution/Transformation	N/A	5
	DD097/ DD098	Mediation	N/A	4
	DD099	National and International Legislation on Mediation and Other Conflict Resolution Procedures	N/A	3
	DD100	Conflict Resolution/Transformation in the School	N/A	2
	DD101	Conflict Resolution/Transformation in the Family	N/A	2
	DD102	Conflict Resolution/Transformation in the Community	N/A	2
	DD103	Conflict Resolution/Transformation in the Organization	N/A	2
	DD104	Conflict Resolution/Transformation in Corrections	N/A	2
	DD105	Conflict Resolution/Transformation in the Health Field	N/A	1
	DD106	International Conflict Resolution/Transformation	N/A	2
DD107	Online Dispute Resolution (ODR)	N/A	1	
Required	<b>Thesis</b>			
	FP092	Methodology of Scientific Research	N/A	3
		Master's Thesis	N/A	10
<b>TOTAL</b>				<b>66</b>



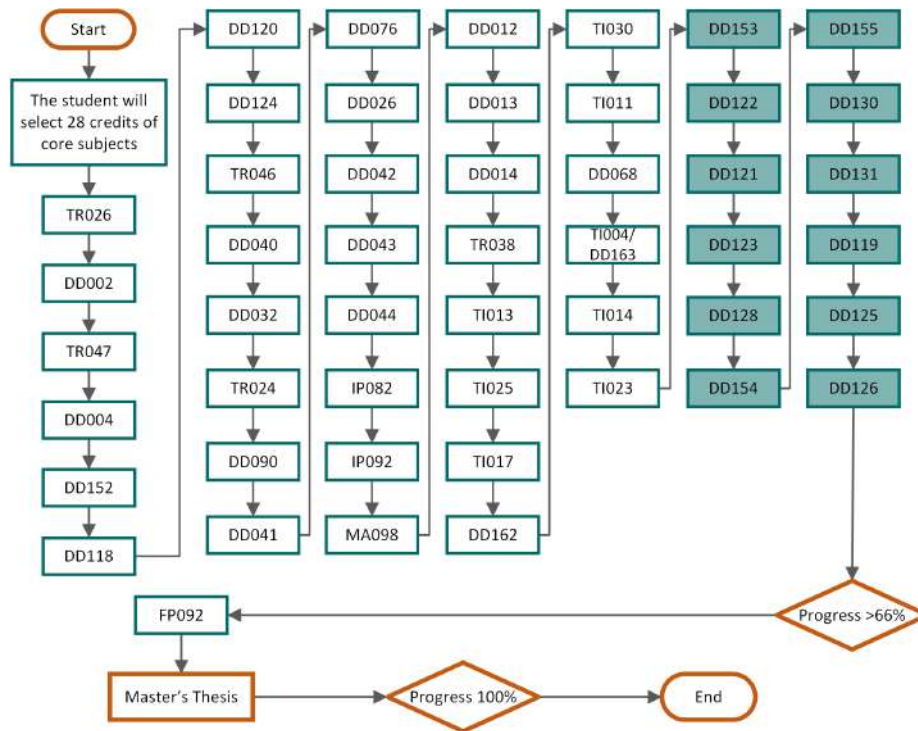


**Figura 13:** Flowchart for the Master in Strategic Management with a specialty in Management.

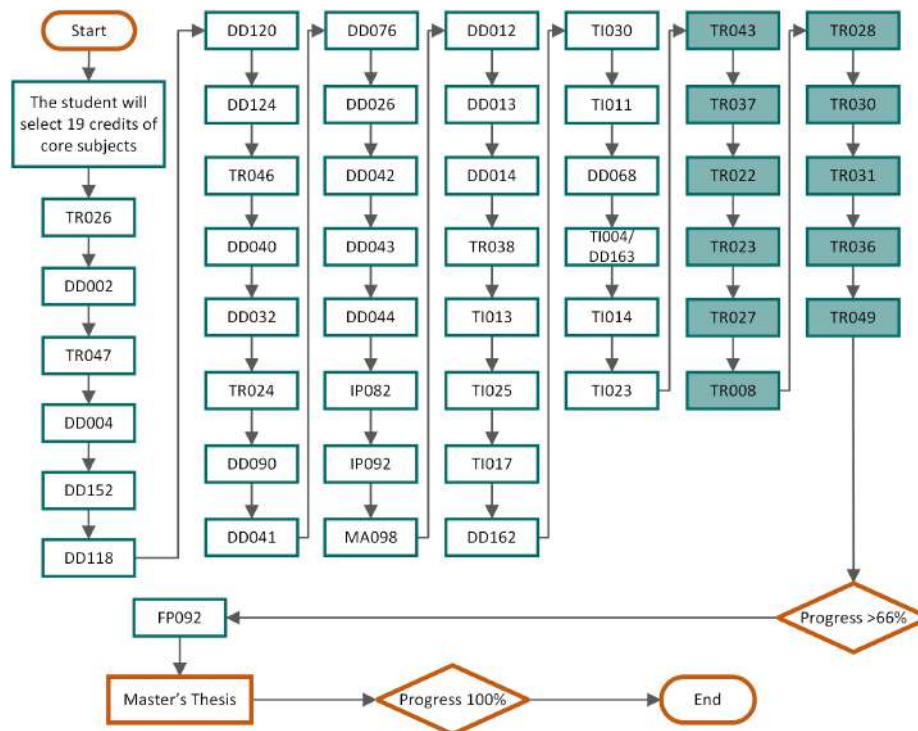


**Figura 14:** Flowchart for the Master in Strategic Management with a specialty in Management. Elective Module: Marketing<sup>1</sup>.

1. Elective Module courses are shown in green.

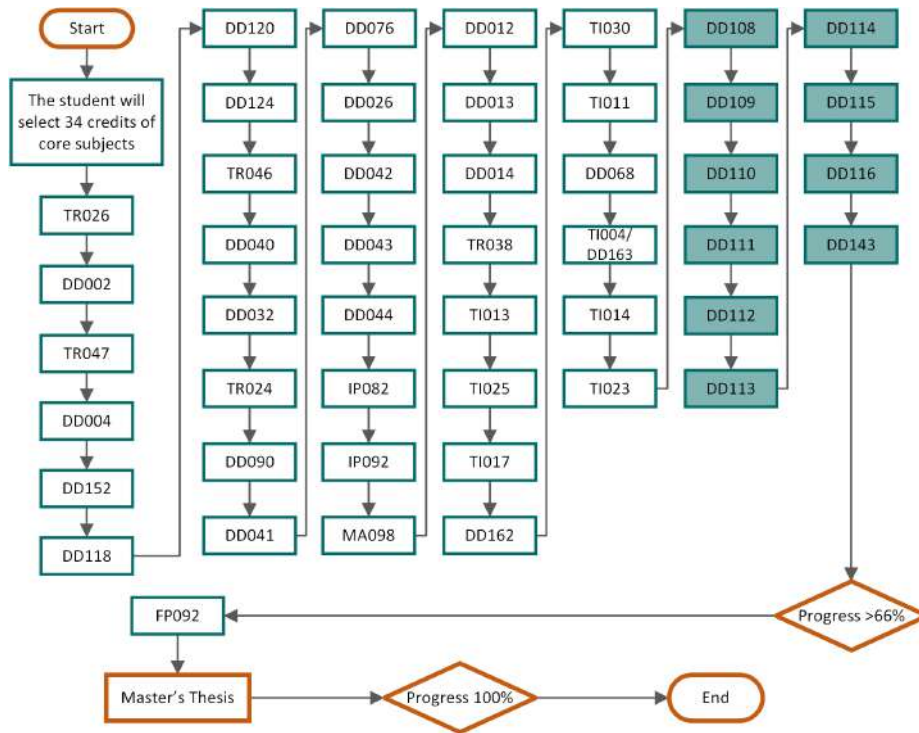


**Figura 15:** Flowchart for the Master in Strategic Management with a specialty in Management. Elective Module: Audit<sup>2</sup>.

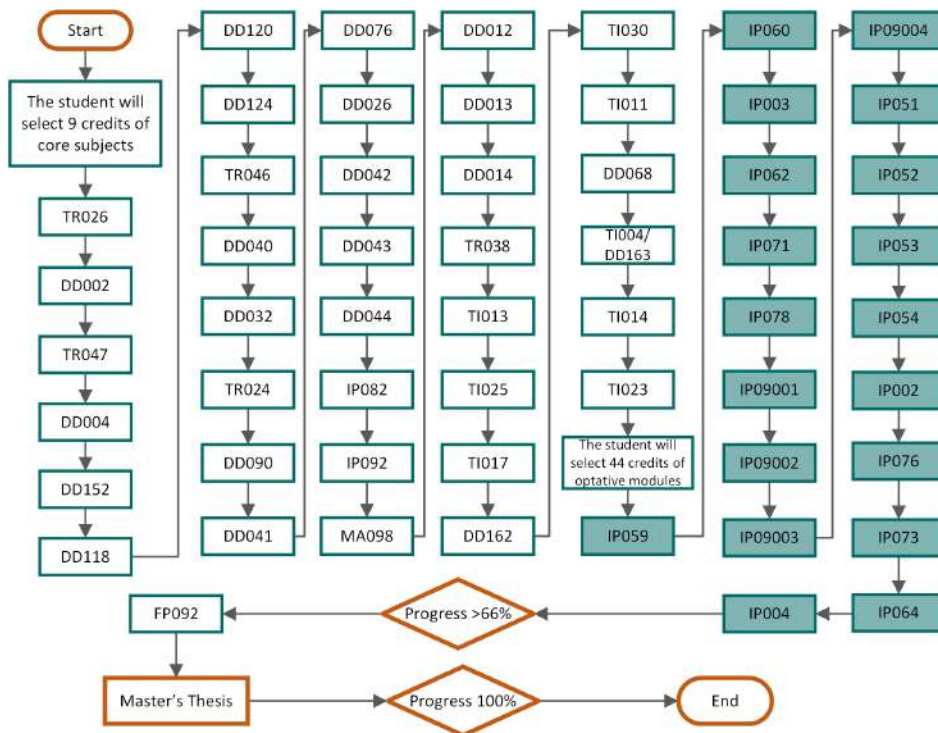


**Figura 16:** Flowchart for the Master in Strategic Management with a specialty in Management. Elective Module: Tourism Consulting<sup>2</sup>.

2. Elective Module courses are shown in green.

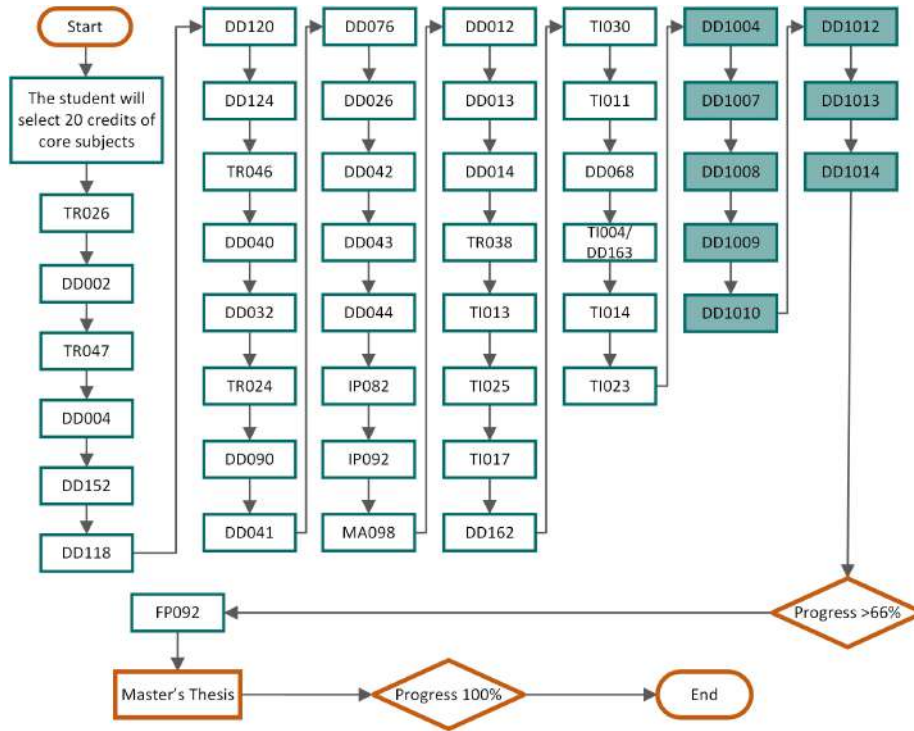


**Figura 17:** Flowchart for the Master in Strategic Management with a specialty in Management. Elective Module: Family Business<sup>3</sup>.

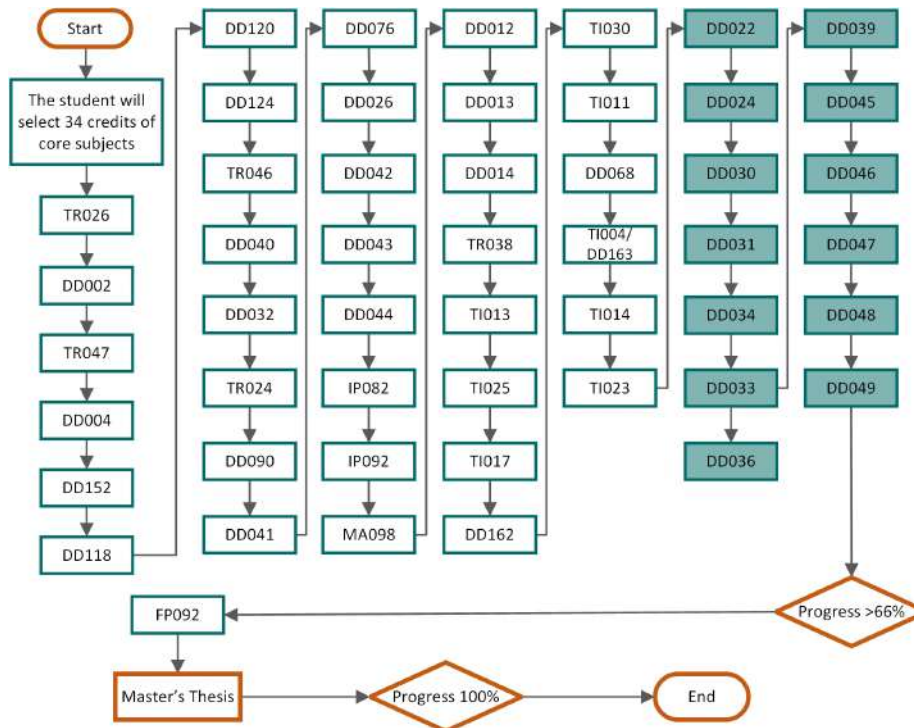


**Figura 18:** Flowchart for the Master in Strategic Management with a specialty in Management. Elective Module: Integrated Management of the Environment, Quality and Occupational Risk Prevention<sup>3</sup>.

3. Elective Module courses are shown in green.

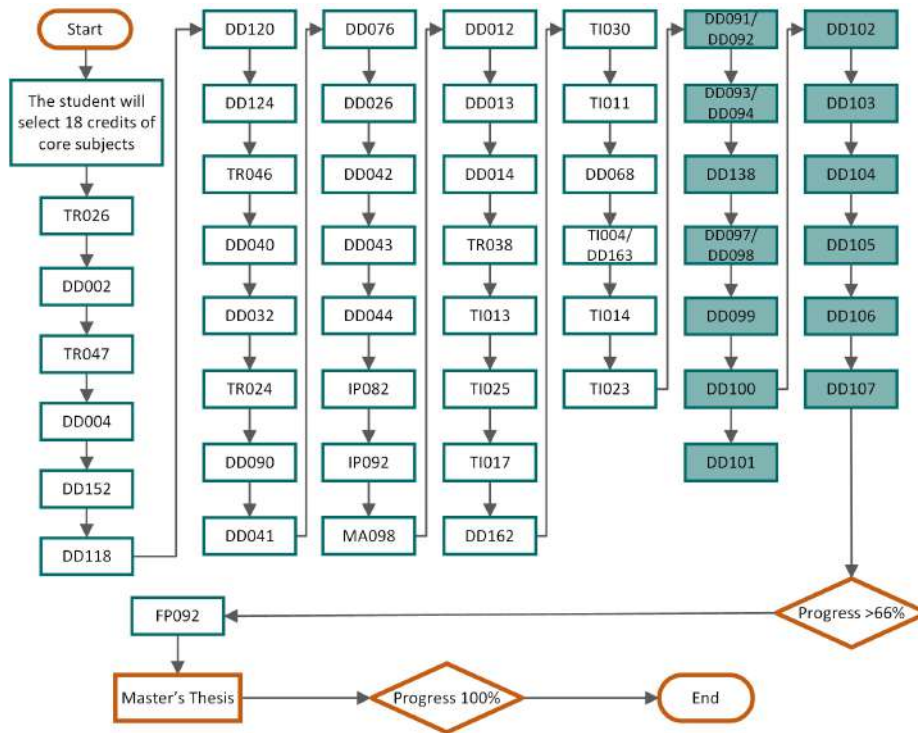


**Figure 19:** Flowchart for the Master in Strategic Management with a specialty in Management. Elective Module: Health Organizations<sup>4</sup>.



**Figure 20:** Flowchart for the Master in Strategic Management with a specialty in Management. Elective Module: Human Resources and Knowledge Management<sup>4</sup>.

4. Elective Module courses are shown in green.



**Figura 21:** Flowchart for the Master in Strategic Management with a specialty in Management. Elective Module: Conflict Resolution and Mediation<sup>5</sup>.

5. Elective Module courses are shown in green.

## Master in Strategic Management with a Specialty in Information Technologies

Core subjects: **Minimum 19 credits**

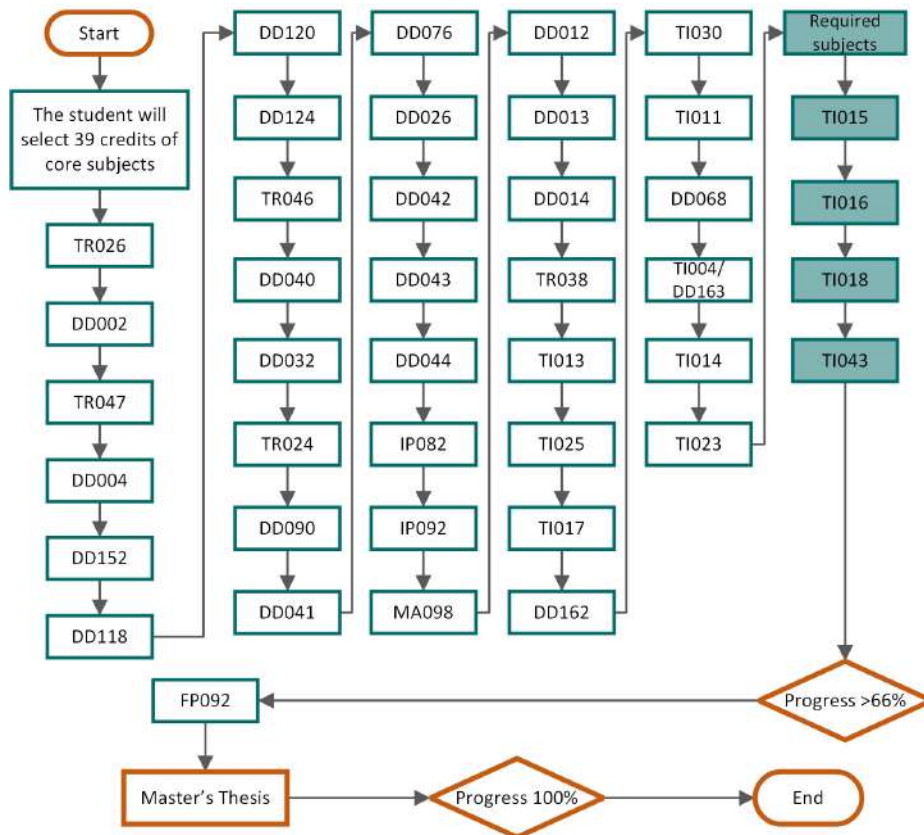
Required: **27 credits**

Electives: **20 credits**

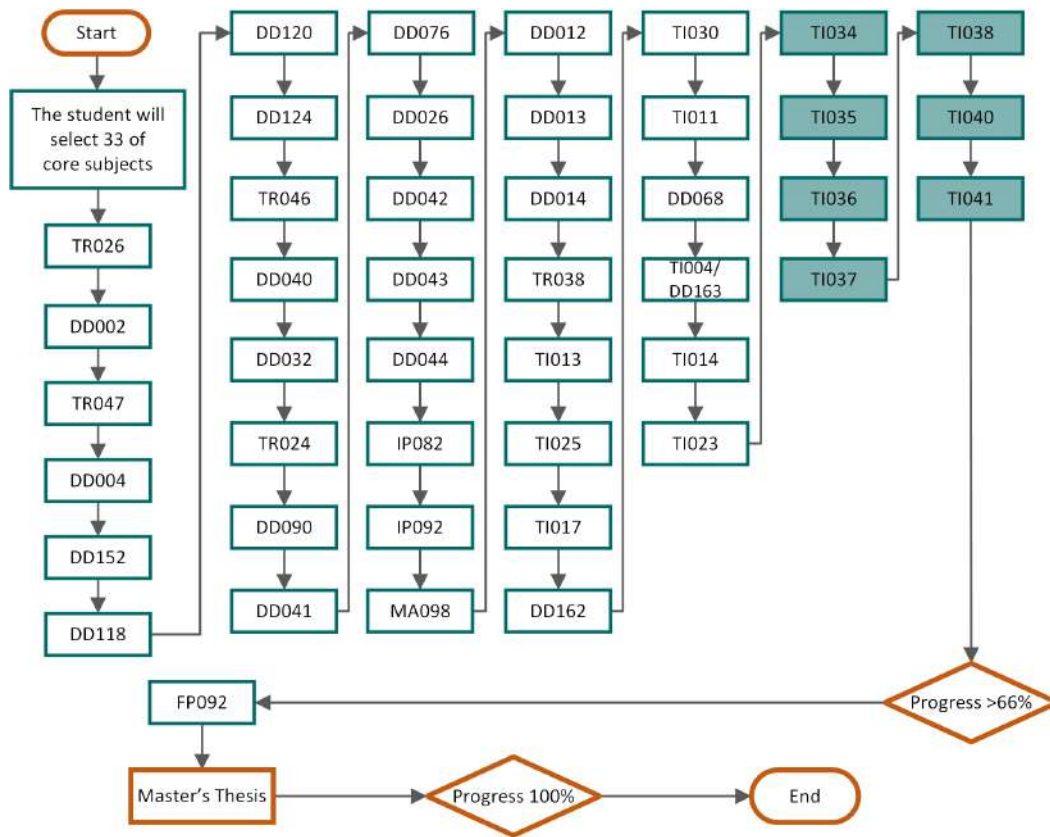
The student will take a minimum of 66 credits.

	Code	Subjects	Prerequisites	Credits
Core subjects	TR026	Business Administration and Management	N/A	3
	DD002	Cost Control and Management	N/A	2
	TR047	Financial Management	N/A	3
	DD004	Marketing	N/A	3
	DD152	Economy	N/A	2
	DD118	Basic Statistics	N/A	2
	DD120	Financial Mathematics	N/A	1
	DD124	Management Accounting	N/A	2
	TR046	Strategic Human Resources Management	N/A	2
	DD040	Conflict Resolution and Negotiation Techniques	N/A	2
	DD032	Performance Evaluation and Management by Competencies	N/A	2
	TR024	Management and Organizational Leadership Techniques	N/A	2
	DD090	Business Ethics and Corporate Social Responsibility	N/A	3
	DD041	Management Techniques for Work Teams	N/A	2
	DD076	Management Without Distances	N/A	1
	DD026	Virtual Environments of Collaborative Work	N/A	1
	DD042	Time Management and Conducting Meetings	N/A	2
	DD043	Stress and Burnout	N/A	2
	DD044	Public Presentation Techniques	N/A	1
	IP082	Quality Management: ISO 9001	N/A	3
	IP092	ISO 45001	N/A	2
	MA098	Business Environmental Management. ISO14001	N/A	3
	DD012	Management and Administration of Operations	N/A	2
	DD013	Logistics	N/A	2
	DD014	Strategic Management and Planning	N/A	3
	TR038	Project Planning and Management	N/A	3
	TI013	Reengineering, Strategy and Management of Systems and ICT	N/A	3
	TI025	E-business and its Integration with Corporate Management Systems	N/A	3
	TI017	Integration of Business Management Systems	N/A	5
	DD162	Marketing Strategy Development	N/A	2
	TI030	Network Management and Security	N/A	3
	TI011	Society of Change and Information	N/A	3
	DD068	Knowledge Management and Organizational Learning	N/A	2
	TI004/ DD163	International Marketing and Commerce	N/A	4
TI014	Electronic Marketing and Commerce	N/A	4	
TI023	Study and Case Resolution (I, II and III)	N/A	10	

	Code	Subjects	Prerequisites	Credits
Required	<b>Specialty in Information Technology</b>			
	TI015	Electronic Security and Legislation	N/A	4
	TI016	Business Intelligence	N/A	4
	TI018	Innovation, Culture and Work Management in the Communication Society	N/A	2
	TI043	ICT Project Direction and Management	N/A	4
Electives	<b>Elective Module: Software Companies</b>			
	TI034	Languages and Programming Paradigms	N/A	2
	TI035	Architectures, Networks and Distributive Systems	N/A	3
	TI036	Web Technology and Web Engineering	N/A	3
	TI037	Integral Systems and Requirements Analysis and Design	N/A	3
	TI038	Data Modeling and Database Design	N/A	3
	TI040	Database and Information Resources Management	N/A	3
Required	<b>Thesis</b>			
	FP092	Methodology of Scientific Research	N/A	3
		Master's Thesis	N/A	10
<b>TOTAL</b>				<b>66</b>



**Figura 22:** Flowchart for the Master in Strategic Management with a Specialty in Information Technologies.



**Figura 23:** Flowchart for the Master in Strategic Management with a Specialty in Information Technologies. Elective Module: Software Companies<sup>6</sup>.

6. Elective Module courses are shown in green.



## Master in Strategic Management with a Specialty in Telecommunication

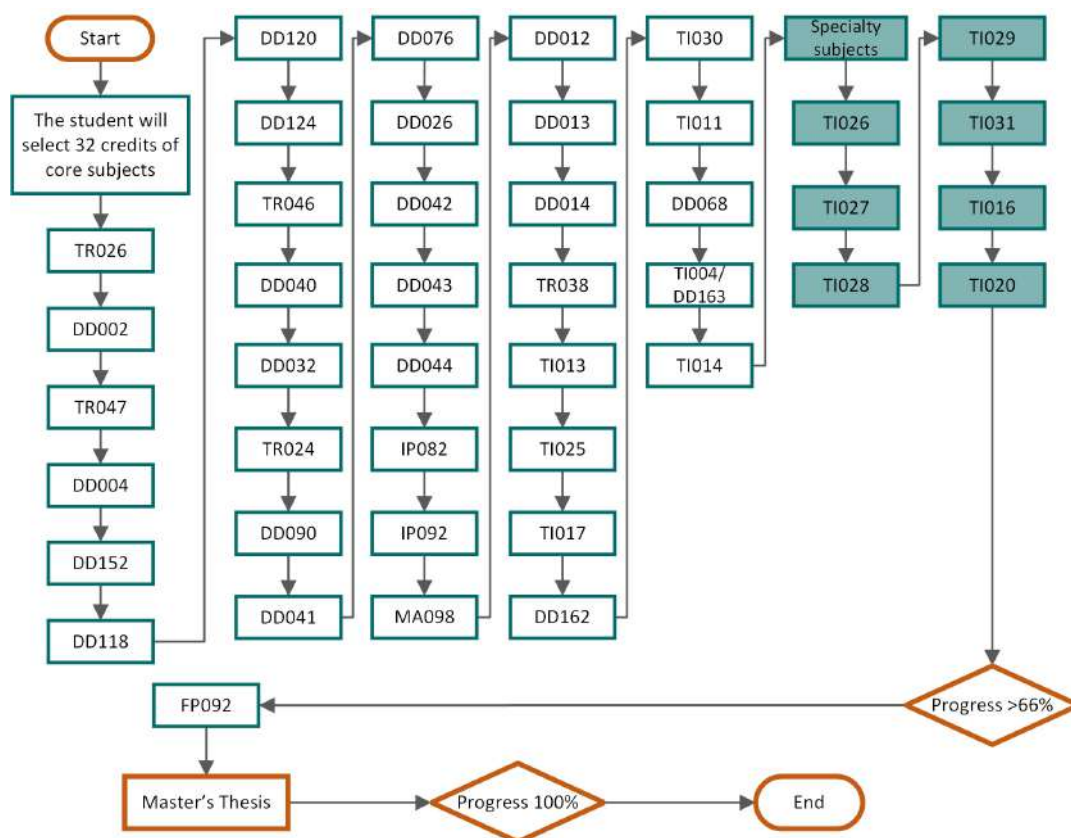
Core courses Minimum 32 credits

Required: 34 credits

The student will take a minimum of 66 credits.

	Code	Subjects	Prerequisites	Credits
Core subjects	TR026	Business Administration and Management	N/A	3
	DD002	Cost Control and Management	N/A	2
	TR047	Financial Management	N/A	3
	DD004	Marketing	N/A	3
	DD152	Economy	N/A	2
	DD118	Basic Statistics	N/A	2
	DD120	Financial Mathematics	N/A	1
	DD124	Management Accounting	N/A	2
	TR046	Strategic Human Resources Management	N/A	2
	DD040	Conflict Resolution and Negotiation Techniques	N/A	2
	DD032	Performance Evaluation and Management by Competencies	N/A	2
	TR024	Management and Organizational Leadership Techniques	N/A	2
	DD090	Business Ethics and Corporate Social Responsibility	N/A	3
	DD041	Management Techniques for Work Teams	N/A	2
	DD076	Management Without Distances	N/A	1
	DD026	Virtual Environments of Collaborative Work	N/A	1
	DD042	Time Management and Conducting Meetings	N/A	2
	DD043	Stress and Burnout	N/A	2
	DD044	Public Presentation Techniques	N/A	1
	IP082	Quality Management: ISO 9001	N/A	3
	IP092	ISO 45001	N/A	2
	MA098	Business Environmental Management. ISO14001	N/A	3
	DD012	Management and Administration of Operations	N/A	2
	DD013	Logistics	N/A	2
	DD014	Strategic Management and Planning	N/A	3
	TR038	Project Planning and Management	N/A	3
	TI013	Reengineering, Strategy and Management of Systems and ICT	N/A	3
	TI025	e-Business and its Integration with Corporate Management Systems	N/A	3
	TI017	Integration of Business Management Systems	N/A	5
	DD162	Marketing Strategy Development	N/A	2
	TI030	Network Management and Security	N/A	3
	TI011	Society of Change and Information	N/A	3
	DD068	Knowledge Management and Organizational Learning	N/A	2
TI004/ DD163	International Marketing and Commerce	N/A	4	
TI014	Electronic Marketing and Commerce	N/A	4	

	Code	Subjects	Prerequisites	Credits
Required	<b>Specialty in Telecommunications</b>			
	TI026	The Telecommunications Market	N/A	3
	TI027	Technical-Business Structure of Telecommunications	N/A	3
	TI028	Telecommunications Networks	N/A	3
	TI029	Telecommunications Services	N/A	2
	TI031	Telecommunications Market Regulation	N/A	2
	TI016	Business Intelligence	N/A	4
	TI020	e-Business Project Management	N/A	4
	<b>Thesis</b>			
FP092	Methodology of Scientific Research	N/A	3	
	Master's Thesis	N/A	10	
<b>TOTAL</b>				<b>66</b>



**Figura 24:** Flow chart for the Master's Degree in Strategic Management with a specialization in Telecommunications.

## Projects Department

### Doctorate in Projects with a specialization in Research

Introductory: **18 credits**

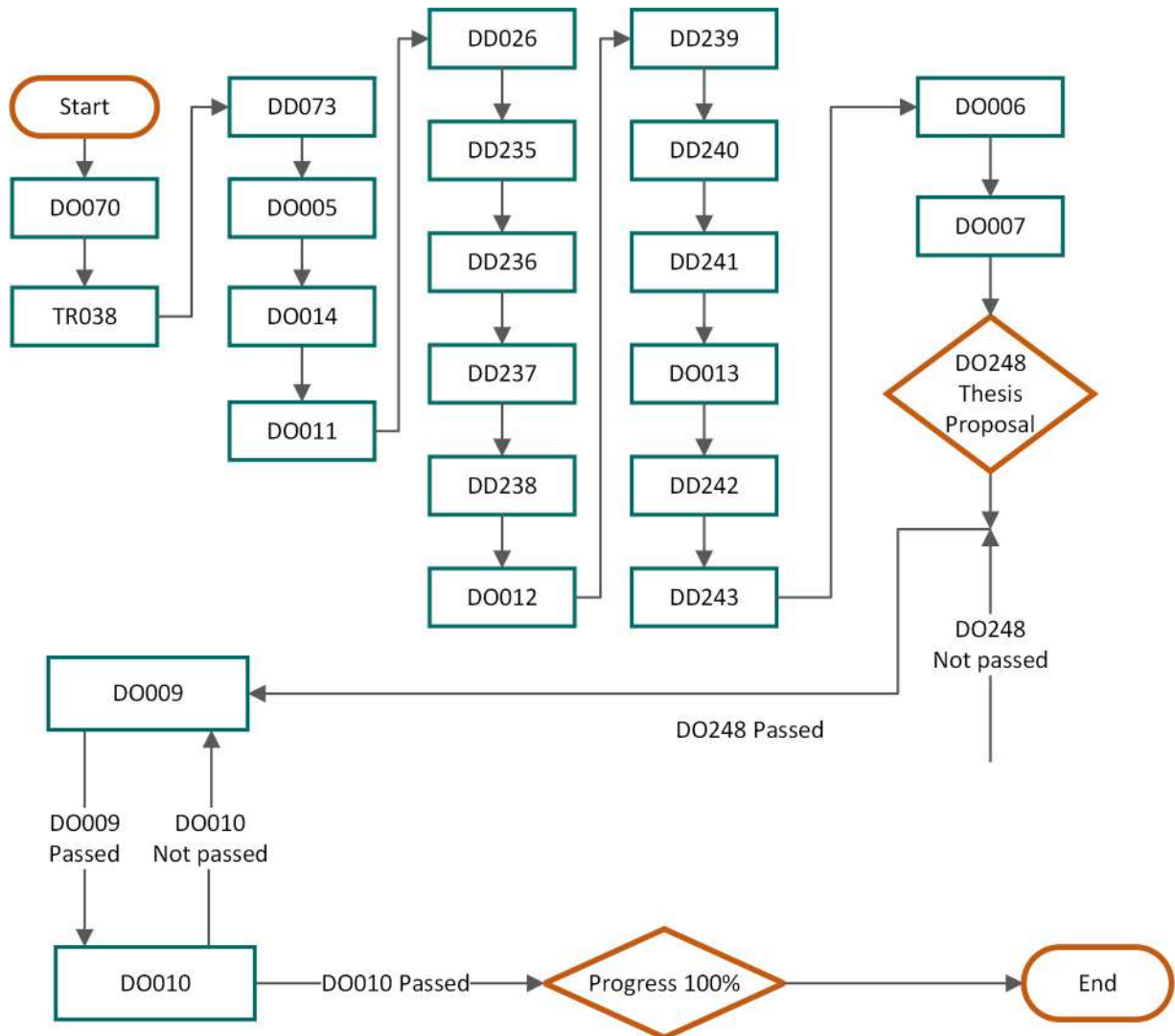
Medulares: minimum **24** and maximum **30 credits**

Research: **14 credits**

Thesis: **25 credits**

	Code	Subjects	Credits
Introductory	DD070	Introduction to Project Management	2
	TR038	Project Planning and Management	2
	DD073	Project Control	2
	D0005	Research Methodology I. Fundamentals	6
	DO0014	Research Methodology II. Paradigms and Methods	3
	DO011	Research Seminar (doctoral file)	3
Core subjects <sup>a</sup>	DD026	Virtual Environments of Collaborative Work	1
	DD235	Introduction to Project Design: from Conflict to the Technical Problem	2
	DD236	Design of System Solutions in Projects	2
	DD237	Desired Service and Conditions for its Delivery	2
	DD238	Solution-System: Functional Analysis in the Project	2
	DO012	Transversal Workshop I	2
	DD239	The Roles of People in a Project	2
	DD240	Project Security and Reliability	2
	DD241	Environmental Viability of the Project	2
	DO013	Transversal Workshop II	2
	DD242	Project Proposal: Specifications	2
	DD243	Project Draft Preparation	3
	Research	D0006	Research Work I
D0007		Research Work II	5
D0008		Thesis Proposal	4
Thesis	DO009	Thesis Preparation	15
	DO010	Thesis Dissertation	10

a) The student must indicate the subjects they wish to take during this phase. The total number of credits of the chosen subjects must be at least 24 with a maximum of 30.



**Figura 25:** Flowchart for the Doctorate in Projects with a Specialty in Projects.

- All doctoral subjects are designed to be self-contained, which is why they have no prerequisite or co-requisite.
- The sequence of the subjects follows the student's work schedule.
- Because it is an asynchronous distance learning modality, it uses the sequence of activities as the core of the program, but allows the flexibility to progress according to the student's own pace. It should be noted that the subjects follow the sequence established in the previous tables without impeding the student's progress.

The diagrams show the sequence in which the student will take the subjects.

## Master In Project Design, Administration and Management

Core courses **Maximum 53 credits**

Required: **13 credits**

Electives: **Maximum 14 credits**

The student will take a minimum of 66 credits.

	Code	Subjects	Prerequisites	Credits
<b>Core subjects</b>	<b>Project Design</b>			
	DD050	Introduction to Projects	N/A	1
	DD051	Project System Design	N/A	2
	DD052	Analysis of Provision of Services	N/A	2
	DD053	Functional Analysis of the Project	N/A	2
	DD054	Project Ergonomics	N/A	2
	DD055	Project Security and Reliability	N/A	2
	DD056	Environment in a Project	N/A	2
	DD057	Project Specifications	N/A	2
	DD058	Project Draft Preparation	N/A	3
	<b>Project Management</b>			
	DD070	Introduction to Project Management	N/A	1
	TR038	Project Planning and Management	N/A	3
	DD072	Computing Tools for Project Management	N/A	2
	DD073	Project Monitoring and Control	N/A	2
	DD074	Project Evaluation	N/A	2
	DD075	Trust Management: Risk and Quality	N/A	2
	TR046	Strategic Human Resources Management	N/A	2
	IP092	ISO 45001	N/A	2
	DD077	Project Communication	N/A	1
	<b>Project Administration</b>			
	DD026	Virtual Environments of Collaborative Work	N/A	1
	DD076	Management Without Distances	N/A	1
	DD044	Public Presentation Techniques	N/A	1
	TR026	Business Administration and Management	N/A	3
	DD014	Strategic Management and Planning	N/A	3
	DD040	Conflict Resolution and Negotiation Techniques	N/A	2
DD041	Management Techniques for Work Teams	N/A	2	
DD068	Knowledge Management and Organizational Learning	N/A	2	
TI025	e-Business and its Integration with Corporate Management Systems	N/A	3	

	Code	Subjects	Prerequisites	Credits
Electives	<b>Elective Module: International Cooperation in the Area of Knowledge applied to Project Design, Administration and Management</b>			
	PC012	International Cooperation System	N/A	1
	PC013	Logical Framework	N/A	2
	DD090	Business Ethics and Corporate Social Responsibility	N/A	3
	PC002	Collaboration and Development Theory	N/A	3
	TR047	Financial Management	N/A	3
	DD102	Conflict Resolution/Transformation in the Community	N/A	2
Required	<b>Thesis</b>			
	FP092	Methodology of Scientific Research	N/A	3
		Master's Thesis/Practicum	N/A	10
<b>TOTAL</b>				<b>66</b>

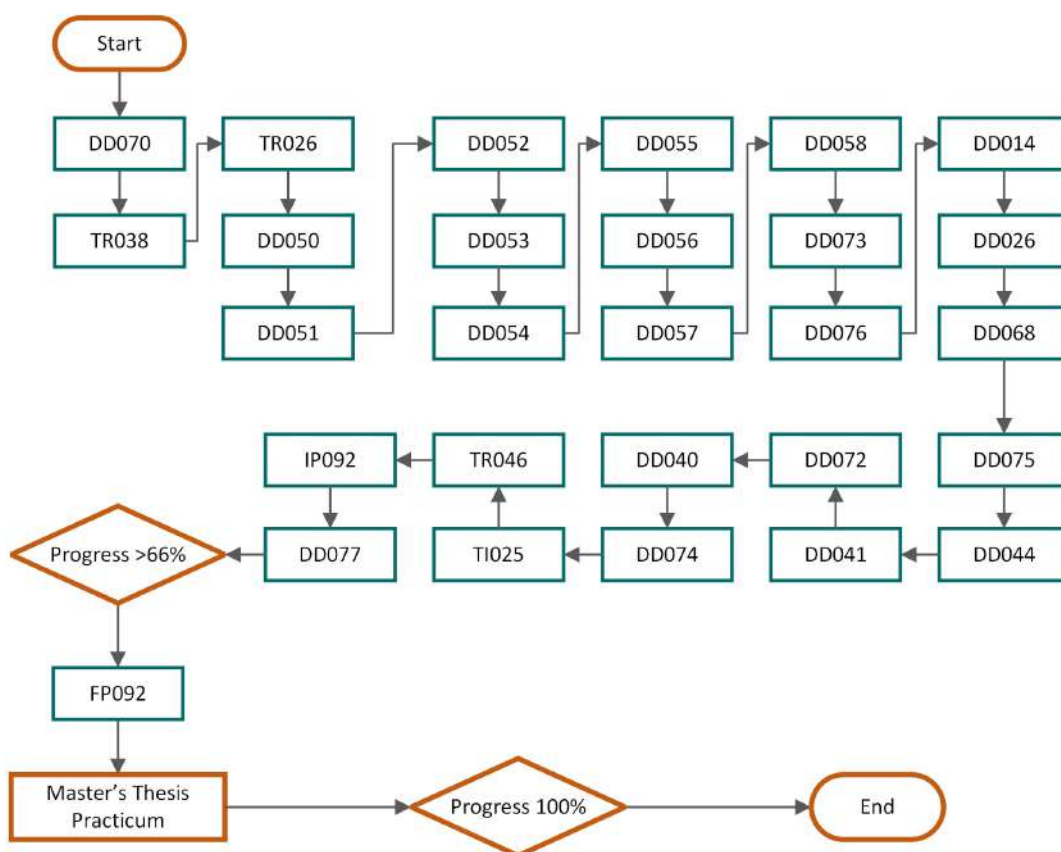
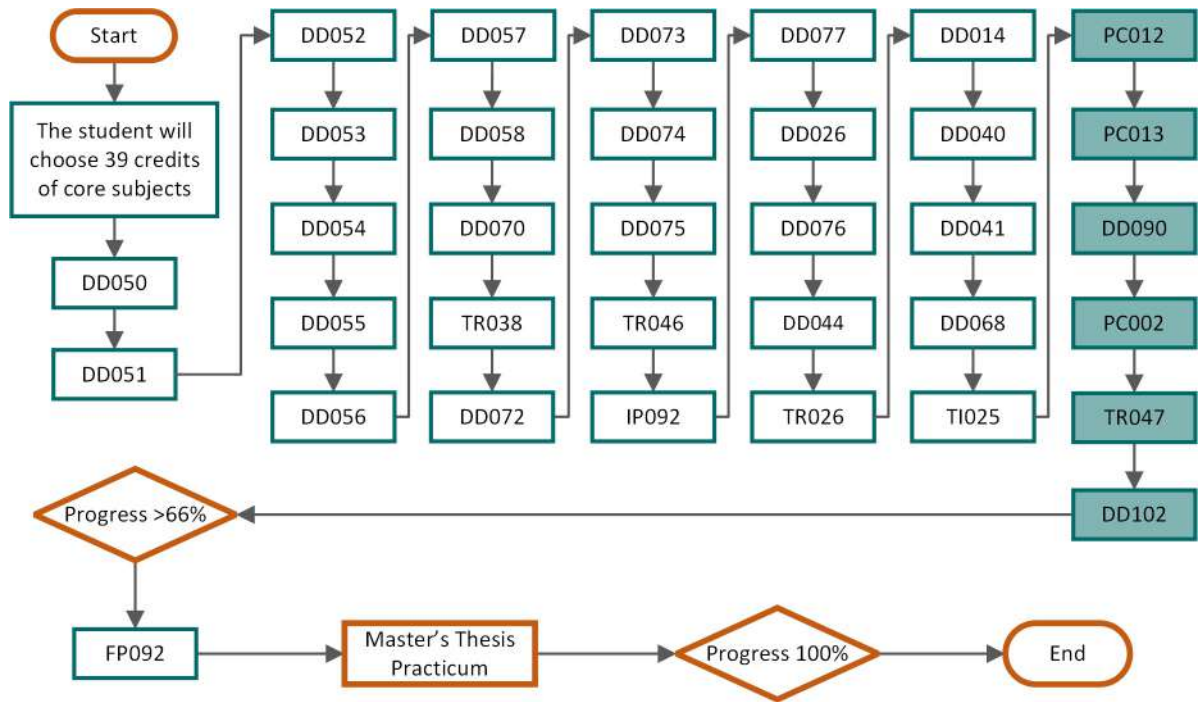


Figure 26: Flowchart for the Master in Project Design, Administration and Management.



**Figura 27:** Flowchart for a Pathway in Master in Project Design, Administration and Management. Elective Module: International Cooperation in the Area of Knowledge applied to Project Design, Administration and Management<sup>7</sup>.

7. Elective Module subjects are shown in blue.

## Master in Project Design, Administration and Management with a Specialty in Architecture and Urban Planning

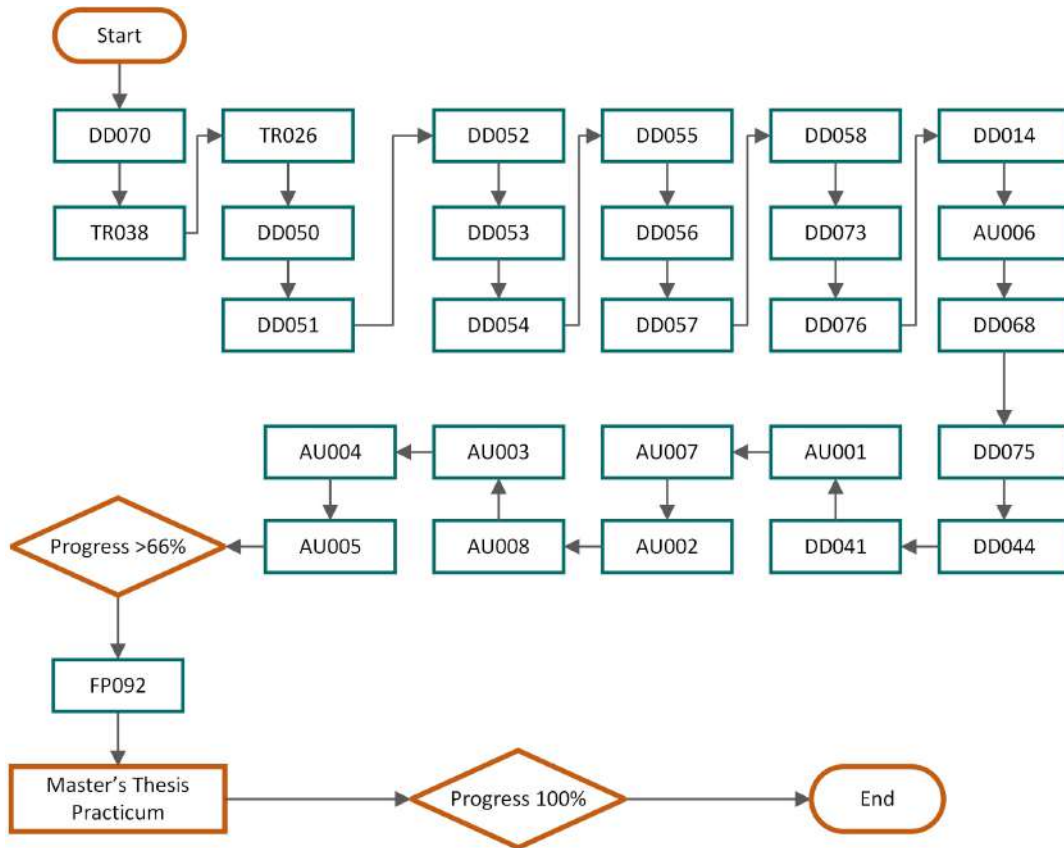
Core courses **18 credits**

Required: **49 credits**

The student will take a minimum of 67 credits.

	Code	Subjects	Prerequisites	Credits
Core subjects	<b>Project Design</b>			
	DD050	Introduction to Projects	N/A	1
	DD051	Project System Design	N/A	2
	DD052	Analysis of Provision of Services	N/A	2
	DD053	Functional Analysis of the Project	N/A	2
	DD054	Project Ergonomics	N/A	2
	DD055	Project Security and Reliability	N/A	2
	DD056	Environment in a Project	N/A	2
	DD057	Project Specifications	N/A	2
	DD058	Project Draft Preparation	N/A	3
Required	<b>Project Management</b>			
	DD070	Introduction to Project Management	N/A	1
	TR038	Project Planning and Management	N/A	3
	AU001	Interrelations Between Architecture and Urban Planning	N/A	2
	DD073	Project Monitoring and Control	N/A	2
	AU002	The Environment in Urban-Architectural Projects	N/A	2
	DD075	Trust Management: Risk and Quality	N/A	2
	AU003	Impact of Technology on Urban-Architectural Projects	N/A	2
	AU004	Contextual Components of the Project: Economic, Social, Institutional and Cultural	N/A	2
	AU005	City Marketing	N/A	2
	<b>Project Administration</b>			
	AU006	Urban - Architectural Project Theory	N/A	1
	DD076	Management Without Distances	N/A	1
	DD044	Public Presentation Techniques	N/A	1
	TR026	Business Administration and Management	N/A	3
	DD014	Strategic Management and Planning	N/A	3
	AU007	Preservation of the Architectural Urban Heritage	N/A	2
	DD041	Management Techniques for Work Teams	N/A	2
	DD068	Knowledge Management and Organizational Learning	N/A	2
AU008	The Role of the State	N/A	3	
Required	<b>Thesis</b>			
	FP092	Methodology of Scientific Research	N/A	3
		Master's Thesis/Practicum	N/A	10
<b>TOTAL</b>				<b>67</b>





**Figura 28:** Flowchart for the Project Design, Administration and Management with a Specialty in Architecture and Urban Planning.

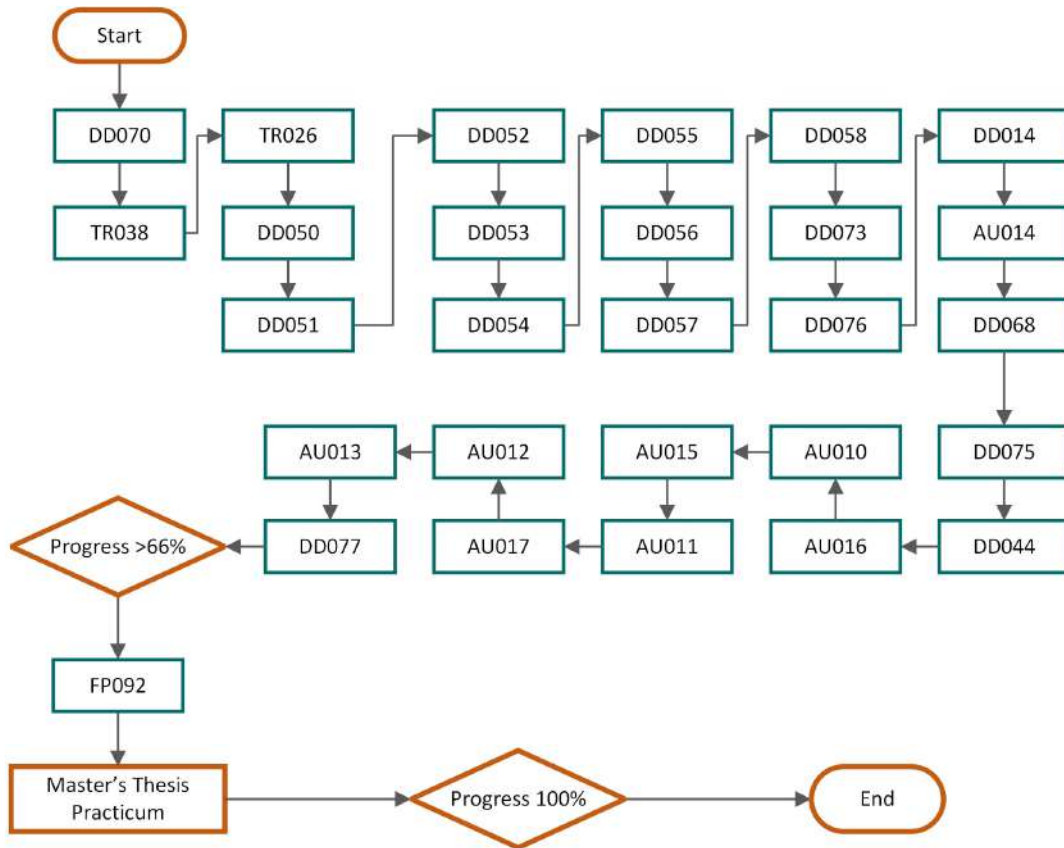
## Master in Project Design, Administration and Management with a Specialty in Innovation and Product

Core courses **18 credits**

Required: **48 credits**

The student will take a minimum of 66 credits.

	Code	Subjects	Prerequisites	Credits
Core subjects	<b>Project Design</b>			
	DD050	Introduction to Projects	N/A	1
	DD051	Project System Design	N/A	2
	DD052	Analysis of Provision of Services	N/A	2
	DD053	Functional Analysis of the Project	N/A	2
	DD054	Project Ergonomics	N/A	2
	DD055	Project Security and Reliability	N/A	2
	DD056	Environment in a Project	N/A	2
	DD057	Project Specifications	N/A	2
	DD058	Project Draft Preparation	N/A	3
Required	<b>Project Management</b>			
	DD070	Introduction to Project Management	N/A	1
	TR038	Project Planning and Management	N/A	3
	AU010	Integral Management of Design and Product	N/A	2
	DD073	Project Monitoring and Control	N/A	2
	AU011	Areas of Design. Contextual Conditions and User Requirements	N/A	2
	DD075	Trust Management: Risk and Quality	N/A	2
	AU012	Innovation as a Tool for Improvement and Product Value Contribution	N/A	2
	AU013	Product and Environment	N/A	2
	DD077	Project Communication	N/A	1
	<b>Project Management</b>			
	AU014	Object Theory	N/A	1
	DD076	Management Without Distances	N/A	1
	DD044	Public Presentation Techniques	N/A	1
	TR026	Business Administration and Management	N/A	3
	DD014	Strategic Management and Planning	N/A	3
	AU015	Relationships between Innovation, Creativity, Productivity and Competitiveness	N/A	2
	AU016	Product Design and the Drivers of Technological Innovation	N/A	2
	DD068	Knowledge Management and Organizational Learning	N/A	2
AU017	Profitable and Strategic Design	N/A	3	
Required	<b>Thesis</b>			
	FP092	Methodology of Scientific Research	N/A	3
		Master's Thesis/Practicum	N/A	10
<b>TOTAL</b>				<b>66</b>



**Figura 29:** Flowchart for the Project Design, Administration and Management with a Specialty in Innovation and Product.

## Environment and Sustainability Department

### Master in Environmental Management and Audits

Core courses **Maximum 46 credits**

Required: **13 credits**

Electives: **Minimum 7 credits**

The student will take a minimum of 66 credits.

	Code	Subjects	Prerequisites	Credits
<b>Core subjects</b>	MA001	Introduction to Sustainable Development	N/A	2
	MA002	Ecology	N/A	1
	MA003	Water Treatment	N/A	4
	MA004	Waste Management	N/A	4
	MA005	Atmospheric Pollution	N/A	3
	MA006	Climatology and Environment	N/A	1
	MA007	Noise Pollution	N/A	1
	MA008	Natural Resources	N/A	3
	MA009	Soil Contamination	N/A	3
	MA010	Business Environmental Management	N/A	4
	MA011	Environmental Audits	N/A	2
	MA012	Evaluation of Environmental Impact	N/A	3
	MA013	Economy and the Environment	N/A	1
	MA014	Environmental Law	N/A	1
	MA092	Fundamentals of Environmental Engineering	N/A	7
	MA316	The Dynamic Earth	N/A	2
	MA317	Coastlines and Marine Erosion	N/A	2
	MA318	Marine Sediments and Glacial Influence of the Seas	N/A	2
	MA019	Installations and Wastewater Filter Treatment	N/A	7
	MA108	Fishery Exploitation	N/A	2
	MA109	Marine Crops	N/A	2
	MA110	Navigation and Marine Transportation	N/A	2
	MA111	Energy and Mineral Resources	N/A	2
	MA102	Basic Marine Ecology	N/A	1
	MA103	Marine Organisms	N/A	2
	MA104	Marine Communities	N/A	3
	MA105	Seawater	N/A	2
	MA106	Water Circulation	N/A	2
	MA107	Seawater Chemistry	N/A	2
	MA098	Business Environmental Management: ISO 14001	N/A	7
<b>Electives</b>	<b>Elective Module: Integrated Water Management</b>			
	MA015	Introduction to Integrated Water Management	N/A	2
	MA016	The Water Cycle	N/A	2
	MA017	Water Management	N/A	3
	MA018	Water Analysis and Characterization	N/A	3
	MA021	Water and Environmental Education	N/A	0
	MA209	Water Installations and Treatment	N/A	10

	Code	Subjects	Prerequisites	Credits
Electives	<b>Elective Module: Waste Management</b>			
	MA081	Urban Solid Waste	N/A	7
	MA082	Industrial Waste	N/A	6
	MA083	Rural Waste	N/A	3
	MA084	Sanitary Wastes	N/A	4
	MA085	Environmental Education and USW	N/A	0
	<b>Elective Module: Renewable Energy Application</b>			
	MA057	Introduction to Renewable Energies	N/A	3
	MA059	Solar Thermal Energy	N/A	3
	MA060	Photovoltaic Solar Energy	N/A	3
	MA061	Hydropower Energy	N/A	3
	MA062	Wind Energy	N/A	3
	MA063	Geothermal Energy	N/A	1
	MA064	Biomass Energy	N/A	2
	MA065	Sea Energy	N/A	2
	<b>Elective Module: Management and Conservation of Natural Spaces</b>			
	MA073	Natural Areas in the Context of Societies	N/A	2
	MA074	Biodiversity	N/A	3
	MA075	Natural Spaces: Typology and Processes	N/A	3
	MA076	Uses of Natural Spaces	N/A	3
	MA077	The Conservation of Species and Natural Areas	N/A	3
	MA078	The Management of Natural Spaces	N/A	4
	MA079	Ecological Restoration and Landscaping	N/A	2
	MA080	Case Studies of Management and Conservation of Natural Spaces	N/A	0
	<b>Elective Module: Environmental Education</b>			
	MA087	Evolution of the Environment and Sustainable Development	N/A	2
	MA088	Historical Evolution of Environmental Education	N/A	2
	MA194	Basic General Concepts of Environmental Education	N/A	2
	MA195	Environmental Education in Formal Education	N/A	3
	MA090	Environmental Management and Sustainable Development	N/A	2
	MA091	Risk Management and Environmental Education	N/A	2
	<b>Elective Module: Marine Science and Technology</b>			
	MA243	Management of Water Pollutants	N/A	4
	MA136	Technology in Marine Aquaculture: Toward a Sustainable Aquaculture	N/A	3
	MA140	Fishery Management	N/A	3
	MA139	Management of Natural Marine Protected Areas	N/A	3
	MA137	Management of Biological Contamination	N/A	4
	MA098	Business Environmental Management: ISO 14001	N/A	7
	<b>Elective Module: Marine Pollution</b>			
	MA028	Potentially Contaminated Marine Ecosystems	N/A	2
	MA029	Environmental Factors that Affect Pollutants	N/A	2
	MA030	Pollutants	N/A	2
MA031	Toxicology	N/A	1	
<b>Elective Module: Environmental Engineering: Treatment of Gaseous Effluents</b>				
MA095	Treatment of Gaseous Effluents	N/A	7	
<b>Elective Module: Environmental Engineering: Energy Recovery</b>				
MA143	Energy Recovery	N/A	7	

	Code	Subjects	Prerequisites	Credits
Electives	<b>Elective Module: Environmental Engineering: Industrial Wastewater Treatment</b>			
	MA039	Industrial Wastewater Treatment	N/A	13
	<b>Elective Module: Environmental Engineering: Solid Waste Treatment</b>			
	MA093	Recovery Engineering and Solid Residue Treatment	N/A	13
	<b>Elective Module: Recovery of Contaminated Soils</b>			
	MA142	Recovery of Contaminated Soils	N/A	7
	<b>Elective Module: Mining and the Environment</b>			
	MA208	Mining and the Environment	N/A	13
	<b>Elective Module: Climate Change</b>			
	MA245	Climate Change Agreements, Negotiations and Instruments	N/A	8
	MA246	Vulnerability and Adaptation to Climate Change	N/A	9
	MA248	Climate Change Science and Policy	N/A	7
	MA249	Product Life Cycle and Carbon Footprint Analysis	N/A	3
	MA282	Climate Change Mitigation	N/A	8
	<b>Elective Module: Environmental Engineering &amp; Technology</b>			
	MA093	Recovery Engineering and Solid Residue Treatment	N/A	13
	MA039	Industrial Wastewater Treatment	N/A	13
	MA095	Treatment of Gaseous Effluents	N/A	7
MA143	Energy Recovery	N/A	7	
MA097	Recovery of Contaminated Soils	N/A	7	
Required	<b>Master's Thesis</b>			
	FP092	Methodology of Scientific Research	N/A	3
		Master's Thesis	N/A	10
<b>TOTAL</b>				<b>66</b>

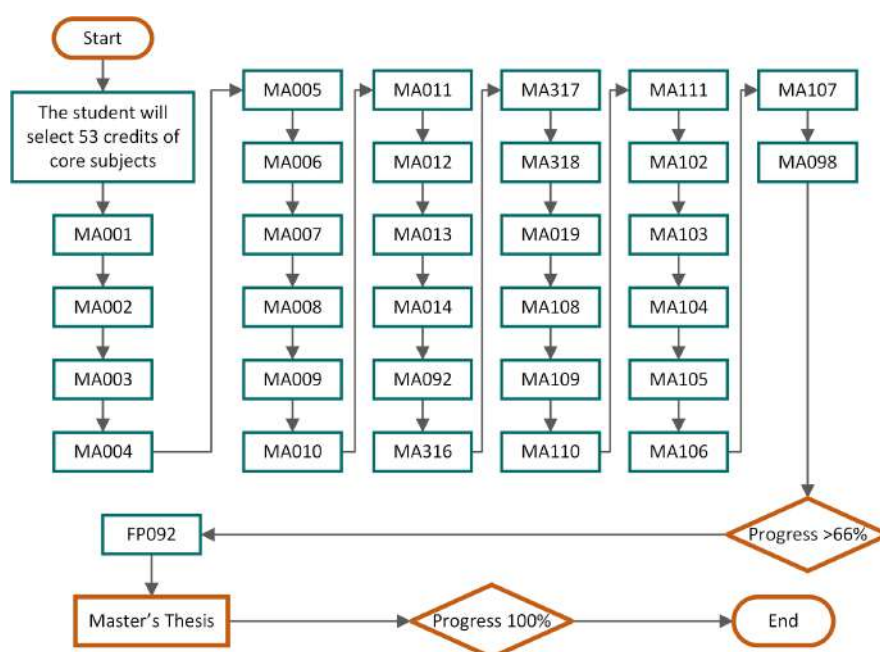
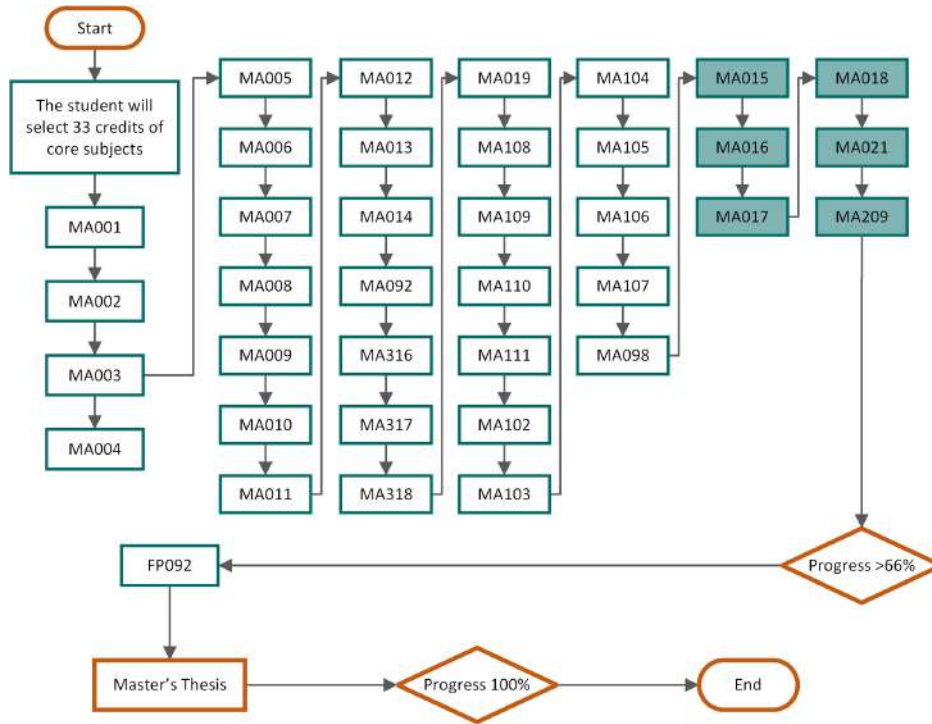
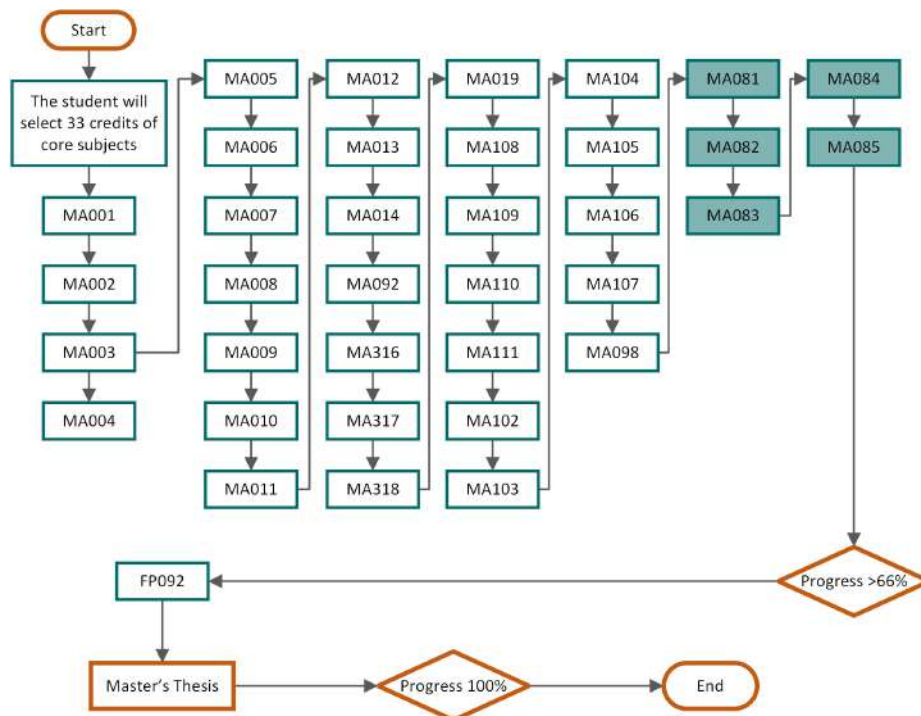


Figura 30: Flowchart for the Master in Environmental Management and Audits<sup>8</sup>.

8. Elective Module courses are shown in green.

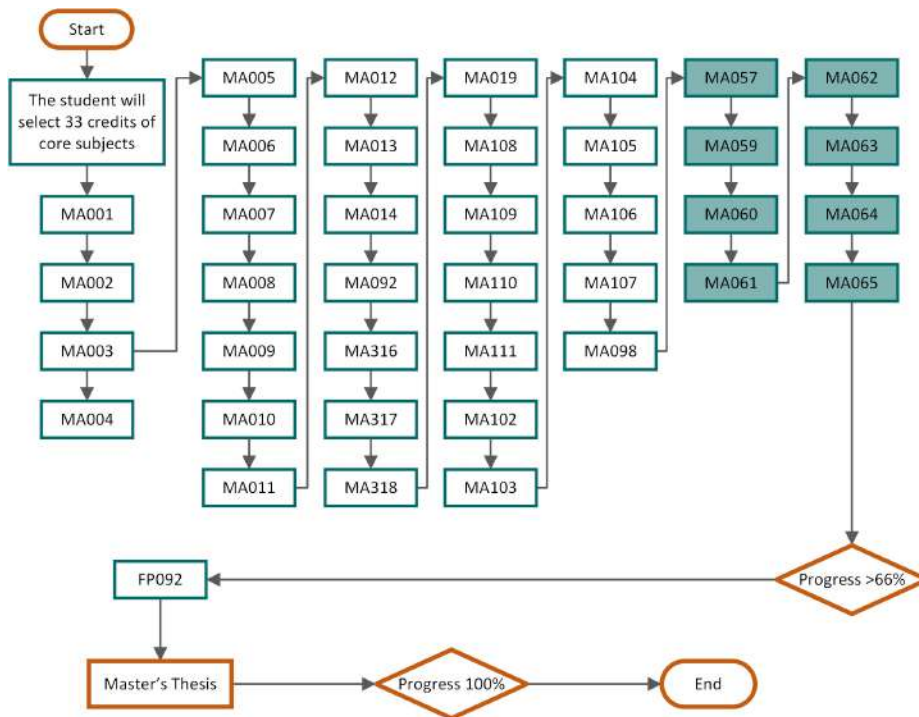


**Figura 31:** Flowchart for the Master in Environmental Management and Audits. Elective Module: Integrated Water Management<sup>9</sup>.

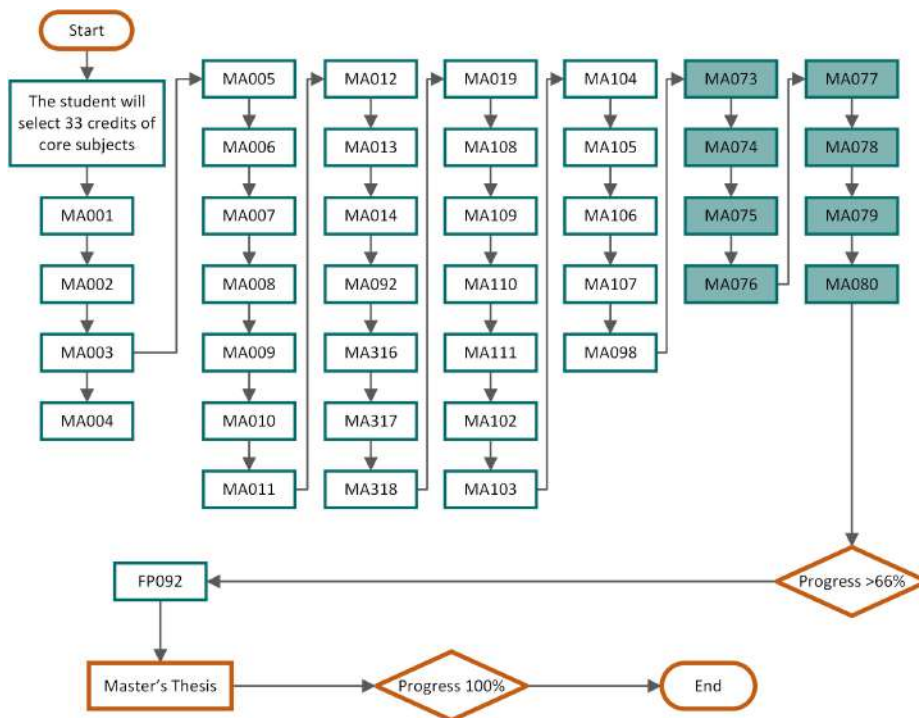


**Figura 32:** Flowchart for the Master in Environmental Management and Audits. Elective Module: Waste Management<sup>9</sup>.

9. Elective Module courses are shown in green.



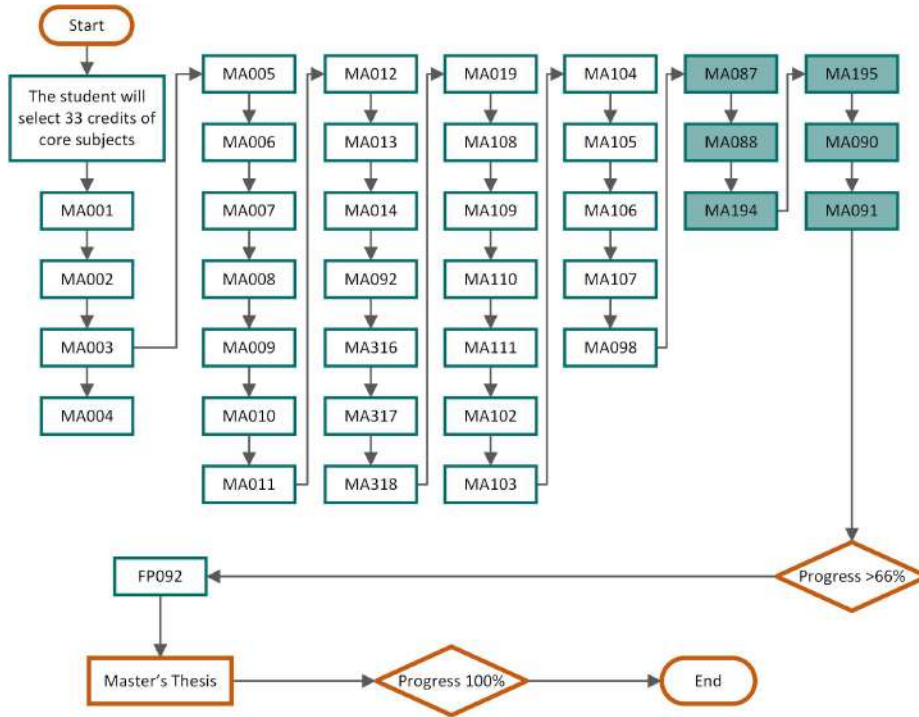
**Figura 33:** Flowchart for the Master in Environmental Management and Audits. Elective Module: Renewable Energy Application<sup>10</sup>.



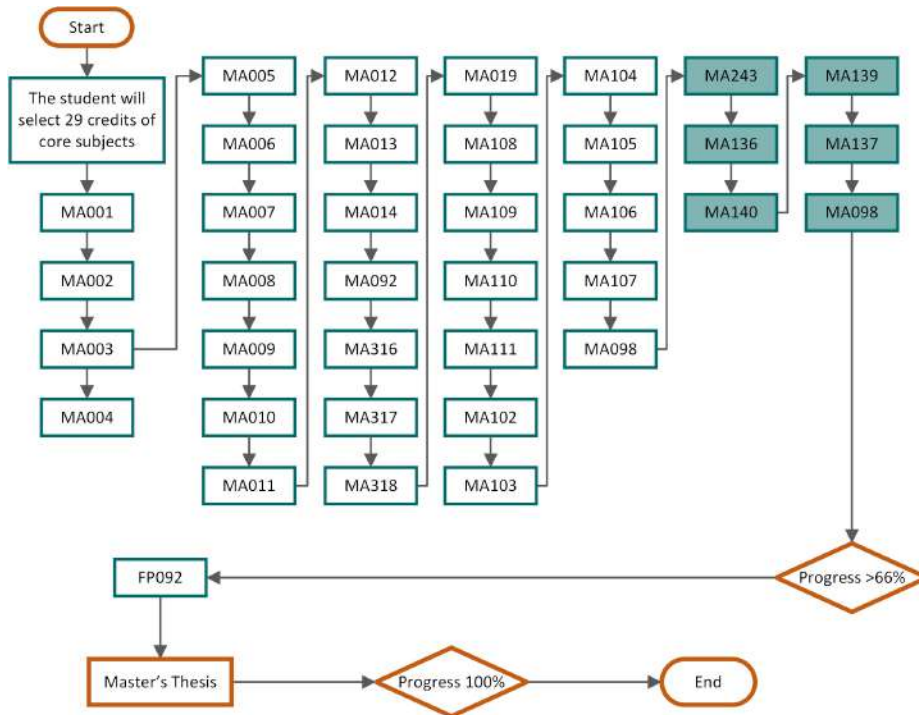
**Figura 34:** Flowchart for the Master in Environmental Management and Audits. Elective Module: Management and Conservation of Natural Areas<sup>10</sup>.

10. Elective Module courses are shown in green.



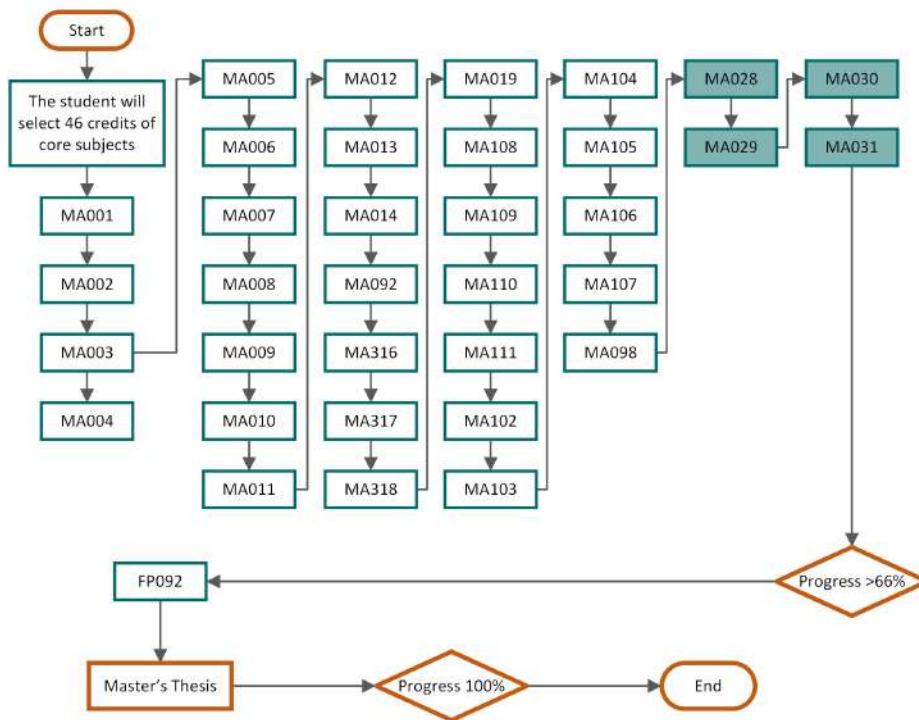


**Figura 35:** Flowchart for the Master in Environmental Management and Audits. Elective Module: Environmental Education<sup>11</sup>.

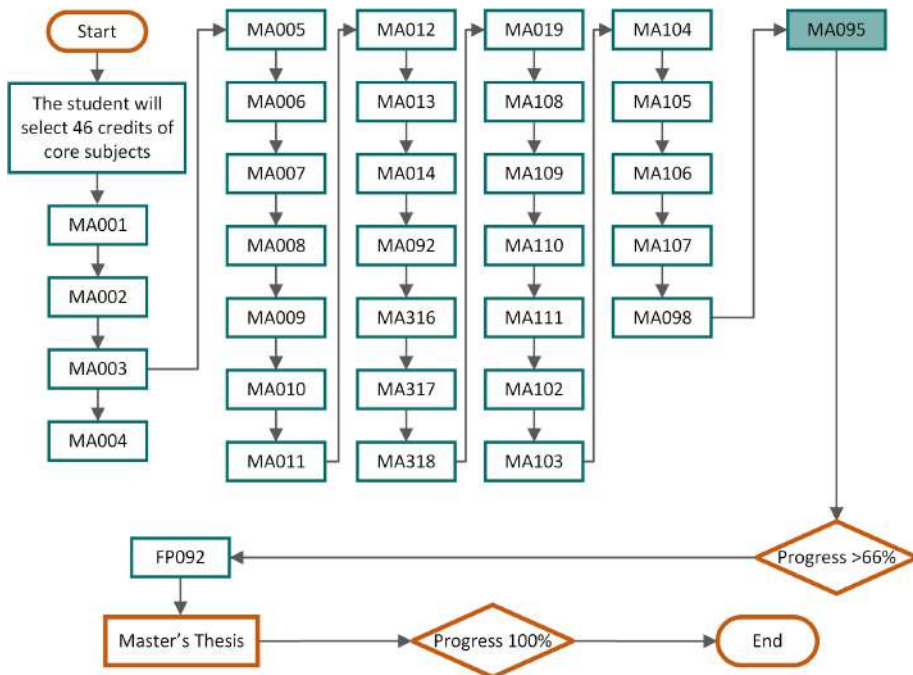


**Figura 36:** Flowchart for the Master in Environmental Management and Audits. Elective Module: Marine Science and Technology<sup>11</sup>.

11. Elective Module courses are shown in green.

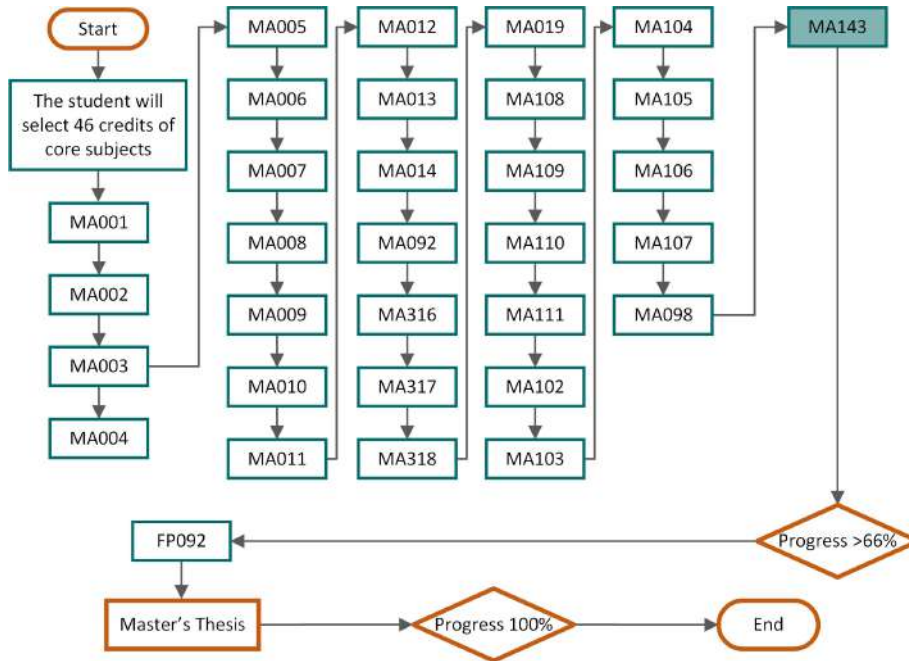


**Figure 37:** Flowchart for the Master in Environmental Management and Audits. Elective Module: Marine Pollution<sup>12</sup>.

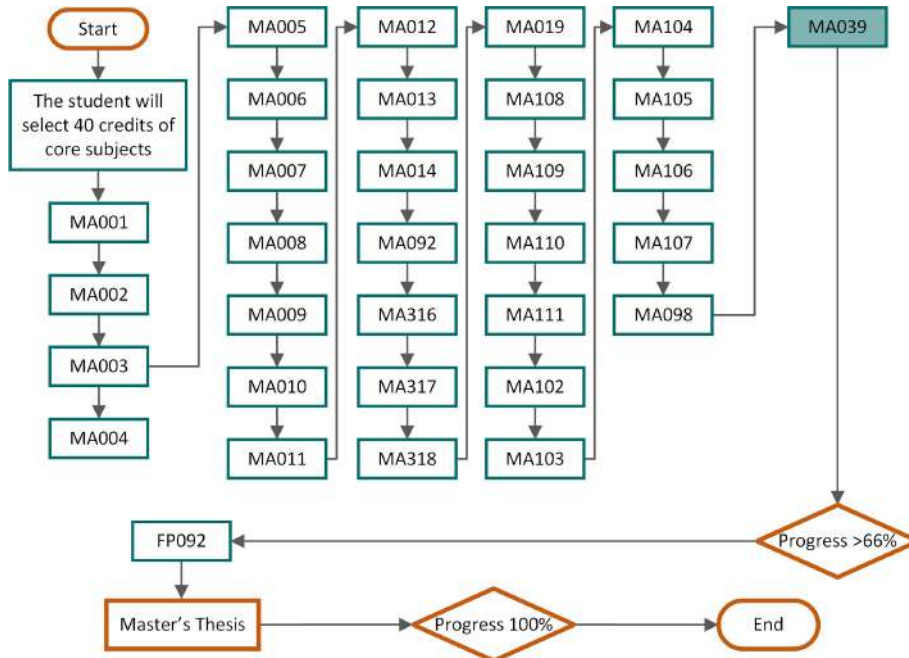


**Figure 38:** Flowchart for the Master in Environmental Management and Audits. Elective Module: Environmental Engineering: Gaseous Effluent Treatment<sup>12</sup>.

12. Elective Module courses are shown in green.

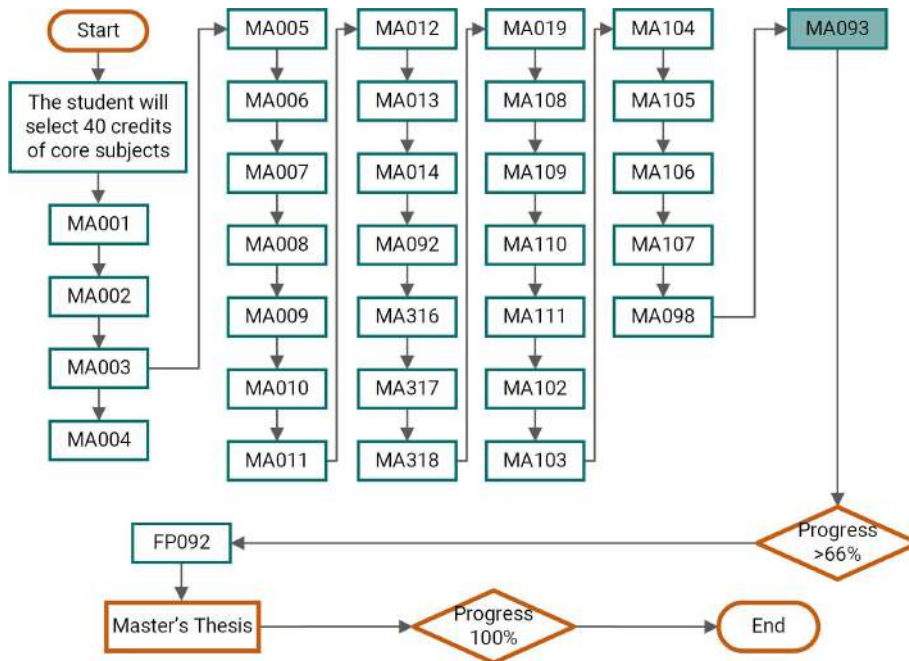


**Figura 39:** Flowchart for the Master in Environmental Management and Audits. Elective Module: Energy Recovery<sup>13</sup>.

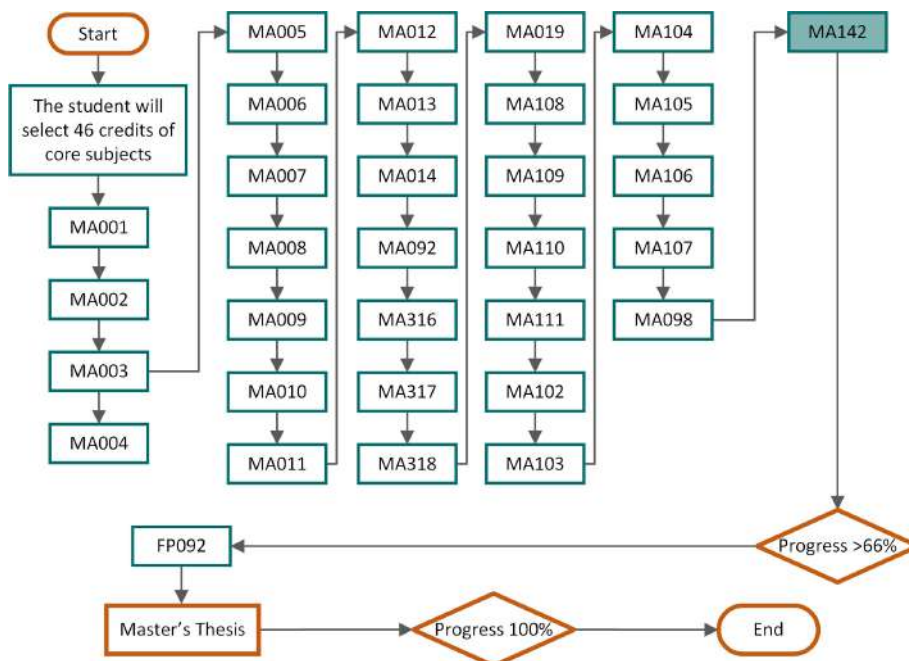


**Figura 40:** Flowchart for the Master in Environmental Management and Audits. Elective Module: Environmental Engineering: Industrial Wastewater Treatment<sup>13</sup>.

13. Elective Module courses are shown in green.

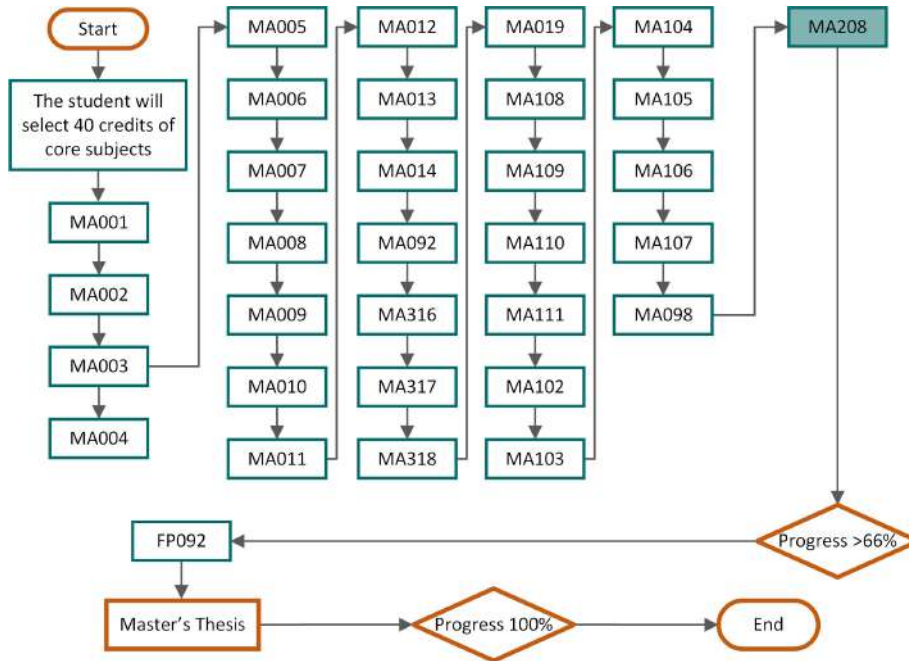


**Figura 41:** Flowchart for the Master in Environmental Management and Audits. Elective Module: Environmental Engineering: Solid Waste Treatment<sup>14</sup>.

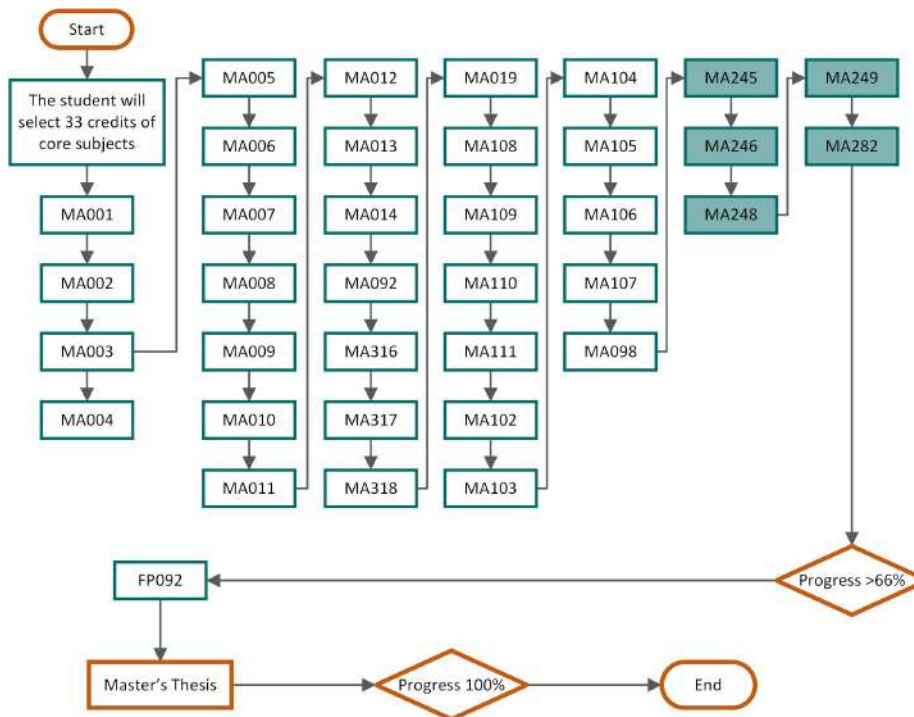


**Figura 42:** Flowchart for the Master in Environmental Management and Audits. Elective Module: Recovery of Contaminated Soils<sup>14</sup>.

14. Elective Module courses are shown in green.

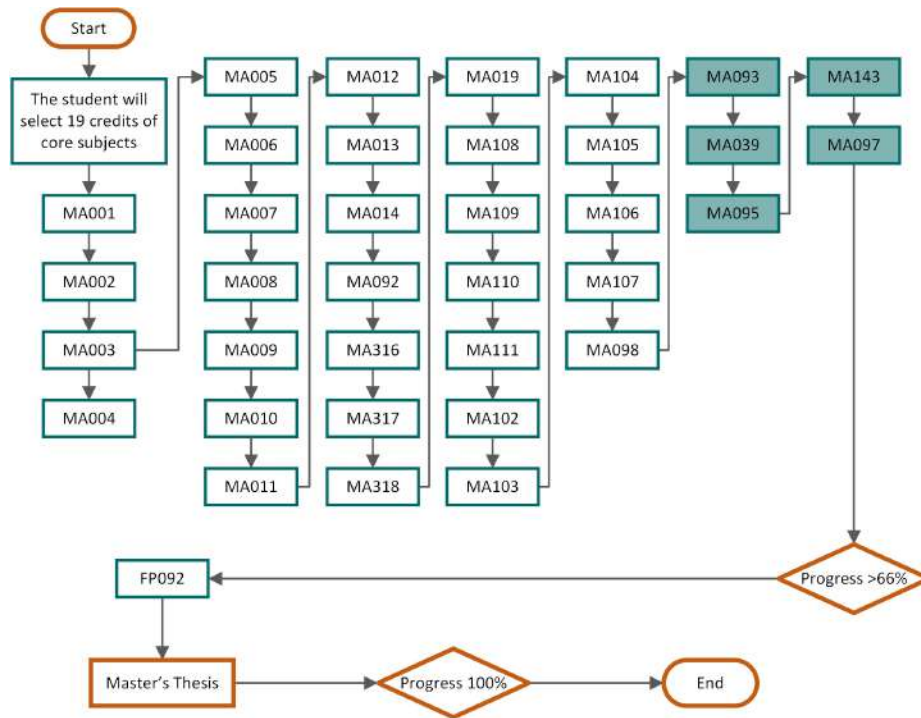


**Figura 43:** Flowchart for the Master in Environmental Management and Audits. Elective Module: Mining and the Environment<sup>15</sup>.



**Figura 44:** Flowchart for the Master in Environmental Management and Audits. Elective Module: Climate Change<sup>15</sup>.

15. Elective Module courses are shown in green.



**Figura 45:** Flowchart for the Master in Environmental Management and Audits. Elective Module: Environmental Engineering and Technology<sup>15</sup>.

## Department of Health Sciences

### Master in Physical Activity: Sports Training and Management

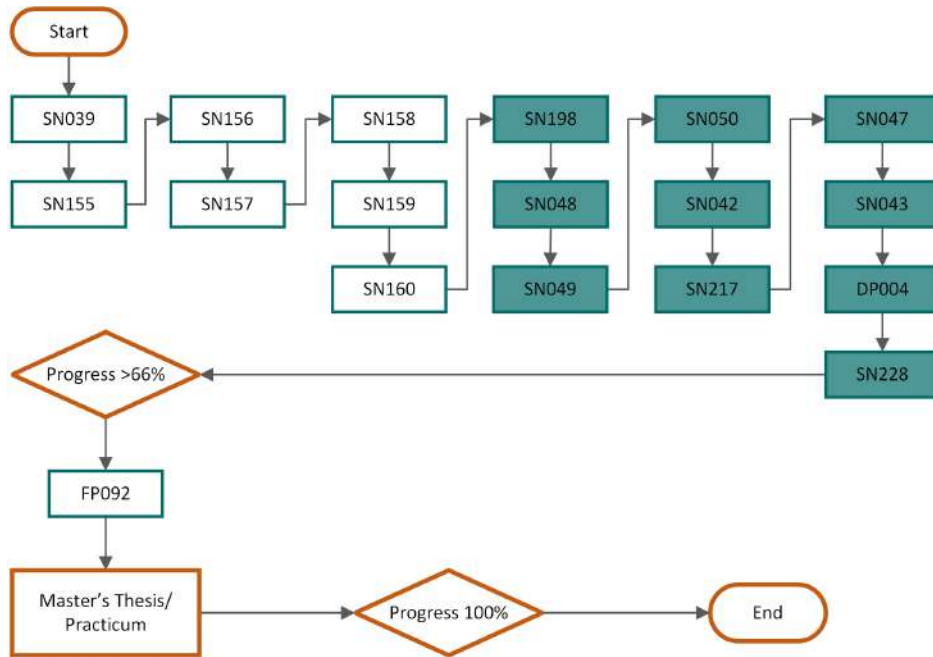
Core courses **24 credits**

Required: **13 credits**

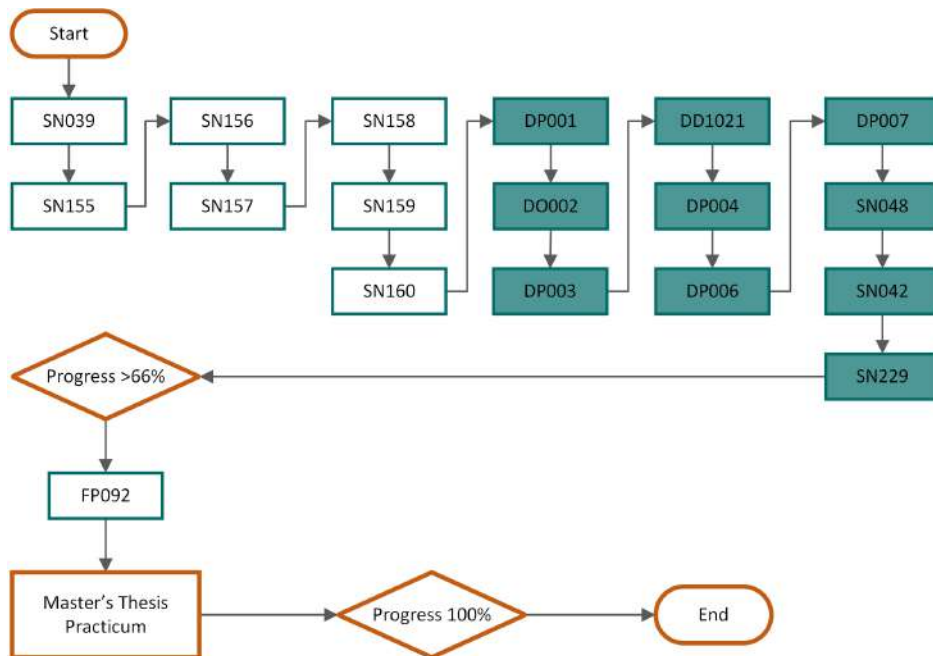
Electives: **29 credits**

The student will take a minimum of 66 credits.

	Code	Subjects	Prerequisites	Credits
Core subjects	SN039	Structure and Function of the Human Body	N/A	3
	SN155	Contextualization of Physical Activity and Exercise in the Health Framework	N/A	3
	SN156	Psychosocial Aspects of Physical Activity for Health	N/A	4
	SN157	Control and Prescription of Physical Activity	N/A	3
	SN158	Physical Activity for Health with Diverse Diseases	N/A	4
	SN159	Physical Activity in Children and Adolescents	N/A	3
	SN160	Physical Activity in the Elderly	N/A	4
Electives	<b>Elective Module: Sports Training</b>			
	SN198	Nutrition Basics	N/A	0
	SN048	Training Theory and Practice	N/A	4
	SN049	Sports Planning	N/A	4
	SN050	Sport Psychology	N/A	3
	SN042	Kinanthropometry	N/A	3
	SN217	Nutrition and Sports	SN198	3
	SN047	Eating Disorders in Sports	N/A	3
	SN043	Ergogenic Aids	N/A	3
	DP004	Management Techniques for Sports Teams	N/A	2
	SN228	Case Study and Resolution for Sports Training	N/A	4
	<b>Elective Module: Leadership and Skills for the Management of Sports Centers</b>			
	DP001	Administration and Management of Sports Entities	N/A	3
	DP002	Strategic Management and Planning of Sport Organizations	N/A	3
	DP003	Sport Marketing. Applications.	N/A	3
	DD1021	Strategic Human Resources Management	N/A	2
	DP004	Management Techniques for Sports Teams	N/A	2
	DP006	Techniques for Management and Leadership in Sports	N/A	2
	DP007	Information Society and Sports	N/A	3
	SN048	Training Theory and Practice	N/A	4
	SN042	Kinanthropometry	N/A	3
	SN229	Case Study and Resolution for Management Skills	N/A	4
Required	<b>Thesis</b>			
	FP092	Methodology of Scientific Research	N/A	3
		Master's Thesis/Practicum	N/A	10
<b>TOTAL</b>				<b>66</b>



**Figure 46:** Flowchart for the Master in Physical Activity: Sports Training and Management. Elective Module: Sports Training<sup>16</sup>.



**Figure 47:** Flowchart for the Master in Physical Activity: Sports Training and Management. Elective Module: Leadership and Skills for the Management of Sports Center<sup>16</sup>.

16. Elective Module courses are shown in green.



## Master in Naturopathic Sciences

General education: **36 credits**

Core courses **18 credits**

Required: **25 credits**

Electives: **15 credits**

The student will take a minimum of 94 credits.

	Code	Subjects	Prerequisites	Credits
General Education	<b>Block 0: Preparatory Module</b>			
	SN259	Human Anatomy and Physiology	N/A	6
	SN260	Organic Chemistry	N/A	6
	<b>Block 1: Introductory Module</b>			
	FP092	Methodology of Scientific Research	N/A	3
	SN085	History of Biological-Naturopathic Medicine	N/A	3
	SN086	Biological Vision of Organic Dysfunction	N/A	3
	SN017	Nutritional Biochemistry	N/A	3
	SN018	Evaluation of the Nutritional Status	N/A	3
	SN101	Constitutional Types in Acupuncture, Homeopathy and Naturopathy	N/A	3
Core subjects	<b>Block 2: Mandatory Module<sup>a</sup></b>			
	MN012	Nutrition in Common Pathologies	N/A	3
	SN094	Anti-Aging Therapy, Free Radicals and Antioxidants	N/A	3
	SN096	Orthomolecular and Trace Element Therapy	N/A	3
	SN099	Colon Hydrotherapy	N/A	3
	SN011	Phytotherapy	N/A	3
	SN088	Aromatherapy	N/A	3
	MTC001	Basic Theory (Part I)	N/A	3
	MTC002	Basic Theory (Part II)	N/A	3
	MTC003	Diagnosis	N/A	3
	MTC007	Differentiation of Syndromes	N/A	3
	MTC008	TCM Therapeutics	N/A	3
	MTC009	Auriculotherapy	N/A	3
Electives	<b>Block 3: Elective Module: Acupuncture<sup>b</sup></b>			
	MTC010	Meridians and Points (Part I)	N/A	3
	MTC011	Meridians and Points (part II)	N/A	3
	MTC012	Acupunctural Techniques	N/A	3
	MTC013	Acupuncture - Internal Medicine	N/A	3
	MTC014	Acupuncture - Specialties	N/A	3
	<b>Block 3: Elective Module: Traditional Chinese Phytotherapy</b>			
	MTC016	Pharmacopoeia 1	N/A	3
	MTC017	Pharmacopoeia 2	N/A	3
	MTC018	Prescription	N/A	3
MTC019	Phytotherapy Treatment (MI)	N/A	3	
MTC020	Dietetics in Traditional Chinese Medicine	N/A	3	

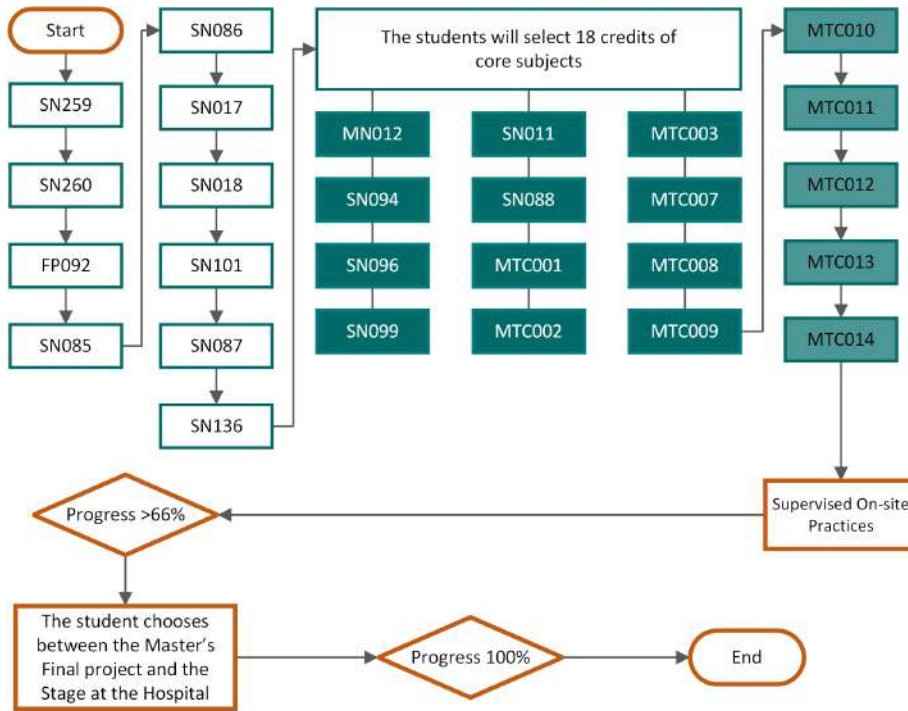
	Code	Subjects	Prerequisites	Credits
Electives	<b>Block 3: Elective Module: Homeopathy</b>			
	MN005	Homeopathic Basis and Principles	N/A	3
	MN006	Applications of the Homeopathic Method	N/A	3
	MN007	Medical Homeopathic Material	N/A	3
	MN016	Homeopathic Therapeutics in Acute Pathology	N/A	3
	MN017	Homeopathic Therapeutics in Chronic Pathology	N/A	3
	<b>Block 3: Elective Module: Biological-Naturalistic Methods</b>			
	SN098	Kousmine Method	N/A	3
	SN102	Homeopathy and Homotoxicology	N/A	3
	SN103	Sophrology	N/A	3
	SN105	Spagyria	N/A	3
	SN097	Neuraltherapy and Neurofocality	N/A	3
	<b>Block 3: Elective Module: Naturopathic Methods</b>			
	MN014	Naturopathic Evaluation Methods	N/A	3
	MN015	Massage, Reflexology and Kinesiology	N/A	3
	SN091	Heliotherapy, Thalassotherapy, Aerotherapy and Geotherapy	N/A	3
	SN090	Ozone Therapy	N/A	3
	MN013	Iridology and Sclerology	N/A	3
	<b>Block 3: Elective Module: Natural Methods</b>			
	SN104	Bach Flowers	N/A	3
	MN018	Schüssler Salts	N/A	3
	SN100	Hydrology, Mineral-Medicinal Waters and Balneotherapy	N/A	3
	SN093	Pulsed Magnetic Wave and Hyperthermia	N/A	3
SN089	Biologic-Naturist Therapies of Common Diseases	N/A	3	
Required	<b>Block 4: Extracurricular Work Placements<sup>c</sup></b>			
	MN019	Extracurricular Work Placements	N/A	15
	<b>Block 5: Master's Final Project (MFP)<sup>d</sup></b>			
	MN100	Master's Final Project (MFP)	N/A	10
MTC025	"Stage" in Hospital	N/A		
<b>TOTAL</b>				<b>94</b>

a) The student chooses 6 subjects (18 credits).

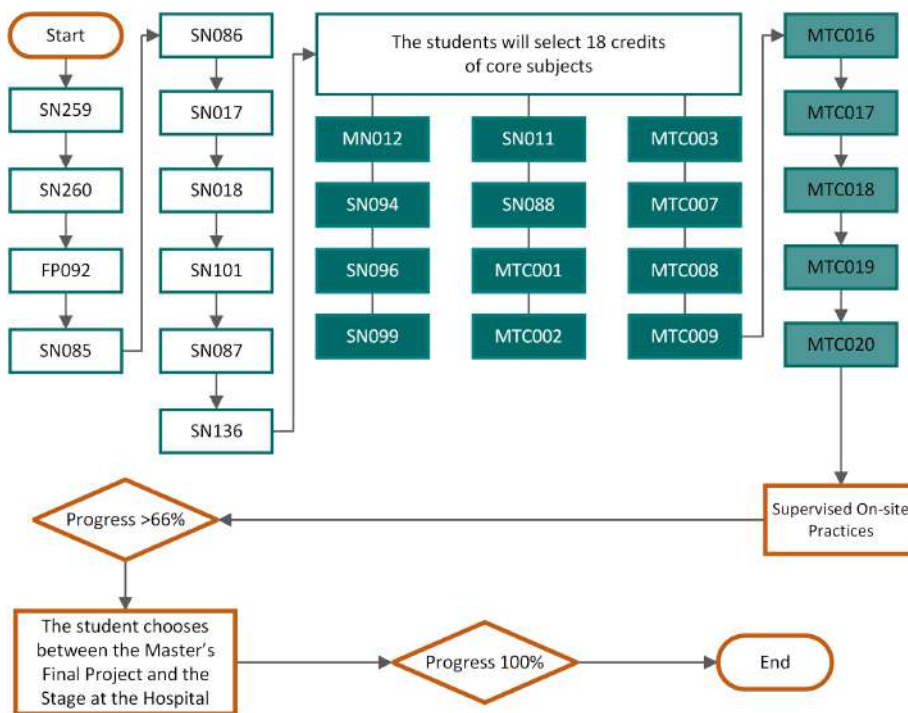
b) The acupuncture Elective Module is not available for students in Puerto Rico.

c) Extracurricular work placements are regulated in Puerto Rico.

d) The student chooses between the Master's Final Project and the "Stage" at the hospital.



**Figura 48:** Flow chart for the Master in Naturopathic Sciences. Elective Module: Acupuncture<sup>17</sup>.



**Figura 49:** Flow chart for the Master in Naturopathic Sciences. Elective Module: Traditional Chinese Phytotherapy<sup>18</sup>.

17. Elective Module subjects are shown in green. The acupuncture program is not available to students in Puerto Rico.  
 18. Elective Module subjects are shown in green.

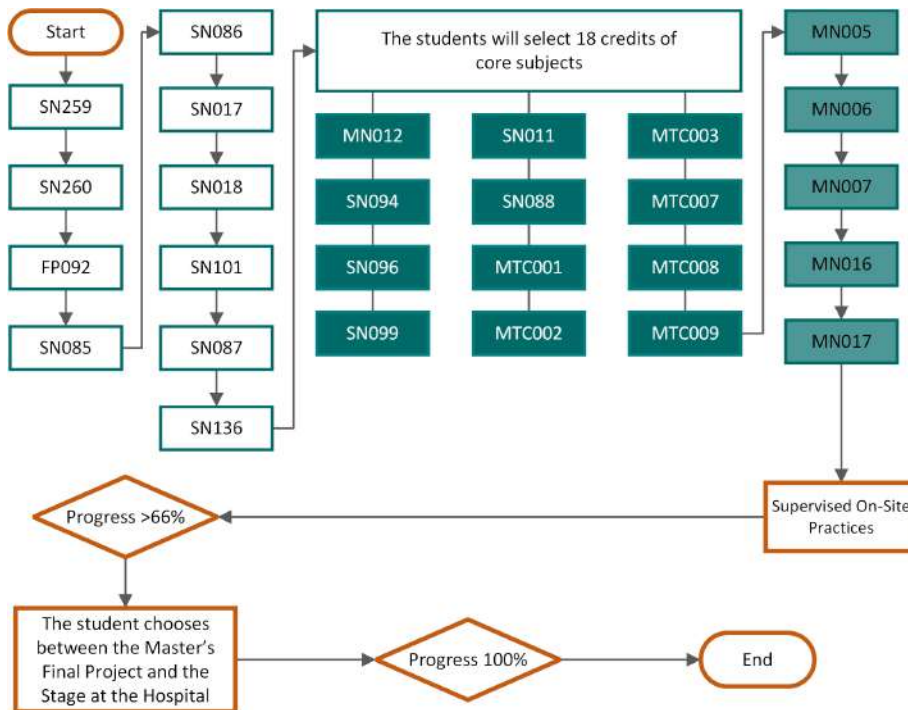


Figure 50: Flow chart for the Master in Naturopathic Sciences. Elective Module: Homeopathy<sup>19</sup>.

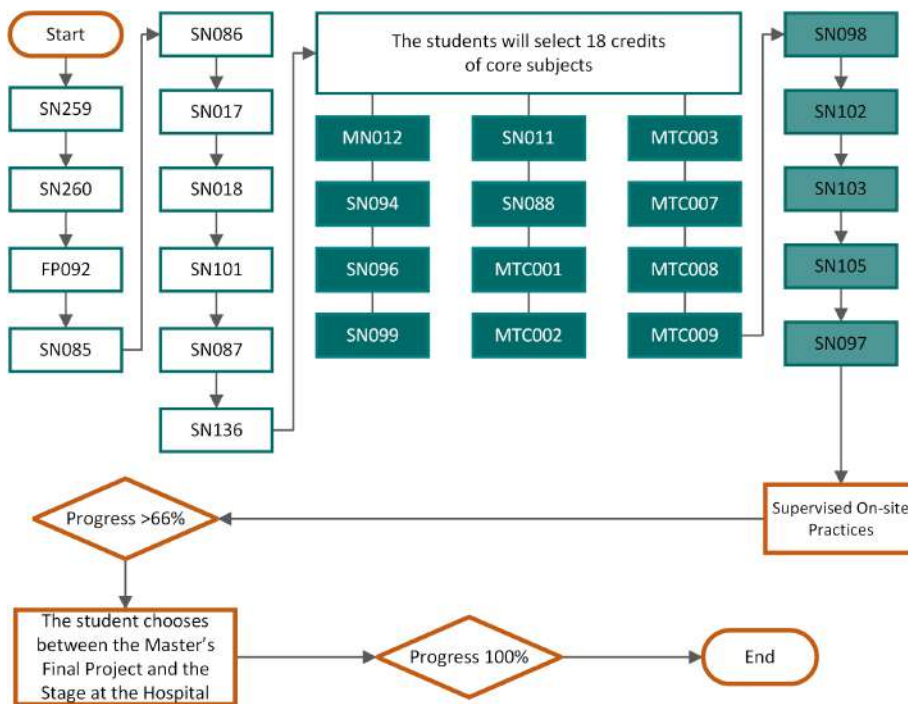
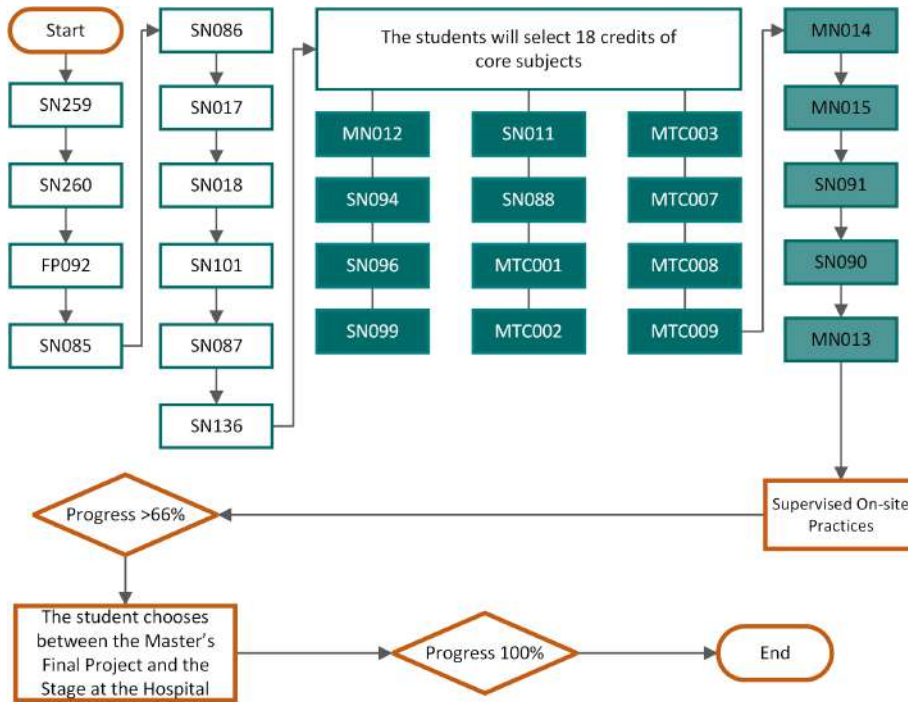
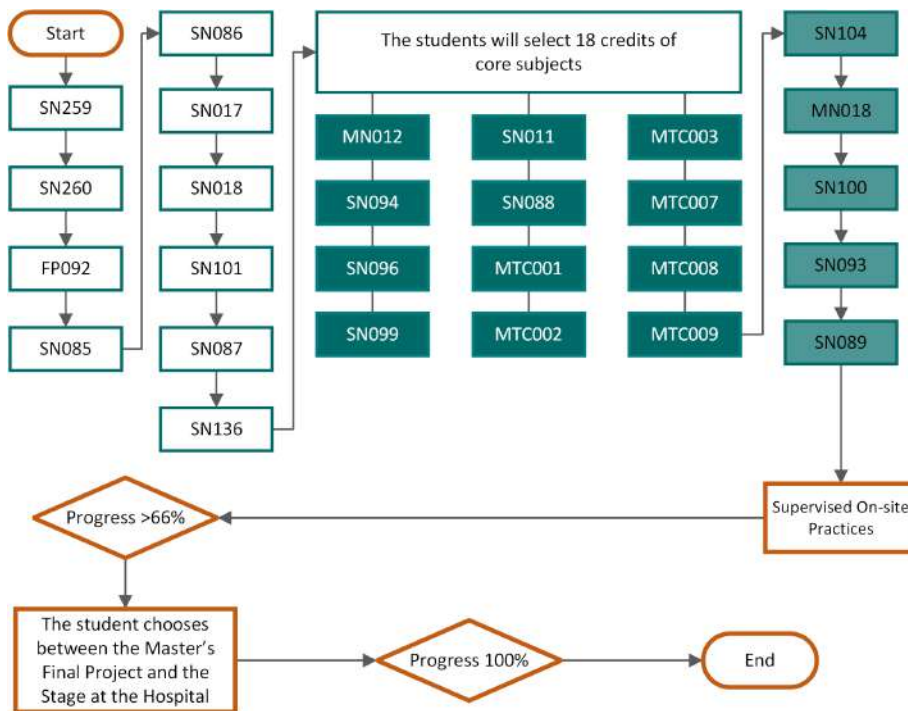


Figure 51: Flow chart for the Master in Naturopathic Sciences. Elective Module: Biological-Naturalistic Methods<sup>19</sup>.

19. Elective Module subjects are shown in green.



**Figura 52:** Flow chart for the Master in Naturopathic Sciences. Elective Module: Naturopathic Methods<sup>20</sup>.



**Figura 53:** Flow chart for the Master in Naturopathic Sciences. Elective Module: Natural Resources<sup>20</sup>.

20. Elective Module subjects are shown in green.

- All subjects in all master's degrees are designed to be self-contained, which is why they have no prerequisite or co-requisite (with the exception of SN217 - Nutrition and Sports).
- The sequence of the subjects follows the student's work schedule. The subjects to be taken will also depend on the program requirements and the student's previous studies, and may be adapted to the most favorable profile and interest for the student.
- Because it is an asynchronous distance learning modality, it uses the sequence of activities as the core of the program, but allows the flexibility to progress according to the student's own pace. It should be noted that the subjects follow the sequence established in the previous tables without impeding the student's progress (with the exception of the two FP programs).

The chronograms show the sequence in which the student will take the subjects.

Please refer to the **Appendix** for the *Subject Description* by Academic Departments.

## PROGRAM COMPETENCIES

### **Department of Language, Education and Communication Sciences**

#### ***Doctorate in Education with a Specialty in Research***

##### **General competencies**

1. Provide students with the fundamental concepts and research methodologies used in the field of Education and enable them to design, develop and evaluate, individually and in teams, research projects in the different lines offered, , thus acting as a driver of improvements in educational processes at different levels and settings.
2. Teach in new or unfamiliar settings within broad educational contexts so that the student can apply the knowledge acquired, making judgments, decisions and solving problems, thus contributing to the different approaches related to educational research.
3. Provide the scientific research tools that enable the student to manage pedagogical projects and conduct research or produce creative work, demonstrating mastery of the material in an ethical manner.

##### **Specific competencies**

1. Share knowledge, methodology and research methods related to the program's lines of research so that students can develop their thesis projects and participate in a research community.
2. Participate in an environment conducive to debate related to the epistemological and methodological issues of research projects linked to the completion of students' doctoral theses.
3. Apply the knowledge acquired to the conception, design and implementation of research projects that can contribute in rethinking education from the different lines of research.
4. Pass judgment through critical analysis, evaluation and synthesis of complex ideas.
5. Communicate with researchers, professors and society in general about the areas of knowledge studied.

6. Use original research to contribute to the development of knowledge worthy of national and international referenced publication.
7. Plan, execute, monitor and evaluate pedagogical projects in different areas of knowledge within formal education, taking transversality into account.

## ***Master in Teaching Spanish as a Foreign Language***

### **General competencies**

1. Offer a broad and updated training to LE Spanish teachers in primary or secondary education, both in public and private institutions; LE Spanish teachers in adult education, as well as graduates in related specialties who aim to work as LE Spanish teachers, providing the basis for the development of academic and professional skills necessary for the teaching of LE Spanish in any of the various teaching-learning settings, with fluency, coherence and in a manner appropriate to the educational background in which they are to develop their professional career.
2. Teach in new or unfamiliar educational settings within broad settings related to the teaching of Spanish as a foreign language so that the student can apply the knowledge acquired, make judgments, decisions, and solve problems; reflecting on their own teaching and professional development.
3. Provide the scientific research tools that enable the student to use the methodological processes for the pedagogical research of language and linguistics applied to the teaching of the Spanish language.

### **Specific competencies**

Upon completion of this program, the student will be able to:

1. Analyze, articulate and evaluate learning and second language acquisition theory and methodological trends in foreign language teaching, essential to both effective teaching and efficient learning.
2. Analyze how individual factors (cognitive, affective, social and cultural) affect the learning of a foreign language and, consequently, the design of instructional strategies to address the learning needs of students of Spanish as a Foreign Language (ELE).
3. Management of the Spanish as a Foreign Language (ESL) classroom so that group processes guarantee learning for all students: creation of a safe space in which all students participate and collaborate; the use of a discourse that encourages the construction of knowledge; the selection of activities of greater and lesser cognitive effort; selection of the most appropriate type of collaborative work for each activity; attention to the learning opportunities that may arise, among other aspects.
4. Integrate the development of language skills in the Spanish as a Foreign Language classroom to encourage real and meaningful language use.
5. Analyze, evaluate, select, adapt and design appropriate materials for teaching Spanish as a foreign language.
6. Make critical and reflective interpretations and apply the cultural, linguistic and pragmatic knowledge acquired about the use of Spanish in the context of planning the teaching and learning process of Spanish as a foreign language (ELE).
7. Analyze the role of the educational system and actions of communication and provide an appropriate method in the Spanish classroom.

8. Plan and evaluate the teaching-learning process of Spanish in the short and long term, considering current linguistic pedagogical trends; the educational context; the methodological approach; lesson plans; student interests, needs and learning styles; and technological advances.
9. Integrate ICT in a non-arbitrary and meaningful manner within teaching and learning process activities of Spanish as a foreign language, and analyze the digital materials generated in this field.
10. Introduce specific educational learning strategies in the objectives and contents of the program and units, whenever necessary and according to the needs of the students, and use the necessary tools for learning to learn.
11. Integrate socio-cultural content in the Spanish classroom to provide students gradual knowledge of cultural facts and products, and sociocultural knowledge and attitudes of Spanish-speaking countries; the development of intercultural awareness; the ability to act as a cultural broker and effectively address cultural misunderstandings in conflict situations; and the development of an attitude of empathy, openness and interest towards other cultures.
12. Correctly address the varieties of Spanish in the foreign or second language classroom according to each teaching and learning context.
13. Analyze and evaluate your own teaching and professional development through instruments such as self-observation, journaling, self-assessment, teaching portfolio, etc.; identify those aspects of learning that can be improved; and plan and implement a personal plan for lifelong improvement.
14. Access and correctly use academic literature related to language pedagogy and Linguistics applied to foreign language teaching, especially literature related to the Spanish language.
15. Design and evaluate specific methodological procedures for research in the field of language pedagogy and linguistics applied to foreign language teaching, especially in research related to the Spanish language.

### ***Master in Teaching English as a Foreign Language***

#### **General competencies:**

1. Address in an informed and grounded manner the professional situations and needs related to the work environment, encouraging autonomy without losing sight of constant, yet flexible interaction elements, adjusted to the specific needs of the as yet developing teacher, providing training to Teachers of English at the primary and secondary levels in public and private institutions; Teachers of English as a foreign language in adult education; and Graduates.
2. Address in an informed and grounded manner the professional situations and needs related to the work environment, encouraging autonomy without losing sight of constant, yet flexible interaction elements, adjusted to the specific needs of the as yet developing teacher, providing training to Teachers of English at the primary and secondary levels in public and private institutions; Teachers of English as a foreign language in adult education; and Graduates.
3. Provide the scientific research tools that enable the student to use the methodological processes for the pedagogical research of language and linguistics applied to English language teaching.



### Specific competencies:

At the end of the program, students will be capable of:

1. Analyze, articulate and evaluate learning and second language acquisition theory and methodological trends in foreign language teaching, essential to both effective teaching and efficient learning.
2. Analyze how individual factors (cognitive, affective, social and cultural) affect the learning of foreign language and, consequently, the design of instructional strategies to address the learning needs of students of English as a Foreign Language (EFL).
3. Management of the English as a Foreign Language (ESL) classroom so that group processes guarantee learning for all students: creation of a safe space in which all students participate and collaborate; the use of a discourse that encourages the construction of knowledge; the selection of activities of greater and lesser cognitive effort; selection of the most appropriate type of collaborative work for each activity; attention to the learning opportunities that may arise, among other aspects.
4. Integrate the development of language skills in the English as a Foreign Language classroom to encourage real and meaningful language use.
5. Analyze, evaluate, select, adapt and design appropriate materials for teaching English as a foreign language.
6. Make critical and reflective interpretations and apply the cultural, linguistic and pragmatic knowledge acquired about the use of English in the context of planning the teaching and learning process of English as a foreign language (EFL).
7. Analyze the implications of the role of English as a universal language in teaching English as a foreign or second language.
8. Design teaching proposals for the English as a Foreign Language (EFL) classroom that integrate the knowledge acquired about inter-language concepts and interaction in the foreign language classroom.
9. Plan and evaluate the English teaching-learning process in the short and long term, considering current linguistic pedagogical trends; the context of education; the methodological approach; lesson plans; student interests, needs and learning styles; and technological advances.
10. Integrate ICT in a non-arbitrary and meaningful manner within teaching and learning process activities of English as a foreign language, and analyze the digital materials generated in this field.
11. Introduce specific educational learning strategies in the objectives and contents of the program and units, whenever necessary and according to the needs of the students, and use the necessary tools for learning to learn.
12. Evaluate the usefulness of using a translation-based method for teaching English and to design translation activities within the framework of communicative language teaching as a complementary tool to enhance the English as a foreign language (EFL) learning process.
13. Analyze and evaluate your own teaching and professional development through instruments such as self-observation, journaling, self-assessment, teaching portfolio, etc.; identify those aspects of learning that can be improved; and plan and implement a personal plan for lifelong improvement.
14. Access and correctly use academic literature related to language pedagogy and Linguistics applied to foreign language teaching, especially literature related to the English language.

15. Design and evaluate specific methodological procedures for research in the field of language pedagogy and linguistics applied to foreign language teaching, especially in research related to the English language.

### ***Master in Education with a Specialty in Higher Education***

#### **General competencies**

1. To offer a broad and updated training, and to provide the basis for the development of academic and professional skills necessary for teaching in any of the different teaching-learning contexts that may arise.
2. To ground professional practice in current knowledge in new or unfamiliar educational settings; to provide insights into the nature of teaching and learning in general; and to develop the competencies, knowledge, skills and practical resources needed to complement this theoretical foundation.
3. Stimulate critical reflection for a good theoretical formation and its necessary practical application, fundamental field of action, develop good judgment, good decision making and problem solving, and provide scientific research tools for the referenced contribution in innovative or current issues of higher education.

#### **Specific competencies**

At the end of the program, students will be capable of:

1. Analyze and evaluate learning factors.
2. Analyze and articulate the different learning theories and methodological bases in training.
3. Explain and highlight the importance of tutorial action in the educational system.
4. Explain the importance of strategic learning and its influence on professional development.
5. Apply ICT in the classroom as didactic resources.
6. Design the methodology of scientific research.
7. Manage conflicts within the school environment.
8. Analyze the effect of interculturality in education.
9. Analyze and articulate the different processes of attention to diversity.
10. Organize and manage educational centers.
11. Integrating environmental education into formal education.

### ***Master in Education with a Specialty in the Organization and Management of Education Centers***

#### **General competencies**

1. Provide the tools related to study, planning, consulting and advisory services for the organization and management of educational institutions, in order to develop knowledge and competencies to plan, organize, direct, control, propose and lead innovation for the improvement of educational centers.

2. Stimulate critical reflection, the development of good judgment, good decision making and problem solving, and provide scientific research tools for the referenced contribution to innovative or current issues in education.

### **Specific competencies**

At the end of the program, students will be capable of:

1. Analyze the different types of projects according to their purposes and management methods, and identify the elements, phases and human and material resources required to implement them.
2. Plan and design a project adjusted to the needs of a specific context.
3. Analyze and integrate strategic management methods and styles.
4. Identify the elements of a management system in the educational sector and develop objectives and action plans for strategic management within different contexts.
5. Identify educational institutions as a global system that coherently integrates its units.
6. Analyze the factors that favor educational quality and innovation, and contrast the different models to evaluate educational processes.
7. Analyze and evaluate the quality of educational innovation and develop an innovation project for the classroom.
8. Analyze the main constructs related to management and teamwork techniques, and describe the tools and techniques to improve the efficiency of this type of work.
9. Adequately apply management and teamwork techniques to a given educational context.

## ***Master in Education with a Specialty in Teacher Training***

### **General competencies**

1. To offer a broad and updated training, and to provide the basis for the development of academic and professional skills necessary for teaching in any of the different teaching-learning contexts that may arise.
2. To ground professional practice in current knowledge in new or unfamiliar educational settings; to provide insights into the nature of teaching and learning in general; and to develop the competencies, knowledge, skills and practical resources needed to complement this theoretical foundation.
3. To stimulate critical reflection for a good theoretical formation and its necessary practical application, fundamental field of action, to develop good judgment, good decision making and problem solving, and to provide scientific research tools for the referenced contribution in innovative or current topics of teacher training.

### **Specific competencies:**

At the end of the program, students will be capable of:

1. Identify the basic concepts related to the curriculum and critically analyze its different approaches (thematic content, learning or competencies) and the different stages in the construction of a curriculum proposal.

2. Plan and evaluate learning processes, taking into account the teaching-learning context, the methodological approach, the lesson plans, and the interests, needs and learning styles of the students.
3. Identify the different types of assessment and select the most appropriate instruments to evaluate the learning process of students.
4. Distinguish the different teaching-learning methodologies and the didactic techniques derived from each one.
5. Select and apply the appropriate teaching-learning techniques to achieve the learning objectives established in a given educational context.
6. Identify and apply the criteria for the design, adaptation and evaluation of didactic resources according to the learning needs of a specific educational context.
7. Design or adapt didactic materials and build instruments to evaluate them.
8. Identify the characteristics of the methodological approach "Content and Language Integrated Learning (CLIL)" and assess its application in a given educational context.
9. Design didactic proposals based on the CLIL approach.

### ***Master in Education with a Specialty in ICT's in Education***

#### **General competencies:**

1. To offer a broad and updated training, and to provide the basis for the development of academic and professional skills necessary for teaching in any of the different teaching-learning contexts that may arise.
2. To ground professional practice in current knowledge in new or unfamiliar educational settings; to provide insights into the nature of teaching and learning in general; and to develop the competencies, knowledge, skills and practical resources needed to complement this theoretical foundation.
3. To stimulate critical reflection for a good theoretical formation and its necessary practical application, fundamental field of action, to develop good judgment, good decision making and problem solving, and to provide scientific research tools for the referenced contribution in innovative or current topics of teacher training.

#### **Specific competencies:**

At the end of the program, students will be capable of:

1. Analyze the concept of e-learning and virtual teaching and learning environments, and distinguish the different types of virtual environments.
2. Identify the characteristics of teaching and learning in virtual learning environments.
3. Plan and evaluate learning processes, taking into account the teaching-learning context, the methodological approach, the lesson and the interests, needs and learning styles of the students.
4. Identify and manage the different technological resources and tools from information and communication technologies.
5. Select and apply the different tools and resources in a creative way in the design of pedagogical proposals adjusted to one's own learning context.
6. Identify the main learning theories applied to ICT.

7. Relate learning theories to the use, selection, organization and evaluation of ICT.
8. Identify the sociocultural theoretical postulates that support collaborative learning in a virtual environment.
9. Describe and evaluate the technologies that favor collaborative work in virtual teaching-learning environments.
10. Identify the theoretical bases that support innovative educational proposals based on ICT.
11. Design and evaluate ICT-based training proposals.

## **Innovation, Business and New Technologies Department**

### ***Master in Strategic Management with a Specialty in Management***

#### **General competencies**

1. Provide education to train professionals especially from the fields of engineering, social sciences, administration sciences, management sciences and economics, among others, in the field and practice of Strategic Management, providing executive thinking that will enable them to assume their current and/or desired management positions, or to develop their professional career in the field of organizational consulting.
2. Teach in new or unfamiliar environments within broad contexts related to their area of study so that the student can apply the knowledge acquired, make judgments, decisions, and solve problems, enabling the student to understand the strategic process of organizational management, assume functions within the strategic management process and write proposals that integrate globalized and local processes to manage a business.
3. Provide the tools of scientific research that will enable the student to conduct research or produce creative work in an ethical manner, demonstrating mastery of the material.

#### **Specific competencies:**

Upon completion of this program, the student will be able to:

1. Design a strategic process based on organizational diagnosis and assessment for the development of objectives and selection of strategies.
2. Analyze and explain the organizational environment to improve internal processes, including rules, regulations, certifications and accreditations.
3. Integrate administrative processes and Information Technology (IT) for decision making and conflict resolution.
4. Create the marketing combination of a business and propose a market research design.
5. Analyze and apply conflict resolution techniques and human resource knowledge for effective management of the work environment and human resource development.
6. Design strategies for continuous improvement in operations that influence the competitiveness and viability of the company.
7. Identify roles, approaches and practices to manage the different sizes and purposes of businesses, applying management accounting as a method for making financial decisions that help maximize business economics.
8. Manage leadership skills, maintaining honest and transparent management principles to achieve objectives.

## ***Master in Strategic Management with a Specialty in Information Technologies***

### **General competencies**

1. Provide knowledge to professionals with different degrees, as well as the necessary skills and abilities to manage a Systems and ICT management position, lead an organizational change project using ICT or who wish to advise companies that need to respond to the competitiveness of new businesses.
2. Provide the fundamentals of business innovation that give certainty that strategies and ICT strategies are aligned and coherent with business development, from strategic management to personnel management with emphasis on continuous and permanent changes.
3. Teach in new or unfamiliar settings within broad contexts related to their area of study so that the student can apply the knowledge acquired, formulating judgments, making decisions and solving problems, also providing scientific research tools that allow the student to conduct research or produce creative work in an ethical manner; demonstrating mastery of the material.

### **Specific competencies:**

Upon completion of this program, the student will be able to:

1. Analyze conflicts and identify and define appropriate technology and information systems requirements.
2. Evaluate technological solutions, systems, processes, components or programs to meet the needs and requirements of a company, and their impact on the organization.
3. Combine strategic planning and management skills and techniques in the field of information systems.
4. Evaluate current and emerging technologies related to organizational operations.
5. Identify and consider professional, ethical, legal and social responsibility.
6. Combine software re-engineering techniques and skills to develop, design and manage databases, software and information systems.

## ***Master in Strategic Management with a Specialty in Telecommunication***

### **General competencies:**

1. Provide knowledge on the understanding of Telecommunications networks and services for people who want to understand them within the context of organizations and the global society, with a strategic perspective integrated to the current social and economic dynamics, acquiring a global knowledge of the different technological possibilities of current and future networks.
2. Teach in new or unfamiliar setting within broad contexts related to their area of study so that the student can propose and apply organizational strategies based on Telecommunications and/or integrate Telecommunications in a business, formulating judgments, making decisions and solving problems.
3. Provide special attention to different services provided by networks and telecommunications, and the new business opportunities they offer to companies. In addition, provide the basis for business innovation based on strategic management and alignment of organizational strategies with Telecommunications strategies, and provide the

scientific research tools that allow the student to conduct research or produce creative work, demonstrating mastery of the material and in an ethical manner.

**Specific competencies:**

Upon completion of this program, the student will be able to:

1. Evaluate current and emerging telecommunications applications and services.
2. Manage proposals, solutions, planning and development of telecoms projects.
3. Combine Project Management principles and techniques to manage telecommunications projects.
4. Combine Project Management principles and techniques to manage human resources and occupational safety.
5. Evaluate the regulations, laws and environmental framework of the telecommunications industry.

## **Department of Projects**

### ***Doctorate in Projects with a Specialty in Research***

**General competencies:**

1. Provide students with a solid scientific training, providing a research specialization profile and leading to a field of intensification in the area of project design.
2. Teach in new or unfamiliar environments within broad contexts related to their area of study so that the student can apply the knowledge acquired, make judgments, decisions and solve problems in the conception, design and practice of projects.
3. Provide the scientific research tools that enable the student to conduct and develop original research, demonstrating mastery of the material in an ethical manner.

**Specific competencies:**

1. Analyze the project theory, define the scope of the research, delimit the thesis topic, objectives, hypothesis and methodology; elaborate the doctoral thesis outline proposal with the support of a professor/tutor.
2. Provide solutions that contribute to human, scientific and technological development in the field of project design to provide the student with a broader vision of their line of research.
3. Interpretation and analysis of the role of people and the dimension of sustainability in the formulation and development of projects for their specific line of research.

### ***Master In Project Design, Administration and Management***

**General competencies:**

1. Provide a high discipline of study to professionals with university training in all areas of knowledge, who have the desire to get engage in the world of projects in a responsible manner, enabling them to perform in the field of teaching and research projects and / or in the professional field.

2. Teach in new or unfamiliar environments within broad settings related to the design, operation and management of projects, from project development to subsequent analysis, regardless of their origin and purpose, so that the student can apply the knowledge acquired, formulate judgments, make decisions and solve problems.
3. Provide training in the use of up-to-date computerized tools in the professional field and the pedagogical expression of theoretical foundations and case studies, and the application of technological tools for programming and project management and scientific research tools that allow the student to conduct research or produce creative work in an ethical manner; demonstrating mastery of the material.

**Specific competencies:**

At the end of the program, students will be capable of:

1. Define basic concepts in the field of project formulation, management and direction.
2. Recognize and analyze the fundamental aspects of a project to strategically define its objectives, the service to be provided, the way to provide it, the required ergonomics and the functional aspects of the project.
3. Design a preliminary project considering its basic aspects, from defining the problem to presenting the solution proposal, recognizing the necessary elements to define and specify the proposal for future management and realization.
4. Analyze the key aspects of project management in its different life cycles: stakeholder recognition, user requirements, team management and the basic issues that define its feasibility and viability.
5. Identify the elements that provide quality, safety and reliability to the project, as well as those that represent important risks, likewise analyzing the possible impact that this could cause within its environment.
6. Develop a balanced scorecard with indicators on human resources management, division of labor structures and organization of activities and others that facilitate its implications in the strategic decision making of the business.
7. Incorporate management and project management tools to promote proper management of resources, schedule and ICT tools available in the field of projects.

***Master in Project Design, Administration and Management with a Specialty in Architecture and Urban Planning***

**General competencies:**

1. Offer knowledge on orderly urban growth and the physical modification of the city through all its manifestations, based on the methodology of urban-architectural projects from a comprehensive perspective of project design, administration and management, with the purpose of training professionals with a high social and ethical commitment and a global vision of what it means to intervene in a city.
2. Teach in new or unfamiliar settings within broad contexts related to their area of study so that students can apply the knowledge acquired, make judgments, make decisions and use specific methodologies for solving urban and architectural problems that allow redesigning the physical spaces occupied by human beings in today's life.
3. Provide the scientific research tools that allow the student to produce creative work in an ethical manner; demonstrating mastery of the material.



**Specific competencies:**

At the end of the program, students will be capable of:

1. Define basic concepts in the field of architecture and urban planning projects.
2. Design a preliminary project considering its basic aspects, from defining the problem to presenting the solution proposal, recognizing the necessary elements to define and specify the proposal for future management and realization.
3. Recognize and analyze the fundamental aspects of a project to strategically define its objectives, the service to be provided, the way to provide it, the required ergonomics and the functional aspects of the project.
4. Analyze the key aspects of project management in its different life cycles: stakeholder recognition, user requirements, team management and the basic issues that define its feasibility and viability.
5. Identify the elements that provide quality, safety and reliability to the project, as well as those that represent important risks, likewise analyzing the possible impact that this could cause within its environment, sustainable development models, and existing eco-designs.
6. Incorporate management and project management tools to promote proper management of resources, schedule and ICT tools available in the field of urban-architectural projects.

***Master in Project Design, Administration and Management with a Specialty in Innovation and Product*****General competencies:**

1. Provide knowledge to professionals in areas of innovative product design, i.e. any tangible or non-tangible element resulting from a project, with a strong presence of “design” in its development phases.
2. Teach in new or unfamiliar settings within broad contexts related to their area of study so that the student can apply the knowledge acquired, make judgments, decisions, and solve problems, in all phases of innovative product design, from development to subsequent analysis.
3. Provide the scientific research tools that allow the student to conduct research or produce creative work in an ethical manner; demonstrating mastery of the material and validating the formation of professionals with high social and ethical commitment and with an open vision to incorporate new development processes (design) of innovative projects.

**Specific competencies:**

At the end of the program, students will be capable of:

1. Define basic concepts in the field of innovation and product projects.
2. Design a preliminary project considering its basic aspects of an innovative project, from defining the problem to presenting the solution proposal, recognizing the necessary elements to define and specify the proposal for future management and realization.
3. Recognize and analyze the fundamental aspects of a project that offers an innovative service or product and strategically define the service to be provided, the required ergonomics and the functional aspects of the project.

4. Analyze the key aspects of managing a project with innovative contributions: stakeholder recognition, user requirements, managing teams and the basic issues that define its feasibility and viability, considering those aspects related to patenting and intellectual property rights.
5. Identify the elements that provide quality, safety and reliability to the project, as well as those that represent important risks, analyzing also the possible impact that this could cause in its environment, considering product design and manufacturing processes.
6. Incorporate basic project management and direction tools to favor a correct management of the resources, the calendar and the ICT tools available in the field of innovation and product projects.

## **Department of Environment and Sustainability**

### ***Master in Environmental Management and Audits***

#### **General competencies:**

1. Provide university graduates with environmental training in environmental management and audits to improve their competencies in the professional fields in which they work, or to channel their career expectations.
2. Provide advanced specialized and multidisciplinary education in new or unfamiliar settings within broad contexts so that the student can apply the knowledge acquired, formulate judgments, make decisions and solve problems, allowing the student to work in the field of consulting and research and forming multidisciplinary environmental professionals who contribute to the growth of new companies or, where appropriate, who wish to update and improve their understanding of the new business opportunities represented by the environmental variable.
3. Provide the tools for scientific research and facilitate the necessary integration of the environmental variable in the cultural and technological policy of the organization so that the student can conduct research or produce creative work, demonstrating mastery of the material and in an ethical manner.

#### **Specific competencies:**

Upon completion of this program, the student will be able to:

1. Define the concept of sustainable development within the political, social, economic, and environmental context of a country during its transition to a low-carbon economy, and evaluate the potential difficulties of applying the term into public policies.
2. Explain the relationships established between environmental conditions and the characteristics of species and interpret the mechanisms of exchange of matter and energy that occur in aquatic and terrestrial ecosystems that affect the population strategies of organisms, and how these can be affected by the effect of anthropic contamination.
3. Develop and evaluate global and local strategies in the integrated management of natural resources, water, waste, atmosphere, noise and soil, in the context of environmental education and law.
4. Develop a comprehensive model that brings together a series of variables (social, environmental, economic...) and define the necessary tools for its application using impact studies and life cycle analysis, as well as its instrumentalization in different ISO 14001, ISO 19011 and ISO 14067 standards.

5. Interpret the direct and indirect methods of monetary valuation of the environment and their relationship with the internalization of externalities.
6. Contrast the technologies currently applied for the production of heat and electricity from renewable energy sources (solar, wind, hydro...) and evaluate how the variability of designs is influenced by climatic and other parameters.
7. Identify the variables (social, economic and environmental, among others) of a climate assessment and relate them to government adaptation policies and existing mitigation technologies and models instrumented in application indicators within different sectors.

## **Department of Health Sciences**

### ***Master in Physical Activity: Sports Training and Management***

#### **General competencies:**

1. Offer instruction in physical activity, sports design and planning, and the management of sports centers, for professionals with a diploma and/or degree in physical education, teachers, health and sports science professionals, and all those who wish to enrich their professional careers with topics related to sports management.
2. Teach in new or unfamiliar settings within broad contexts with sufficient knowledge and resources that the learner can use to make judgments, decisions, and solve problems.
3. Provide the tools of scientific research that will enable the student to conduct research or produce creative work, demonstrating mastery of the material and in an ethical manner.

#### **Specific competencies:**

Upon completion of this program, the student will be able to:

1. Seek to obtain and process information applied to scientific methodology and procedures to communicate and transform it into knowledge, applying it to the solution of conflicts related to the framework of sports and sports management.
2. Analyze the main adaptations of the human body and apply biomechanic, physiology, psychology and social principles to the different fields of sport and nutrition, identifying inadequate practices that are a risk to health to prevent and correct them at different levels of action, age and population groups.
3. Identify the individual characteristics of the athlete that influence and determine their sports actions for the planning, programming, implementation, monitoring, quantification and evaluation of the training process and competitions in their different levels of action, periods of competition, age and population.
4. Analyze and resolve conflicts related to sports actions, as well as make informal decisions on the solution of individual professional tasks in collaboration with others.
5. Plan and implement strategies, and appropriately develop and evaluate the professional tasks related to the field of sports training and management, adopting the ethical and legal commitments and the conceptual framework and responsibilities required by the profession.
6. Use the analysis, interpret and apply information and communication technologies in the reflective knowledge of the practical solution of professional and academic tasks proposed in the sports field.

7. Identify the influence of nutrition and food as a tool to improve the performance of elite athletes.
8. Describe and explain the management of infrastructure and technical areas of a sports organization and the processes to improve them, identifying opportunities for information systems.
9. Train qualified managers and personnel with business and human relations skills to manage sports companies and institutions and to understand the sports market.
10. Acquire skills that enable continued training and learning in the field of sports.
11. Acquire and consolidate the initiative and entrepreneurial spirit to launch sports management projects.
12. Analyze and identify the different leadership styles, promoting the development of skills and attitudes to lead sports projects of collective professional development and transfer the progress experienced in the discipline to society.

### ***Master in Naturopathic Sciences***

#### **General competencies:**

1. Train professionals in the field of Naturopathy to contribute with relevance to the scientific development of the health arts and sciences, and a more productive and healthy society, able to educate and guide on the various aspects and modalities of Naturopathy, techniques, lifestyles and natural therapies that are in harmony with this practice and practice therapeutic methods.
2. Teach in new or unfamiliar naturopathic science settings and interact and participate with physicians and other health professionals in the interdisciplinary management of patient health, reflecting on their own teaching and professional development and thus apply knowledge to prescribe and recommend natural or whole foods and other natural products that do not require a medical prescription using good judgment, decision making and problem solving.
3. Provide the scientific research tools that allow the student to use the methodological processes for applied research in the field of naturopathic sciences.

#### **Specific competencies:**

1. Collaborate in the search for sustainable socio-health solutions with a positive impact on the greatest number of communities and individuals.
2. Design and manage innovative health services that influence people's quality of life.
3. Review and recommend scientifically supported modalities specific to the profession.
4. Analyze, evaluate and apply different natural health therapies in different physiological and pathological situations.
5. Review, analyze and apply the necessary knowledge of the practical skills required to develop their knowledge in the evaluation and therapeutic methods characteristic of the profession in harmony with the bylaws.
6. Analyze and rethink theoretical and practical aspects through workshops, seminars, symposiums, internships, etc.
7. Analyze, evaluate and design scientific research at a higher level.

## ADMISSION

The university adheres to the admissions philosophy and follows the process as described in the Admissions Policy below:

### ADMISSION POLICY

The International Iberoamerican University seeks to admit and engage an international student community by creating an inclusive learning environment that respects the diverse perspectives and life experiences of a multicultural community. The concept of a diverse student community should be understood as including diversity in other aspects such as socioeconomic status, country of origin and ethnicity, in addition to place of residence in different countries.

With a mission committed to service and embracing the diverse communities of our society, the International Iberoamerican University aspires to internationally contribute towards social, cultural and economic development in an intercultural setting under the principles of education for all and the universalization of knowledge, by means of a quality distance learning model.

UNIB affirms that its mission thrives when graduates are prepared to contribute as skilled professionals in a multicultural and global community. As such, it is our duty to provide students with access to a diverse learning community in which they become exposed to its values, perspectives and priorities. Therefore, the University seeks to employ admissions policies and practices that encourage access to a diverse community of students.

In addition to having interest in a particular program, the candidate's professional focus and work experience are also taken into consideration for admission, since our applicants are generally professionals who already boast a work history and are seeking to broaden their knowledge and develop new skills with the prospect of growing professionally and improving their wage benefits.

The following documents are required for admission to the International Iberoamerican University, all of which are subject to verification and validation without violating the privacy of the applicant's information, provided that there is no adulteration of data or information. The University reserves the right to verify and validate the information.

### ADMISSION REQUIREMENTS

#### Master's Programs

- Hold a degree equivalent to a baccalaureate according to Puerto Rico and the United States, such as: bachelor's degree, undergraduate degree, or university degree.
- Understand the language in which the program is taught. Provide certification of the degree of proficiency and command of the language if necessary. Proof of language proficiency must be submitted when required for the FPMELE and FPMTFL programs.

The university will receive admission applications throughout the year. Enrollment will be open during the calendar year (January to December), but certain programs will be consolidated to start in designated periods.

## Doctoral Programs

- Hold a degree equivalent to a master's degree as defined in Puerto Rico and the United States, such as a máster, masterado, magister or maestro in a foreign country.

## Admission requirements by specific program

PROGRAMS	ADMISSION REQUIREMENTS
Master in Teaching Spanish as a Foreign Language	<ul style="list-style-type: none"> <li>• Have graduated from an accredited or recognized university in any country with a Bachelor's degree or equivalent.</li> </ul> <p>Language requirements:</p> <ul style="list-style-type: none"> <li>• Non-Spanish speakers must demonstrate a sufficient command of Spanish as an academic language to be admitted to the program. This proficiency is recognized for those who can prove that they have completed a university degree related to the area in the Spanish language. However, this recognition is not automatic and is granted after careful study of the documentation provided by the applicant.</li> <li>• If the applicant does not hold such a degree, he/she must demonstrate sufficient command of the language by presenting documents such as the "Diploma Superior de Español como Lengua Extranjera" from the Instituto Cervantes or other similar institutions.</li> <li>• If the applicant does not hold any type of certificate that accredits his/her language level or the university degree he/she holds is not the proper one, the applicant must take an entrance exam to be admitted to the program.</li> </ul>
Master in Teaching English as a Foreign Language	<p>Have graduated from an accredited or recognized university in any country with a Bachelor's degree or equivalent.</p> <p>Academic requirements BA Honours (4 years of University studies) in a field relating to Educational Studies, Languages or Social Sciences. Degrees in other areas will also be considered for admission on the MA programme prior to completion of the entry exam. If the candidate has ample experience in the TEFL field and holds an Ordinary degree (3-year degree), he/she may be admitted onto the MA course prior to individual evaluation by the Admissions Director.</p> <p>Teaching experience For all the courses in TEFL (Master, Diploma, Certificates) a minimum of one year's teaching experience in ELT at any type of institution or in private tuition, is recommended. For the Certificates, if the candidate has no previous teaching experience, he/she may be asked to do an entrance exam before being admitted onto the course.</p> <p>Linguistic requirements All candidates who are non-native speakers of English will have to provide evidence of having passed one of the following exams:</p> <p>Cambridge:</p> <ul style="list-style-type: none"> <li>• Cambridge FCE (First Certificate) - grade A. (Grade B or C requires the entrance exam to be taken)</li> <li>• Cambridge CAE (Advanced) or CPE (Proficiency) - any pass grade.</li> </ul> <p>TOEFL: There are 3 versions of this exam:</p> <ul style="list-style-type: none"> <li>• Paper-based test (PBT) is out of a total 677 points, a minimum of 550 points is required.</li> <li>• Computer-based test (CBT) is out of a total 300 points, a minimum of 230 points is required.</li> </ul> <p>Internet-based test (iBT) is out of a total 120 points, a minimum of 79 is required.</p> <p>Michigan Test: ECEP (Examination for the Certification of Proficiency in English) - a pass. The Michigan ECCE (Examination for the Certification of Competency in English) is not accepted since the level is too low. If the candidate does not have any of the above-mentioned certificates, and if he/she is not a native English speaker, then he/she will have to sit the entrance exam. English certificates from any other language schools will generally not be accepted, but may still be submitted for evaluation by the teachers on the course. If no consensus is reached regarding the qualification, the candidate will have to sit the entrance exam. Anyway, having English as an L1 doesn't presuppose that a student has the linguistic level that this Masters demands. So, as a last resort, the company's management team of this programme can demand that the candidates pass a test that proves that they possess the level required.</p>

PROGRAMS	ADMISSION REQUIREMENTS
Master in Naturopathic Sciences	<ul style="list-style-type: none"> <li>• Have graduated from an accredited or recognized university in any country with a Bachelor's degree or equivalent.</li> </ul> <p>Requirements:</p> <ul style="list-style-type: none"> <li>• Understand the language in which the program is taught. If necessary, provide supporting documentation or take the corresponding proficiency test.</li> <li>• Students from Puerto Rico must complete 90 credits in general university studies and basic natural sciences. This should include the following subjects: general biology, general chemistry and general physics.</li> </ul>

## DOCUMENTS TO SUBMIT

### For master's degree programs:

#### Studies carried out abroad:

- Registration Application.
- Apostilled photocopy of the degree certificate (undergraduate/bachelor's degree).
- Apostilled photocopy of the official transcript of credits of the undergraduate degree.
- Passport:
  - Residents of the United States or Puerto Rico: photocopy of valid passport, or photocopy of driver's license.
  - Foreign residents: notarized photocopy of a valid passport, page in which the document holder's information is printed.

#### Studies conducted in the United States or Puerto Rico:

- Registration Application.
- Photocopy of bachelor's degree diploma.
- Official transcript of credits of the bachelor's degree.
- Passport:
  - Residents of the United States or Puerto Rico: photocopy of valid passport, or photocopy of driver's license.
  - Foreign residents: notarized photocopy of a valid passport, page in which the document holder's information is printed.

### For Doctoral studies:

#### Studies carried out abroad:

- Registration Application.
- Apostilled photocopy of the degree certificate (undergraduate/bachelor's degree).
- Apostilled photocopy of the official transcript of credits of the undergraduate degree.
- Apostilled photocopy of the Master's degree.
- Apostilled photocopy of the official transcript of credits of the Master's degree.

- Passport:
  - Residents of the United States or Puerto Rico: photocopy of valid passport, or photocopy of driver's license.
  - Foreign residents: notarized photocopy of a valid passport, page in which the document holder's information is printed.

**Studies conducted in Puerto Rico or the United States:**

- Application for registration.
- Simple photocopy of high school diploma.
- Official transcript of high school diploma credits.
- Simple photocopy of the master's degree.
- Official Master's Degree Transcript of Credits.
- Passport:
  - Residents of the United States or Puerto Rico: simple photocopy of valid passport or, in its place, photocopy of driver's license.
  - Residents abroad: notarized photocopy of the valid passport, page in which the data of the holder of the document is printed.

**NOTE**

Documents submitted from abroad are subject to review by the university, which may require explanations to confirm their relevance and legitimacy.

On the other hand, the candidate may apply for admission with provisional documents. Their approval will be subject to the Dean of Student Affairs.

**ADMISSION PROCESS**

**Diffusion**

In response to the advertising efforts by the university through various media on the Internet, as well as orientations in various activities such as educational fairs, conventions, lectures, among others, the interested party sends an information request through the university's website.

**Information Request**

Upon receiving a request for information, candidates are automatically provided via email with all the necessary information for them to make a decision. This includes mode of study, program sequence of interest, admission requirements and documents, program costs and financial aid. Individualized orientations are offered to candidates who contact or visit the university facilities directly.

**Admission**

Once the applicant has received complete and clear information and chooses the university as the institution to complete his/her graduate studies, the admissions process begins.



The admission process begins with the Admission Application, ensuring that the applicant meets the requirements established by the university according to the academic program.

### **Process Review**

The admission process may be updated or revised. The Dean of Student Affairs may request the inclusion of new requirements or the removal of existing ones.

## **DESCRIPTION OF EQUIPMENT REQUIRED FOR DISTANCE LEARNING COURSES**

For distance programs, it is necessary for the student to have a computer with the following software, hardware and infrastructure for the current virtual campus configuration of the university:

### **Equipment**

- Mid-range or higher computer. As of the date of this writing, Intel Core I3 or similar.
- Monitor.
- Webcam and audio system. The Program requires videoconferences and supervised examinations using these devices.

### **Infrastructure**

- Continuous Internet connection for at least 2 hours a day.

### **Software**

The following are the programs to be installed (includes the recommended configuration):

- Operating system (in its most current versions):
  - Mac OS X
  - GNU/Linux - Ubuntu or Linux Mint distribution
- Web browser (in its most current versions)
  - Mozilla Firefox
  - Google Chrome
  - Microsoft Edge
  - Safari

### **Notes:**

- \* It is recommended to always have the most current version of these browsers.
- \* All browsers must have JavaScript™ enabled.
- \* To use Chats and Whiteboard, Java™ must be enabled.
- \* To use *ticket-based* authentication you must allow access, read or work with *cookies*.

- \* All the technical characteristics provided may vary to improve the quality of the services provided to the student. Any changes will be reported and will not affect current students.
- \* These specifications do not preclude the student from accessing a program nor are they a requirement since the computer services offered by the University are accessible by many computers available at public or hourly computer rental sites. However, these are the characteristics that enable efficient performance and an optimal use of the pedagogical resources available in the virtual campuses. It is recommended to always have access to a computer.

## ACCEPTANCE AND TRANSFER OF CREDITS

The university carries out the recognition process of previous studies following the guidelines and criteria of the *Credit Transfer Policy* below:

### CREDIT TRANSFER POLICY

The university evaluates the recognition of content only between studies at the same graduate level. Validation takes place when the content of a subject is completely equivalent to the content of a subject in the curriculum of UNiB's programs. Legalized or original documentation is required for the evaluation to be carried out.

### COURSE VALIDATION POLICY BY TRANSFER

- A transfer student is a student who has passed courses with a grade of A or B in an official institution in Puerto Rico or abroad.
- Students applying for transfer must meet all admission requirements.
- It is the student's responsibility to present the university catalog listing the studied subjects.
- Courses that were taken more than ten years ago will not be validated.
- The courses must have the same or more credits with a description equivalent to the UNiB course description. Those courses whose number of credits is less than the number of credits at UNiB will be carefully evaluated by the academic dean considering the particular academic circumstances of the student submitting the application.
- Courses with a grade of Satisfactory (S) or Pass (P) or its equivalent will not be validated.
- Courses will not be validated from work experience.
- If the student has taken courses at more than one academic institution, each transcript will be evaluated independently.
- Up to 50% of the master's or doctoral credits taken at another institution may be validated.
- Only courses at the same academic level will be validated.
- Credits that are validated are permanently included in the student's transcript, but are not used to calculate the student's grade point average.
- The university reserves the right to validate courses under conditions it deems exceptional.

## STATEMENT OF ACCEPTANCE OF TRANSFER OF RECEIVABLES

The institution receiving the transfer of credits must determine the acceptance of the credits.

## FINANCIAL INFORMATION

### COST AND COST POLICIES

COST	
Description (The university understands by costs the set of costs associated with the student's enrollment and progress in academic life, the payment of which grants the student rights and obligations).	Total Program Cost
Cost for the master and doctoral degrees	<b>Doctorates \$18,800.00</b> <b>Master's Degree \$10,500.00</b>
Scholarship	<b>*Subject to income and need</b>
Total program fee to be paid by the student	<b>*Subject to % awarded of scholarship</b>
Administrative services fee	<b>35.00 (in each payment)</b>
Number of monthly payments for administrative charges	<b>*Subject to payment agreement</b>
Admission fee (payable at the time of applying for admission)	<b>\$50.00</b>
Tuition fee	<b>\$450.00</b>
Grand total	<b>*Subject to % awarded of scholarship</b>
OTHER POSITIONS	
Diploma and Transcript of Credits. The cost includes legalization with Hague apostille for both documents, as well as shipping by certified mail	<b>\$600.00</b>

### IN RELATION TO COSTS

- The quoted costs in the table are the same for any student resident or non-resident in Puerto Rico. However, the final price of the program varies according to the awarded amount for the scholarship.
- The university reserves the right to make changes to all costs involving the tuition. These costs will be informed to applicants and students through their preferred means and will not affect students who have already begun their studies nor interrupted them.
- A student who requests or is affected by an interruption of their studies for any reason, including non-payment, (partial withdrawal), but not limited to this, will not be able to continue using the Virtual Campus or the virtual pedagogical resources, or any infrastructure of the university for the duration of their partial withdrawal.
- Other charges for specific or special concepts will be informed 30 days in advance.
- The cost of textbooks is included in the total cost of the program.

- Collections will always be made in advance, or on the same day of the beginning of a process, or as indicated on the date stipulated in the Payment Plan.
- Since the cost is for the entire program and not per credit, there is no discount for validated subjects.

## **CANCELLATION POLICY**

A student may cancel their enrollment after requesting a total withdrawal from the program. To do so, the student must communicate their decision by means of a letter that can be sent by email or postal mail to the Student Affairs office.

Students who explicitly state their decision to withdraw from the program and disengage from the university because of perceived deception, fraud, falsehood or similar circumstances by the institution, officials or professors, are permanently withdrawn without the option of reinstatement, readmission or return, since it is understood that their decision is final.

## **REFUND POLICY**

The International Iberoamerican University (UNiB) will proceed in the following manner with reimbursement requests.

- 100% of the program cost (excluding tuition) when full withdrawal is requested prior to the start of the program.
- 75% of the program cost (excluding tuition) when full withdrawal is requested during the first week of starting the program.
- 50% of the credit costs (excluding tuition) when full withdrawal is requested during the second week of starting the program.

All refunds will be made within 30 days of request.

The denial of recognition or homologation of the degree granted by UNiB by foreign authorities outside Puerto Rico and/or the United States, is not cause for reimbursement of the amount paid for the studies.

## FINANCIAL ASSISTANCE

### SCHOLARSHIP POLICY

#### **Purpose**

In addition to affordable tuition fees, UNiB offers a generous scholarship program aimed at low-income professional graduate candidates to facilitate their access to specialized master's or doctoral education.

#### **Eligibility**

After evaluating the documentation provided by the applicant, the scholarship is awarded by the admissions area based on a combination of demonstrated financial need and the availability of institutional funds. Scholarships are also available for students with documented special circumstances.

The UNiB scholarship is a financial benefit granted by the university that does not require the student to pay back any of the aid they receive in the future.

#### **Request**

The interested party must provide the following documentation:

- Application Form
- Employment certification detailing the company or firm the applicant works for, the role they perform and the estimated monthly income or salary.
- Applicants without an employment contract must provide a sworn and legalized sworn statement of monthly income and expenses.
- Copy of a bachelor's degree diploma for master's degree candidates and copy of a master's degree for doctoral candidates.
- Cover letter stating your personal and professional circumstances.

Only the applicant's individual circumstances are taken into account when awarding the scholarship, not those of the applicant's family, parents, spouses or children.

#### **Scholarship value**

UNiB Scholarships are awarded by the Dean of Administration and Finance under a criterion based on annual per capita income and the cost of living in each country.

#### **NOTE**

All students must pay the tuition and program fees after the scholarship. As well as subsequent costs for extended study time and graduation fees.

## ON ACADEMIC LIFE

Academic life spans from the official date of enrollment in the university to the date upon completion of studies and fulfillment of the requirements for graduation.

### When starting academic life:

- The student will provide all the required documentation and sign the necessary documents to complete the enrollment.
- A student enters the program of studies once they meet the admission requirements.
- The student takes the subjects according to the study program. They will have access to the Campus and will receive printed study materials as they progress through the program.
- Through the virtual environment (virtual campus) the student has access to information about the program of studies and the corresponding calendar.
- The student is at all times considered an active student, except when events occur that lead to "withdrawn" or "terminated" status.
- In the event that the curriculum is modified, the university agrees to maintain in force the curriculum established at the time of enrollment, up to two years later calculated with respect to the start date of the program.
- All students entering the program for the first time must successfully complete the required participatory activities for distance studies.
- Every student will have information about the professors involved in the program of studies they are taking.

## COMPLETION OF STUDIES

### COMPLETION AND GRADUATION POLICY

All students must comply with the degree requirements and the academic, financial and administrative demands of the university:

#### Academic:

- Pass all subjects of the program's syllabus.
- Approve the final master's degree project with all the tasks involved in its progress, including the oral defense. In the case of doctorate, passing all the subjects, the research phases, the written thesis and the dissertation with favorable reports by the panel.
- Having no accusations of copying, usurpation or plagiarism in the final master's project or doctoral thesis, nor reasonable doubt about the mechanisms followed for the approval of the subjects, Final Project, Thesis and Dissertation.
- The transcript must be in finalized status.

**Financial:**

- Be in good standing with the payment of fees or value of the program.
- Have no financial debts with the university.
- Have paid the graduation fee.

**Administrative:**

- Comply with the conditions of substance (concerning the elements that represent the content) and form (of presentation) of the academic documents that evidence the required previous studies, as well as the personal identity documents.

## FACULTY AVAILABILITY

Although faculty members are available through the Virtual Campus 24 hours a day, 7 days a week, there are times of the year when they go on academic recess. The professor will notify the students about this recess or vacation period through the Virtual Campus and email.

## ONLINE COMMUNICATION PLATFORMS

The PANAL is the communication channel between the student and UNiB. It contains the following tools:

**Profile:** refers to the student's personal and contact information. It is the student's responsibility to keep their information up-to-date which can be managed independently through the "Edit profile" button.

- **Admissions Department.** Inquiries/requests should be submitted here regarding:
  - Information request about new programs, lectures or conferences.
- **Dean of Student Affairs.** Inquiries/requests should be submitted here regarding:
  - Processing certificates and degrees.
  - Request for a leave of absence (postponement of studies) and reinstatements.
  - Request for extensions of academic time.
  - Incidents in the shipment of printed material (volumes).
- **Technical Support Department.** Inquiries/requests should be submitted here regarding:
  - Error when accessing the virtual environment.
  - Suggestions regarding the campus and PANAL.
- **Dean of Administration and Finance.** Inquiries/requests should be submitted here regarding:
  - Changes or modifications in financial information (Credit or debit card details, bank account numbers).
  - Request for invoices/receipts.

# LIBRARY SERVICE

## ABOUT THE LIBRARY

### Location / Access / Population

UNiB Virtual Campus. Internet access is for the exclusive use of the Academic Community and is designed to offer 24/7 service.

The Library has a professional staff with great pedagogical experience, knowledge, skills and abilities in information management and technology to train its students and professors with curricular and scientific support. They also possess technological, social, linguistic (English and Spanish) and multidisciplinary skills.

## UNiB LIBRARY PHILOSOPHY

Our Library's philosophy is to support, promote and contribute through its information and knowledge services to the "Open Access" movement. For this reason, we combine and make use of the infinite number of existing projects on the web, available in full text with no restrictions and free dissemination. To reach its maximum expression of development, we believe that scientific knowledge must be disseminated through traditional and non-traditional tools and formats that enable universal accessibility, free of charge and for the benefit of humanity.

Likewise, to expand its information search and management services, UNiB has subscribed to the full-text bibliographic information databases, electronic books and discovery service of the EBSCO Information Services.

The Virtual Library of the International Iberoamerican University is an academic website whose function will be to become the best virtual space for information services and academic research that promotes international academic teaching and learning, contributing to the achievement of the institutional and academic objectives of our university through:

1. To offer excellence and quality in all Library services.
2. To arrange, maintain and develop current and relevant electronic collections for the academic programs.
3. To create a community of teaching, learning, research and academic and scientific innovation.
4. To offer, by means of Internet and various electronic media, information services of excellence to the academic community it serves, without limitations on time or space.
5. To facilitate access to updated, scientific, multisectoral, and fee-based sources of information to meet the needs of our students and support teaching.
6. Preserve, organize and transmit knowledge for future generations.
7. To train its users in the skills of searching, handling and effective use of information.



## OBJECTIVES

### General Objective

- To develop an articulated digital bibliographic service model that can be applied and used in various programs of study related to the Virtual Campus for online teaching.

### Specific objectives.

- Develop a tutorial module to manage and use the entire bibliographic service.
- Design an online library with the current means of virtual support and a real prospect of its potential as a support for learning and part of the learning itself.
- Analyze the digital development of the basic bibliography of each subject and provide digital equivalents.
- Locate free “generic” sources of information that can replace paid firms.
- Classify useful and evaluated information on sites where they can access for digital acquisition of books and magazines.
- Establish agreements with on-site and virtual libraries.
- Create a library catalog and document collection that provides autonomous access based on an articulated structuring of the information.

## LIBRARIAN

- This person is responsible for monitoring the information management of the Virtual Library.
- It works with information, which is the vital resource, raw material that is the support resource in the management of students' knowledge.
- Availability through the Virtual Campus 24-7.
- It is adapted to new technologies to meet the requirements of modern society.

## BASIC LIBRARY AREAS AND SERVICES

### Ask the librarian

This area offers the services known as virtual reference where you interact synchronously or asynchronously with the librarian for consultations. Web forms, FAQ area, e-mail, chat or videoconference are used for this purpose when necessary and by mutual agreement.

### The electronic catalog

The virtual library is an electronic platform that tries to reproduce and improve the behavior of a Center for Geographic Studies, with all the relevant services of administration, classrooms, meeting places, offices and the library itself. This is not intended to replace a face-to-face teaching-learning system with a completely online system, but there can be different phases and models, from

completely face-to-face, passing through mixed systems where each component (face-to-face/online) has a different specific weight, to completely online offerings.

The aim is to reproduce all the interactions necessary to achieve a successful teaching-learning process in this new virtual campus environment. This provides an unbeatable opportunity to not limit learning to simply mimic the objectives and results of face-to-face teaching and learning, but to opt for achieving more efficient goals and fruitful educational innovations.

The university through its online services by means of a Virtual Campus will facilitate access to an online Library and will provide free access to its digital archive for any student.

Performance of the IT support is directly related to the number of users it serves, in this case it supports a total of 8,000 students. The online library has its documentary collection in several types of access classified in various sites to facilitate its availability, such as:

- Notes by subject;
- Campus news highlights;
- Supplementary material by subject; and,
- Material transversal to a program.

The type of documentation contained is:

- Commented news;
- Theses defended;
- Links to sites of interest;
- Links to documents of interest; and,
- Discussion forums.

All online material is free to use and disseminate and can be accessed and downloaded by active students.

The Virtual Campus offers an information search system which, in addition to searching for information in the sites and documents referred to, searches the entire Virtual Campus, including forums, chats and messages.

### **Subject literature**

Area where different types of literature pertinent to each program and selected by the faculty or librarian are collected and stored.

### **Scientific journals**

Collection of links or services (open access or paid) of multidisciplinary or thematic professional journals.

## Search engines and library portals

Area where links to Internet search services and web directories of recognized libraries are located.

## Theses and dissertations

Collection of links and services in which theses, dissertations and multidisciplinary or thematic research papers are stored.

## Electronic consultation

Collection of documents, Internet links, electronic books and general or thematic audiovisual materials for reference use by the community.

## User training

Services organized to train our users in the use of database services, search for scientific journals, documents, theses, style manuals, among other resources as support tools for research. In addition to training in information management skills (search, selection, analysis, organization of information). Various forms of training are used (information sheets, presentations or audiovisual resources).

## EBSCO Databases

Description of resources offered:

- **Academic Search Complete**

*Academic Search Complete* is the most comprehensive and useful multidisciplinary full-text database of its kind. It includes more than 9,100 full-text journal titles and about 7,900 refereed publications and also provides indexes and abstracts for more than 13,690 periodicals and miscellaneous publications, including monographs, reports and conferences. The database features PDF content dating back to 1887 It includes information in the areas of: Basic Sciences, Engineering, Architecture and Technology, Agricultural and Marine Sciences, Education, Social Sciences, Humanities and more.

- **Business Source Complete**

*Business Source Complete* contains the premier collection of full text and bibliographic records of the most prestigious and widely used academic journals in the fields of economics and management.

This database includes full text for more than 3,850 journals of which 2,006 are refereed. This database also includes full text for 917 books, 2,530 market research reports and 1,446 country economic performance reports, among others.

- **Education Source**

A great resource for the study of education, this bibliographic and full-text database covers scientific research and information to meet the educational needs of students, professionals, and policy makers. Education Source was developed from a merger between EBSCO and H.W. Wilson databases, and includes many unique sources that were not previously available. This

information source offers the world's largest and most comprehensive collection of full-text educational publications, covering a wide range of international journals, monographs, yearbooks and more. It offers bibliographic records for thousands of publications and full text for more than 1,800 journal titles, more than 550 books and monographs, and hundreds of conference reports.

- **Source Premier Academy**

It is a multidisciplinary database with information from prestigious periodicals produced in Spanish. It is a highly relevant and pertinent academic collection that provides information in all areas of knowledge, namely, social sciences, humanities, education, computer science, engineering, linguistics, arts and literature, medical sciences, ethnic studies and law.

The more than 850 periodicals and 30 full-text books included in *Fuente Académica* are produced by the publishers of the most prestigious universities and research centers in the Spanish-speaking world and represent the results of the most important research efforts in the region. Other prestigious periodicals include: *Yearbook of International Law* (University of Navarra), *APORTES: Revista de Mexicana de Estudios Sobre la Cuenca del Pacífico* (University of Colima), *Boletín del CEMLA* (Centro de Estudios Monetarios Latinoamericanos), *Ciencia Veterinaria* (University of La Pampa), *Comunicación y Sociedad* (University of Guadalajara), *Cuadernos de Literatura* (Pontifical Javeriana University-Colombia), *Revista de Ciencias Sociales* (FLACSO), *Perspectivas en Política, Economía y Gestión* (University of Chile), *Problemas del Desarrollo: Revista Latinoamericana de Economía* (Autonomous University of Mexico), *Psyche* (Pontifical Catholic University of Chile), *Revista de Contabilidade e Finanças* (Universidade São Paulo), *Revista Internacional de Seguridad Social* (Blackwell Publishing), *CEPAL Review* (United Nations Publications), among others.

- **GreenFile**

*GreenFILE* provides information from reliable research on all aspects of human impact on the environment. It features a collection of titles from academic, government and general interest sources on global warming, green building, pollution, sustainable agriculture, renewable energy, recycling and many more. This database provides index and abstracts for more than 384,000 records, as well as full-text Open Access for more than 4,700 records.

- **Library Information Science & Technology Abstracts**

(LISTA) indexes more than 560 core publications, approximately 50 priority publications and about 125 selected publications, in addition to books, research reports and papers. Subject coverage includes library science, classification, cataloging, bibliometrics, online information gathering, information management, etc. Database coverage goes back to the mid-1960s.

## **INSTITUTIONAL STANDARDS**

### **ACADEMIC PROGRESS STANDARD**

Contains criteria and establishes guidelines for student academic achievement.

Details of the policy are presented in the *Student Manual*.

### **ACADEMIC PERFORMANCE STANDARD**

Provides guidelines on the set of factors associated with performance during studies, which have an impact on the results obtained, such as: attendance, interaction and participation in class, academic performance and honesty.

Details of the policy are presented in the *Student Manual*.

### **ONLINE BEHAVIOR STANDARD AND DISCIPLINE**

Regulates the acts and conducts of the student during their studies, determines those behaviors considered a fault against the institutional order and establishes the corresponding sanctions.

Details of the policy are presented in the *Student Manual*.

### **STANDARDS OF CONDUCT**

Refers to the code of conduct to be followed by the student during their academic life.

Details of the policy are presented in the *Student Manual*.

### **COMPLETION AND GRADUATION POLICY**

Contains the academic and administrative criteria for the completion of studies and obtaining the academic degree.

Details of the policy are presented in the *Student Manual*.

## **INSTITUTIONAL POLICIES AND PROCEDURES**

### **CONFIDENTIALITY POLICY TO PROTECT INFORMATION CONTAINED IN EDUCATION RECORDS (FERPA ACT)**

The University complies with the provisions of the Buckley Amendment (*Family Educational Rights and Privacy Act of 1974, as amended*). This federal law protects the privacy of student education records and establishes the right of students to inspect and review those records. It also provides guidelines for correcting the accuracy of information through informal and formal hearings. Students have the right to file a complaint if they wish to "The Family Educational Rights and Privacy Act Office, Department of Health, Education and Welfare, 330 Independence Ave. Washington, D.C. 20201", in connection with alleged breaches of the Act by the university.

Through the Student ID, the university enables the student to have access to the information that the university handles about him or her. In case of amendment, the student will request the change through the PANAL.

### **PROCEDURES AND MEASURES TO LIMIT ACCESS TO STUDENT RECORDS**

Student documentation is stored in a computer system, and is also archived and physically kept in special rooms by the Dean of Student Affairs. The Dean has the access key to these facilities, which are accessible with a digital lock and electronic key. The password will be changed every six (6) months by the Dean of Administration and Finance.

The physical space of the computer facilities and physical documentation is fireproof and at a safe temperature to preserve the physical and digital documentation.

### **PROTECTION AND CONFIDENTIALITY OF CREDIT TRANSCRIPTS**

The Registrar's Office is responsible for the custody and maintenance of all official student transcripts, as well as for delivering them and certifying that the student has met the requirements for graduation.

The data related to the student's academic record, such as enrollment data, subjects passed, withdrawals, credit transcripts, are kept in the database from the moment the student is admitted to the Institution until the awarding of the degree obtained.

The Registrar's Office records all academic elements of students, such as enrollment, subjects passed, withdrawals, academic program, credit transcripts and academic progress, among others. The Registrar's Office digitizes each transcript in order to preserve all student information.

### **PROCEDURES AND MEASURES TO PROTECT ACADEMIC RECORDS AGAINST FIRE, FLOOD AND OTHER CATASTROPHES**

Academic and digital backup records are safeguarded in anti-flooding, anti-fire and anti-shock cabinets.

## **POLICY ON UNAUTHORIZED ACCESS TO SERVERS**

The university's servers are considered an asset repository. Their security is therefore complete including access control to the premises where they are located, hardware and software manipulation, and monitoring of the activities of the personnel assigned to their management, operation and/or maintenance tasks.

The university's servers are located in restricted access sites and only the Technology Director is allowed to access them. This address has the access key to these facilities, which are accessible with a digital lock and electronic key. The password will be changed every six (6) months by the Dean of Administration and Finance.

Unauthorized access by a student to the servers is considered a serious infraction and may lead to expulsion and/or a lawsuit by the university against the student, depending on the student's actions.

If a person outside the university gains unauthorized access, the university may sue.

Any member of the university community, employee, client or user, who without authorization accesses, uses, destroys, destroys, alters, dismantles or deconfigures the information technologies of the university, its properties or third parties, threatens access and information and attempts against the security to create intellectual products, causing damage to the institutional order. Such conduct will be punishable by disciplinary action in accordance with university regulations, as well as other appropriate legal actions.

The university considers unacceptable, unethical and cause for disciplinary action including non-reassignment, expulsion, dismissal or any other legal action, any activity that violates the copyrights or patent protection and authorizations, as well as registered agreements and other contracts of the university or third parties. The institution will sanction any person who interferes with the intended use of information resources, attempts to obtain or obtains unauthorized access to these resources, or who without authorization attempts to, destroys, alters, dismantles, deconfigures, impedes the right to access, or otherwise interferes with the integrity of computerized information or information resources.

Reading this institutional policy is mandatory for users of the information system at the time of being granted access to it. Implementation of this policy will be the responsibility of each academic department or administrative directorate in coordination with the Dean of Administration and Finance.

## **USE AND DISCLOSURE OF SOCIAL SECURITY NUMBER**

UNiB fully complies with the laws that protect the privacy of social security numbers. Any employee who discloses the social security number of other employees, students or any other person who has a contractual relationship with the Institution will be immediately terminated and legal action may be taken against the employee. UNiB complies with Law No. 186 of September 1, 2006, which prohibits the use of the Social Security number as routine identification in public and private educational institutions from elementary to postgraduate level under penalty of administrative fines by the Board of Postsecondary Institutions (JIP).

In compliance with Law No. 111 of September 7, 2005, "Citizen Information on the Security of Information Banks Act", in case there is a security breach or unauthorized access to documents containing the social security number, the affected person will be immediately notified by mail, email or public service to obtain more information. The Department of Consumer Affairs (DACO) will also be notified within 10 days.

In accordance with Law No. 207 of September 27, 2006, an act to prohibit all employers of private companies and public corporations from using the Social Security Number of employees as a means of identification, UNiB does not use the Social Security Number for the identification of its employees or for its students.

## **PLAN TO FACILITATE ACCESS TO INSTITUTIONAL FACILITIES AND ACTIVITIES FOR STUDENTS WITH DISABILITIES (ADA ACT)**

Although the university will offer all its courses in the non-classroom modality, the physical facilities have the minimum requirements necessary to facilitate access to students with physical disabilities. In addition, deaf students will be able to use translator services through [www.globalvrs.com](http://www.globalvrs.com), from *American Sign Language*, where they can receive services in Spanish or English. This complies with the rules of the *American Disability Act* of July 26, 1990, as amended with changes and put into effect on January 1, 2009.

Students with special needs may contact the Dean of Student Affairs, who will refer the case to the Professional Counselor as appropriate.

## **RIGHTS OF MILITARY STUDENTS**

UNiB complies with Law. No. 109 of April 11, 2003, which regulates the contractual relations between military students of post-secondary education in the Commonwealth of Puerto Rico and institutions of higher education. We recognize and respect the fundamental civil rights recognized in this law.

Any student who has been activated by the Armed Forces of the United States or by the Puerto Rico National Guard must notify and present evidence to UNiB of such activation and will immediately be granted an extension until the student reports that such activation has been completed. UNiB will notify the professors of those classes the student is currently active in, and will remain inactive until their return. To the extent possible,

UNiB will try to have the same professor offer the course to the student. If this is not the case, however, the necessary measures will be taken so that the student is affected as little as possible.

## **DISTANCE EDUCATION POLICY**

The purpose of this policy is to establish the framework for distance education at the International Iberoamerican University in compliance with the regulations of the Board of Postsecondary Institutions (JIP) and the Middle State Commission on Higher Education (MSCHE). By offering all of its programs at a distance, UNiB adapts to the current times while dismantling borders and expanding educational opportunities for professionals through internationalization, diversity and interculturality.



The Distance Education Policy includes a set of aspects that define UNiB's educational model. It also specifies the overall mechanisms for student identity control during the program and the specific mechanisms for taking exams/tests (PROCTOR System).

Details of the policy are presented in the *Student Manual*.

## **INSTITUTION CREDIT-HOUR POLICY**

- The hours/credit policy establishes the distribution of time dedicated to study according to the number of credits for a subject.
- The number of credits attributed to each subject is directly related to the estimated time that the student must dedicate to developing the competencies, acquiring the knowledge and achieving the results of learning defined for the subject by completing the learning activities planned for said purpose.
- Based on the standard that establishes that 1 credit is equivalent to 45 hours of study in the subject, of which 15 hours correspond to contact hours (hours of directed and supervised activities) and 30 hours to independent hours (hours of autonomous work by the student), the distribution of work time is defined according to the type of activities included for both types (contact hours and independent hours).

Details of the policy are presented in the *Faculty Manual*.

## **ACADEMIC GRADING POLICY**

The academic grading policy establishes the grading scale used in the institution, and the criteria applied for the equivalences from other grading systems. It specifies the types of evaluation tests and the manners in which the institution ensures that grades are awarded in a fair and consistent manner. It also describes the procedures for appealing or challenging a grade.

Details of the policy are presented in the *Student Manual*.

## **BULLYING AND CYBERBULLYING POLICY**

In compliance with Law 104 of 2016, the Harassment and Intimidation or bullying Law, also known as the Alexander Law, and cyberbullying, UNiB establishes the following methods of prevention and action against this practice. The International Iberoamerican University supports the emerging legislation to safeguard the academic environment as one free of emotional and physical violence.

## **POLICIES FOR MAINTAINING ACADEMIC OFFERINGS AND COMMITMENT TO CONTINUITY OF STUDIES IN THE EVENT OF INSTITUTIONAL CLOSURE (*TEACH-OUT*)**

### **POLICY FOR MAINTAINING THE ACADEMIC OFFER**

The university certifies that all programs offered have been the result of studies of social needs and scientific-professional demand, for which reason the offer of studies is pertinent and adequate and will be maintained as long as those needs and/or demand exist, which are expected to be no less than five years in order to reach a mass of graduates who can apply their knowledge.

The university assures all its students of the following:

- provide a solution to each incident as far as possible;
- update the contents every two years or whenever necessary;
- update (if necessary) the sequence of the study program on an annual basis;
- update (if necessary) the studies program;
- update methodologies on a discretionary basis based on student success levels.

Changes will not affect active students at the time changes are enacted, and will be regulated in the rules of their academic life by maintaining their program of studies for two years.

### **COMMITMENT OF CONTINUITY OF STUDIES IN CASE OF INSTITUTIONAL CLOSURE**

In the event that the university ceases its activities, the university undertakes to bring all active students to the end of their studies under the terms of their contract (Enrollment Agreement).

The university:

- Set up a student service office for a period of one year to attend any request.
- Maintain a list of active students by program to contain the following information: name, ID (passport or driver's license number), login, estimated date of completion, student's academic and financial status.
- Continue to offer the programs through the Virtual Campus until the student completes their studies, at no additional cost.
- Apply the cancellation and refund rules contained in the Enrollment Agreement in the event that the student decides not to continue their studies.
- Following the rules established in Article 48, Regulation for the Licensing of Institutions of Higher Education in Puerto Rico of October 9, 2012, of the Board of Postsecondary Institutions (JIP):
  - Request the JIP to assume custody of the academic records of active students and graduates by delivering a digitalized copy of the same from the beginning of its operations.
  - Notify active students, alumni and the JIP of these measures through electronic and physical means.

## FACULTY

### REGISTRY OF DEPARTMENT DIRECTORS

Academic Department	Academic	Grades Academics	Institution	Programs of Associated Studies
Department of Environment and Sustainability	Dr. Eduardo García	Doctorate in Project Engineering: Environment, Quality, Safety and Communication	Polytechnic University of Catalonia, Spain (2011)	<ul style="list-style-type: none"> <li>• Master in Environmental Management and Audits (MAMGA).</li> </ul>
		Master's Degree in Environmental Engineering and Technology	Polytechnic University of Catalonia, Spain (2006)	
		Higher Technical Industrial Engineering specializing in Energy Techniques	School of Industrial Engineering. Polytechnic University of Catalonia, Spain (1996)	
Department of Innovation, Business and New Technologies	Dr. Manuel Masías Vergara	Doctor in Project Engineering	International Iberoamerican University, Mexico (2018)	<ul style="list-style-type: none"> <li>• Master in Strategic Management with a Specialty in Management (MDE).</li> <li>• Master in Strategic Management with a Specialty in Telecommunications (MDETEL).</li> <li>• Master in Strategic Management with Specialty in Information Technology (MDETI)</li> </ul>
		Master's Degree in Strategic Management in Information Technologies.	University of León, Spain (2009)	
		Industrial and Systems Engineering	University of Piura, Peru (2001)	
Department of Language, Education and Communication Sciences	Dr. Silvia Pueyo	Doctorate in Educational Sciences	University of Barcelona, Spain (2016)	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research (DODE)</li> <li>• Master in Teaching Spanish as a Foreign Language (FPMELE).</li> <li>• Master in Teaching English as a Foreign Language (FPMTEFL).</li> <li>• Master in Education with a Specialty in Higher Education (FPMME)</li> <li>• Master in Education with a Specialty in the Organization and Management of Education Institutions (FPCOCE)</li> <li>• Master in Education with a Specialty in Teacher Training (FPMMEFP)</li> <li>• Master in Education with a Specialty in ICT's in Education (FPMMETE)</li> </ul>
		Master in Linguistics Applied to the Teaching of Spanish as a Foreign Language	University of Jaen, Spain (2009)	
		Master in Teaching Spanish as a Foreign Language	University of Barcelona, Spain (2007)	
		Degree in Translation and Interpreting	Autonomous University of Barcelona, Spain (1997)	
Health Sciences Department	Dr. Irma Domínguez	Doctorate in Education	International Iberoamerican University, Mexico (2021)	<ul style="list-style-type: none"> <li>• Master in Physical Activity: Sports Training and Management (SNMAFEGD).</li> <li>• Master in Naturopathic Sciences (SNMCN).</li> </ul>
		Master in Physical Activity: Sports Training and Management	International Iberoamerican University, Puerto Rico (2012)	
		International and Interuniversity Master's Degree in Applied Nutrition and Dietetics	Univ. of León, Univ. Rovira i Virgili and Univ. de Santiago de Compostela, Spain (2007)	
		Diploma in Human Nutrition and Dietetics	University of Navarra, Spain (2001)	
Department of Projects	Dr. Roberto Álvarez	Doctorate in Project Engineering	Polytechnic University of Catalonia, Spain (2009)	<ul style="list-style-type: none"> <li>• Doctorate in Projects with a Specialty in Research (DODP)</li> <li>• Master in Project Design, Administration and Management (MDGDP)</li> <li>• Master in Project Design, Administration and Management with a Specialty in Architecture and Urban Planning (MPAU).</li> <li>• Master in Project Design, Administration and Management with a Specialty in Innovation and Product (MDPIP).</li> </ul>
		Graduate in Strategic Planning	University of Buenos Aires, Argentina (2000)	
		Graduate in Investment Project Appraisal for Non-Specialists	University of Buenos Aires, Argentina (2000)	
		Specialist in Strategic Design Management. Project and Design Management	University of Buenos Aires, Argentina and Polytechnic University of Milan, Italy (2000)	
		Architect	University of Buenos Aires, Argentina (1996)	

## REGISTRATION OF FACULTY MEMBERS

MAIN PROFESSORS					
Professor	CV Summary	Doctorate	Program	Courses taught	
<b>Dr. Abel Quiñones</b>	<ul style="list-style-type: none"> <li>• Master in Management, Universidad Central Marta Abreu de las Villas, Cuba (1999).</li> <li>• Degree in Education, Specialty in Mathematics, Instituto Superior Pedagógico Félix Varela, Cuba (1979).</li> <li>• Academic Director of the Universidad Privada del Sur de México, Mexico (2013-2017).</li> <li>• Academic Vice-Rector of the University of Cienfuegos, Cuba (1993-2005).</li> <li>• Director of the Department of Basic Mathematics of the Higher Technical Institute of Cienfuegos, Cuba (1987-1990).</li> <li>• Vice-Dean of the Faculty of Mechanical Engineering of the Higher Technical Institute of Cienfuegos, Cuba (1986-1987).</li> <li>• Director of the Department of Mathematical Analysis, Félix Varela Pedagogical University, Cuba (1980-1982).</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Educational Sciences from the University of Barcelona, Spain (2003)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> <li>• Master in Education with a Specialty in Higher Education</li> <li>• Master in Education with a Specialty in the Organization and Management of Education Centers</li> <li>• Master in Education with a Specialty in Teacher Training</li> <li>• Master in Education with a Specialty in ICT'S in Education</li> </ul>	<ul style="list-style-type: none"> <li>• FP119 - Learning Factors</li> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> <li>• Master's Thesis</li> </ul>	
				<b>Academic load</b>	5
				<b>Number of preparations</b>	3
<b>Dr. Adolfo Malavé Figueroa</b>	<ul style="list-style-type: none"> <li>• Master's Degree in Conflict Resolution and Mediation, University of León (2012)</li> <li>• Diplomas in Holistic Research Methodology and Integral Statistical Analysis</li> <li>• Degree in Sociology from Universidad de Oriente, Venezuela (2002)</li> <li>• Experience in the areas of design, preparation, execution and evaluation of sustainable development, education and humanitarian aid projects in Spain, Mexico, Chile, DR, Congo, and Venezuela.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Projects International Iberoamerican University (2020)</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Environmental Management and Audits</li> </ul>	<ul style="list-style-type: none"> <li>• MA087 - Evolution of the Environment and Sustainable Development</li> <li>• MA088 - Historical Evolution of Environmental Education</li> <li>• MA090 - Environmental Management and Sustainable Development</li> <li>• MA091 - Risk Management and Environmental Education</li> <li>• MA194 - Basic General Concepts of Environmental Education</li> <li>• MA195 - Formal Education in Environmental Education</li> <li>• Master's Thesis</li> </ul>	
				<b>Academic load</b>	7
				<b>Number of preparations</b>	7
<b>Dr. Adriana Mayorga</b>	<ul style="list-style-type: none"> <li>• 2010. Master in Human Resources and Knowledge Management with the University of León (Spain).</li> <li>• 2004. Degree in Psychology from Universidad Santo Tomás (Colombia).</li> </ul> Professional experience: <ul style="list-style-type: none"> <li>• Psychologist with expertise in diagnosis, analysis, planning, intervention and evaluation of human behavioral patterns.</li> <li>• Practicing psychologist at the Psychology Clinic, Universidad Santo Tomás, Corporación Opción Vida Justicia y Paz, June-December 2001.</li> <li>• Community psychologist at the Police Station of the Municipality of Madrid-Colombia, May-December 2002.</li> <li>• Researcher, Book Marketing, January 2004-December 2004.</li> <li>• Teacher at Fundación Politécnica Sonría, January-April 2005.</li> <li>• Head of Human Resources at Lubri Holanda Amsteloil Cía Ltda., January-September 2005.</li> <li>• Executive Director of CITIC (Center for Industrial Technological Innovation of Colombia), 2010.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Project Engineering: Environment, Quality, Safety and Communication, Polytechnic University of Catalonia (2015)</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Strategic Management with a Specialty in Management</li> <li>• Master in Strategic Management with a Specialty in Telecommunication</li> <li>• Master in Strategic Management with a Specialty in Information Technologies</li> <li>• Master In Project Design, Administration and Management</li> <li>• Master in Physical Activity: Sports Training and Management</li> </ul>	<ul style="list-style-type: none"> <li>• DD030 - Job Analysis, Description and Evaluation</li> <li>• DD033 - Compensations and Incentives</li> <li>• DD046 - Personal Marketing</li> <li>• DD048 - Quality as a Management Tool for Human Resources</li> <li>• DD1021 - Strategic Human Resources Management</li> <li>• TI018 - Innovation, Culture and Work Management in the Communication Society</li> </ul>	
				<b>Academic load</b>	6
				<b>Number of preparations</b>	6

MAIN PROFESSORS				
Professor	CV Summary	Doctorate	Program	Courses taught
<b>Dr. Alba Gutiérrez</b>	<ul style="list-style-type: none"> <li>• Master of Arts in Spanish, Florida State University, United States (2012).</li> <li>• Master's Degree in Teacher Training for Compulsory Secondary Education and Baccalaureate, Vocational Training and Language Teaching, Universidad Nacional de Educación a Distancia, Spain (2013).</li> <li>• Degree in English Philology, University of Deusto, Spain (2010).</li> <li>• Professor at the European University of the Atlantic, Spain, since 2014.</li> <li>• Professor at the National University of Distance Education, Spain, since 2015.</li> <li>• Research Staff of the Department of English and German Philology, University of the Basque Country, Spain (2014).</li> <li>• Associate Professor in the Department of Philology at the University of Cantabria, Spain (2012-2014).</li> <li>• Assistant Professor in the Department of Modern Languages at Florida State University, USA (2010-2012).</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Second Language Acquisition in Multilingual Contexts, University of the Basque Country, Spain.</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Teaching Spanish as a Foreign Language</li> <li>• Master in Teaching English as a Foreign Language</li> </ul>	<ul style="list-style-type: none"> <li>• FP038 - Spanish Grammar for Spanish as a Foreign Language Professors</li> <li>• FP037 - Content &amp; Language Integrated Learning</li> <li>• Master's Thesis</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>3</b>				
<b>Dr. Alcione Nawroski</b>	<ul style="list-style-type: none"> <li>• Postdoctoral fellowship in Culture and Literature at the University of Warsaw, Poland (2019).</li> <li>• Master's Degree in Education from the Federal University of Santa Catarina, Brazil (2010).</li> <li>• Graduated in Pedagogy from the Federal University of Santa Catarina, Brazil (2006).</li> <li>• Has been involved in national and international research groups for more than 20 years</li> <li>• Reviewer of national and international journals.</li> <li>• Teaching in different national and international universities since 2011.</li> <li>• Teaching in basic education since 2000</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Educational Sciences from the Federal University of Santa Catarina, Brazil (2017).</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Education with a Specialty in Higher Education</li> <li>• Master in Education with a Specialty in the Organization and Management of Education Centers</li> <li>• Master in Education with a Specialty in Teacher Training</li> <li>• Master in Education with a Specialty in ICT'S in Education</li> </ul>	<ul style="list-style-type: none"> <li>• FP079 - Tutorial Action in the Educational System</li> <li>• Master's Thesis</li> </ul>
				<b>Academic load</b>
				<b>2</b>
				<b>Number of preparations</b>
<b>2</b>				
<b>Dr. Alina Celi</b>	<ul style="list-style-type: none"> <li>• Master's Degree in Economic Administrative Law from the University of Montevideo (Uruguay).</li> <li>• Postgraduate degree in Environmental Law from the School of Law of the Universidad Austral de Buenos Aires (Argentina).</li> <li>• Law Degree from the Universidad de la República Oriental del Uruguay.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Environmental Law from the University of Alicante (Spain).</li> <li>• Doctorate in Law and Social Sciences from the University of the Oriental Republic of Uruguay (UDELAR) (2011)</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Environmental Management and Audits</li> <li>• Master in Strategic Management with a Specialty in Management</li> </ul>	<ul style="list-style-type: none"> <li>• MA014 - Environmental Law</li> <li>• Master's Thesis</li> </ul>
				<b>Academic load</b>
				<b>2</b>
				<b>Number of preparations</b>
<b>2</b>				

MAIN PROFESSORS				
Professor	CV Summary	Doctorate	Program	Courses taught
<b>Dr. Alina Pascual</b>	<ul style="list-style-type: none"> <li>Bachelor's Degree, School of Chemical and Biological Sciences, Universidad Autónoma de Campeche. Specialty: Pharmaceutical Chemist-Biologist (1992-1997)</li> <li>Master's Degree in Marine Sciences with a specialization in Marine Biology. Center for Research and Advanced Studies of the IPN (CINVESTAV); Merida Unit (2000-2002)</li> <li>Diploma of advanced studies in the area of Environmental Technologies, Universidad Politécnica de Cataluña. Barcelona, Spain (2005-2006).</li> <li>Full-time professor teaching Ecology I, II, Research Methods and Documentary Research. Incorporated Private High School Luz Fidel Farías Avilés. Campeche, Mexico (January 2009 to date)</li> <li>Academic Coordinator of the Competencies Program for middle and high school level. Incorporated Private High School Luz Fidel Farías Avilés. Campeche, Mexico (January 2009 - to date.)</li> <li>Professor of the Doctorate in Projects at the International Iberoamerican University (UNINI) (June 01, 2014 to date)</li> <li>Complementary preparation:                             <ul style="list-style-type: none"> <li>Teacher Training Course - FUNIBER (2015)</li> <li>Course "Training for Thesis Directors" - FUNIBER (2015)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Doctor in Marine Sciences. Polytechnic University of Catalonia (UPC), Barcelona, Spain (2013)</li> </ul>	<ul style="list-style-type: none"> <li>Master in Strategic Management with a Specialty in Management</li> <li>Master in Environmental Management and Audits</li> </ul>	<ul style="list-style-type: none"> <li>DO008 - Thesis Proposal</li> <li>DO009 - Thesis Preparation</li> <li>DO010 - Thesis Dissertation</li> <li>MA004 - Waste Management</li> <li>MA013 - Economy and the Environment</li> <li>MA081 - Urban Solid Waste</li> <li>MA082 - Industrial Waste</li> <li>MA083 - Rural Waste</li> <li>MA084 - Sanitary Waste</li> <li>MA093 - Recovery Engineering and Solid Residue Treatment</li> <li>MA142 - Recovery of Contaminated Soils</li> <li>MA249 - Product Life Cycle and Carbon Footprint Analysis</li> <li>MA283 - Integral Solid Waste Management</li> <li>MA284 - Urban and Industrial Solid Waste</li> <li>MA285 - Material Recovery of By-products: Vitrification and Chemical Waste</li> <li>Master's Thesis</li> </ul>
				<b>Academic load</b>
				<b>16</b>
				<b>Number of preparations</b>
				<b>14</b>
<b>Dr. Álvaro Velarde Sotres</b>	<ul style="list-style-type: none"> <li>Graduate in Physical Activity and Sports Sciences (USal, Spain)</li> <li>Master's Degree in Teacher Training for Compulsory Secondary Education (USal, Spain)</li> <li>Master's Degree in Injury Prevention and Physical-Sports Rehabilitation (UCLM, Spain)</li> </ul>	<ul style="list-style-type: none"> <li>Doctor in Health Projects from the Univ. International Iberoamerican of Puerto Rico (2020)</li> </ul>	<ul style="list-style-type: none"> <li>Master in Physical Activity: Sports Training and Management</li> </ul>	<ul style="list-style-type: none"> <li>SN048 - Training Theory and Practice</li> <li>SN049 - Sports Planning</li> <li>SN228 - Case Study and Resolution for Sports Training</li> <li>Master's Thesis</li> </ul>
				<b>Academic load</b>
				<b>4</b>
				<b>Number of preparations</b>
				<b>4</b>
<b>Dr. Amélia Stein</b>	<ul style="list-style-type: none"> <li>Lda. In Physical Education at the Lutheran University of Brazil ULBRA (Brazil).</li> <li>Master in Physical Activity: Sports Training and Management (ULEón, Spain)</li> <li>Postgraduate courses on: school physical activity, physical fitness assessment, biomechanics of human movement, etc.</li> <li>Experience as a physical evaluator, implementation and design of physical activity programs with seniors.</li> </ul>	<ul style="list-style-type: none"> <li>Degree in Physical Activity and Sports Sciences, University of Jaén (Spain) (2016)</li> </ul>	<ul style="list-style-type: none"> <li>Master in Physical Activity: Sports Training and Management</li> </ul>	<ul style="list-style-type: none"> <li>SN115 - Contextualization of Physical Activity and Exercise in the Health Framework</li> <li>SN159 - Physical Activity in Children and Adolescents</li> <li>SN156 - Psychosocial Aspects of Physical Activity for Health</li> <li>SN158 - Physical Activity for Health with Diverse Diseases</li> <li>SN160 - Physical Activity in the Elderly</li> <li>Master's Thesis</li> </ul>
				<b>Academic load</b>
				<b>6</b>
				<b>Number of preparations</b>
				<b>6</b>

MAIN PROFESSORS				
Professor	CV Summary	Doctorate	Program	Courses taught
<b>Dr. Alexander Armando Cordovés Santiesteban</b>	<ul style="list-style-type: none"> <li>• Master in Educational Psychology, University of Havana, Cuba (2008-2010).</li> <li>• Diploma in University Teaching, University of Holguin, Cuba (2008)</li> <li>• Bachelor's Degree in Psychology, Universidad Central Marta Abreu de Las Villas, Cuba (1993-1998)</li> <li>• Course in Educational Psychology and Learning Theories</li> <li>• Course in Innovation and Educational Quality: school center management</li> <li>• Collaborating researcher at the Universidade Federal de Santa Catarina, Brazil.</li> <li>• Clinical psychologist in community polyclinic</li> <li>• Participation in research projects and member of research groups in education.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Social Anthropology, Federal University of Santa Catarina, Brazil (2017)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> <li>• Doctorate in Projects with a specialization in research</li> <li>• Master in Education with a Specialty in Higher Education</li> <li>• Master in Education with a Specialty in the Organization and Management of Education Centers</li> <li>• Master in Education with a Specialty in Teacher Training</li> <li>• Master in Education with a Specialty in ICT'S in Education</li> </ul>	<ul style="list-style-type: none"> <li>• FP084 - Environmental Education in Formal Education</li> <li>• FP090 - Learning Evaluation</li> <li>• FP110 - Teaching in Virtual Learning Environments</li> <li>• FP111 - Analysis of Technological Resources and Creative Activities Design</li> <li>• FP112 - Design and Evaluation of Education Proposals Based on ICTs</li> <li>• FP123 - Educational Consultation and Tutoring</li> <li>• FP126 - ICT in Education and Learning Theories</li> <li>• FP171 - Educational modalities in the university context: face-to-face, blended learning and distance learning</li> <li>• Master's Thesis</li> </ul>
				<b>Academic load</b>
				<b>9</b>
				<b>Number of preparations</b>
				<b>9</b>
<b>Dr. Andresa Ribeiro Thomazzoni</b>	<ul style="list-style-type: none"> <li>• Master's Degree in Social and Institutional Psychology, Universidade Federal do Rio Grande do Sul (2010)</li> <li>• Degree in Psychology, Universidade Federal do Rio Grande do Sul (2006).</li> <li>• Guidance teacher at the Distance Education Center.</li> <li>• Counselor at the Federal Institute of Education, Science and Technology of RS.</li> <li>• Distance tutor and researcher at Universidade Federal do Rio Grande do Sul.</li> <li>• Clinical psychology at Instituto de Psicologia Gestáltica do RS.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Computer Science in Education, Universidade Federal do Rio Grande do Sul (2014)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> <li>• Master in Education with a Specialty in Higher Education</li> <li>• Master in Education with a Specialty in the Organization and Management of Education Centers</li> <li>• Master in Education with a Specialty in Teacher Training</li> <li>• Master in Education with a Specialty in ICT'S in Education</li> </ul>	<ul style="list-style-type: none"> <li>• FP092 - Methodology of Scientific Research</li> <li>• FP102 - Strategic Learning and Professional Development</li> <li>• FP111 - Analysis of Technological Resources and Creative Activities Design</li> <li>• FP126 - ICT in Education and Learning Theories</li> <li>• FP179 - Methodologies and Strategies in the University Context</li> <li>• Master's Thesis</li> </ul>
				<b>Academic load</b>
				<b>6</b>
				<b>Number of preparations</b>
				<b>6</b>
<b>Dr. Angélica Quintero Flórez</b>	<ul style="list-style-type: none"> <li>• Master's Degree in Food Technology and Hygiene from the National University of La Plata (Argentina) (2010).</li> <li>• Degree in Human Nutrition and Dietetics from the National University of Colombia (2003).</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Health Sciences from the University of Jaen (Spain) (2017)</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Physical Activity: Sports Training and Management</li> </ul>	<ul style="list-style-type: none"> <li>• SN198 - Nutrition Basics</li> </ul>
				<b>Academic load</b>
				<b>1</b>
<b>Number of preparations</b>				
<b>1</b>				
<b>Dr. Antonio Bores</b>	<ul style="list-style-type: none"> <li>• Master's degree in high performance sports: strength and conditioning (2015).</li> <li>• Master's Degree in Superior Sport Performance in Sports Teams Biomedical System FC Barcelona Foundation and INEFC Barcelona (2014).</li> <li>• Master's Degree in Superior Sports Management from the Spanish Olympic Committee (2007).</li> <li>• Bachelor of Science in Physical Activity and Sport Itinerary Sports Training (2003).</li> <li>• Professor at European University of the Atlantic.</li> <li>• Numerous publications in special sports events.</li> <li>• 3rd. National Award for Research in Sports Medicine 2012.</li> <li>• Magazine reviewer: <i>Revista Digital de Educación Física</i> and <i>Revista de Investigación Deportes y Salud</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Physical Activity and Sports Sciences University of Vigo (2011)</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Physical Activity: Sports Training and Management</li> <li>• Doctorate in Projects: health projects</li> </ul>	<ul style="list-style-type: none"> <li>• DP004 - Management Techniques for Sports Team</li> <li>• SN050 - Sports Psychology</li> <li>• Master's Thesis</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
				<b>3</b>

MAIN PROFESSORS				
Professor	CV Summary	Doctorate	Program	Courses taught
<b>Dr. Armando Anaya</b>	<ul style="list-style-type: none"> <li>Bachelor's degree in Archaeology, National School of Anthropology and History, Mexico City (1986)</li> <li>Adjunct Professor, Department of Archaeology, University of Calgary, Canada (2010 - 2013)</li> <li>Assistant Professor, Department of Archaeology, University of Calgary, Canada (2014 - 2017)</li> <li>Lecturer - part-time, International Iberoamerican University 2016</li> <li>Professor/Researcher, Autonomous University of Campeche, CIHS (2006 - Present)</li> <li>Faculty of Anthropological Sciences-UADY 2006 - 2008</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Archeology University of Calgary (1999)</li> </ul>	<ul style="list-style-type: none"> <li>Master in Strategic Management with a Specialty in Management</li> </ul>	<ul style="list-style-type: none"> <li>TR022 - Hotel Business Management</li> <li>TR027 - Tourism and Cultural Heritage</li> <li>TR028 - Environmental Impact on Tourism Activities</li> <li>TR030 - Rural Tourism and Sustainable Development</li> <li>TR031 - Alternative Tourism and Ecotourism</li> <li>TR043 - Fundamentals of Tourism</li> </ul>
				<b>Academic load</b>
				<b>6</b>
				<b>Number of preparations</b>
<b>6</b>				
<b>Dr. Atahualpa Sosa López</b>	<ul style="list-style-type: none"> <li>Master of Science. Coastal Oceanography. Fisheries Orientation 1996-1999. Autonomous University of Baja California, School of Marine Sciences</li> <li>Marine Biologist. Faculty of Chemical and Biological Sciences, Autonomous University of Campeche.</li> <li>Full Professor-Researcher C. EPOMEX Institute, Tropical Fisheries Resources Area and School of Chemical-Biological Sciences. Autonomous University of Campeche.</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Science. Ecology of Continental Aquatic Systems. Fish Ecology Orientation 2002-2005. Université Montpellier II, France (2006)</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Projects with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>DO008 - Thesis Proposal</li> <li>DO009 - Thesis Preparation</li> <li>DO010 - Thesis Dissertation</li> <li>MA099 - The Dynamic Earth</li> <li>MA100 - Coastlines and Marine Erosion</li> <li>MA101 - Marine Sediments and Glacial Influence of the Seas</li> <li>MA102 - Basic Marine Ecology</li> <li>MA103 - Marine Organisms</li> <li>MA104 - Marine Communities</li> <li>MA112 - Marine Pollution</li> <li>MA113 - Other Human-Sea Interactions</li> </ul>
				<b>Academic load</b>
				<b>11</b>
				<b>Number of preparations</b>
<b>9</b>				
<b>Dr. Bárbara Mellado</b>	<ul style="list-style-type: none"> <li>Master's Degree in Sociology in Advanced Techniques for Integral Community Development. Universidad de Oriente, OU, Cuba. Title. The Role of International Community Relations Facilities</li> <li>Specialization in Social Work. University of Havana, UH, Cuba. Title. Proposal and Actions for the Improvement of the Graduate Program in Social Work of the University of Havana.</li> <li>Graduate in Second Degree in Pedagogy. Colegio UniBF - Instituto Brasileiro de Formação, UNiBF, Brazil.</li> <li>Degree in Sociology and Social Sciences. University of Havana- UH (Cuba)- RECOGNIZED UFMT/Brazil, UH- UFMT, Brazil. Title. Social communication, a phenomenon of capital importance for sociology. The Cuban case. 1990 - 1995</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Pedagogical Sciences/ Education, Universidad de Oriente- OU (Cuba)- Recognized and Homologated at the Federal University of Mato Grosso UFMT/Brazil, OU -UFMT, Cuba. Title. Extension Management Model of the University Internationalization Process.</li> </ul>	<ul style="list-style-type: none"> <li>Master in Education with a Specialty in Higher Education</li> <li>Master in Education with a Specialty in the Organization and Management of Education Centers</li> <li>Master in Education with a Specialty in Teacher Training</li> <li>Master in Education with a Specialty in ICT'S in Education</li> </ul>	<ul style="list-style-type: none"> <li>FP084 - Environmental Education in Formal Education</li> <li>FP088 - Creation, Adaptation and Evaluation of Materials</li> <li>FP114 - Educational Quality, Evaluation and Innovation</li> <li>FP179 - Teaching Methodologies and Strategies in the University Context</li> <li>FP180 - Learning Assessment in the University Context</li> <li>Master's Thesis</li> </ul>
				<b>Academic load</b>
				<b>6</b>
				<b>Number of preparations</b>
<b>6</b>				



MAIN PROFESSORS				
Professor	CV Summary	Doctorate	Program	Courses taught
<b>Dr. Beatriz Sánchez Córdova</b>	<ul style="list-style-type: none"> <li>• Master's Degree in Theory and Methodology of Sports Training from the Instituto Superior de Cultura Física Manuel Fajardo, Spain (2000).</li> <li>• Degree in Physical Culture from the Instituto Superior de Cultura Física of the Instituto Superior de Cultura Física Manuel Fajardo, Spain (1993).</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Sports Sciences from the University of Las Palmas de Gran Canarias, Spain (2003)</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Physical Activity: Sports Training and Management</li> </ul>	<ul style="list-style-type: none"> <li>• DP001 - Administration and Management of Sports Entities</li> <li>• DP002 - Strategic Management and Planning of Sport Organizations</li> <li>• DP003 - Sport Marketing. Applications</li> <li>• DP006 - Techniques for Management and Leadership in Sports</li> <li>• Master's Thesis</li> </ul>
				<b>Academic load</b>
				<b>5</b>
				<b>Number of preparations</b>
<b>5</b>				
<b>Dr. Benjamín Otto Ortega</b>	<ul style="list-style-type: none"> <li>• Diploma of specialized studies in Biological Oceanography by the Université de Brest and IFREMER Departement d'Environnement Marin Profond. Brest, France.</li> <li>• Marine Biologist, Faculty of Chemical and Biological Sciences, Universidad Autónoma de Campeche, Mexico.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Science. Biological Oceanography, Microbiology Orientation, Université de Brest and IFREMER Departement d'Environnement Marin Profond. Brest, France (1999)</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Environmental Management and Audits</li> </ul>	<ul style="list-style-type: none"> <li>• MA105 - Seawater</li> <li>• MA107 - Seawater Chemistry</li> </ul>
				<b>Academic load</b>
				<b>2</b>
				<b>Number of preparations</b>
<b>2</b>				
<b>Dr. Carlos Lago Fuentes</b>	<ul style="list-style-type: none"> <li>• Research Master in Physical Activity, Sport and Health at the University of Vigo (2014).</li> <li>• Degree in Physical Activity and Sport Sciences from the University of Vigo (2013).</li> <li>• Professor at the Univ. European Atlantic.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Sports Science, Physical Education and Healthy Physical Activity at the University of Vigo (2019)</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Physical Activity: Sports Training and Management</li> </ul>	<ul style="list-style-type: none"> <li>• FP092 - Methodology of Scientific Research</li> <li>• SN157 - Control and Prescription of Physical Activity</li> <li>• SN229 - Case Study and Resolution for Management Skills</li> <li>• Master's Thesis</li> </ul>
				<b>Academic load</b>
				<b>4</b>
				<b>Number of preparations</b>
<b>4</b>				
<b>Dr. Carlos Llopis</b>	<ul style="list-style-type: none"> <li>• Master in Anthropology of Medicine, Rovira i Virgili University (2000)</li> <li>• Degree in Traditional Chinese Medicine from Beijing University of Chinese Medicine and Pharmacology (1994).</li> <li>• Degree in Pharmacy from the University of Valencia (1961)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Pharmacy from the University of Valencia (2005)</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Naturopathic Sciences</li> </ul>	<ul style="list-style-type: none"> <li>• MTC001 - Basic Theory (Part I)</li> <li>• MTC002 - Basic Theory (Part II)</li> <li>• MTC003 - Diagnosis</li> <li>• MTC016 - Pharmacopoeia 1</li> <li>• MTC017 - Pharmacopoeia 2</li> <li>• MTC018 - Prescription</li> <li>• MTC019 - Treatment in Phytotherapy MI</li> <li>• MTC020 - Dietetics in Traditional Chinese Medicine</li> <li>• MTC025 - Stage</li> <li>• Master's Thesis</li> </ul>
				<b>Academic load</b>
				<b>10</b>
				<b>Number of preparations</b>
<b>10</b>				

MAIN PROFESSORS				
Professor	CV Summary	Doctorate	Program	Courses taught
Dr. Carlos Uc Ríos	<ul style="list-style-type: none"> <li>• Master's Degree in Science from the Center for Research and Advanced Studies of the IPN (1999)</li> <li>• Bachelor's degree in Communications and Electronics Engineering from the Universidad Autónoma de Campeche (1997). Communications and Electronics Engineering.</li> <li>• Professor, Faculty of Engineering, UNACAR.</li> <li>• Certified as a Project Management Technician Level D by the International Project Management Association (IPMA), Argentina.</li> <li>• Experience in 4th and 5th generation cellular network planning, coverage analysis, capacity analysis, mainly in the wireless part (RF).</li> <li>• Outstanding participation in Workshops, Seminars, Congresses.</li> <li>• Author and co-author of several scientific publications.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Electrical Engineering, specializing in telecommunications from the Center for Research and Advanced Studies of the National Polytechnic Institute (CINVESTAV-IPN) Mexico Campus (2013)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Projects with Specialization in Research</li> <li>• Master in Strategic Management with a Specialty in Management</li> <li>• Master in Strategic Management with a Specialty in Telecommunication</li> <li>• Master in Strategic Management with a Specialty in Information Technologies</li> <li>• Master In Project Design, Administration and Management</li> </ul>	<ul style="list-style-type: none"> <li>• DD026 - Virtual Environments of Collaborative Work</li> <li>• DD118 - Basic Statistics</li> <li>• D0008 - Thesis Proposal</li> <li>• D0009 - Thesis Preparation</li> <li>• D0010 - Thesis Dissertation</li> <li>• TI013 - Reengineering, strategy and management of systems and ICT</li> <li>• TI029 - Telecommunication Services</li> <li>• TI030 - Network Management and Security</li> <li>• TR049 - Quantitative Analysis of Tourism</li> </ul>
				<b>Academic load</b>
				<b>9</b>
				<b>Number of preparations</b>
<b>7</b>				
Dr. Carmen Lili Rodríguez Velasco	<ul style="list-style-type: none"> <li>• Master in Education, European University of the Atlantic (2018).</li> <li>• Master in Psychology of Work and Organizations, University of Havana (2010).</li> <li>• Bachelor's Degree in Psychology, Central University of Las Villas (2002).</li> <li>• Professional career has been related to teaching, research and consulting in the field of organizational psychology and other related areas.</li> <li>• Experience in the coordination of work teams for the curricular design of academic programs and the creation of didactic materials, as well as the management and optimization of processes and procedures related to the design and implementation of academic programs in virtual learning environments.</li> <li>• Ample participation in Workshops, Seminars, Congresses.</li> <li>• Author and co-author of several scientific publications.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education, International Iberoamerican University, Mexico (2022)</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Strategic Management with a Specialty in Management</li> <li>• Master in Strategic Management with a Specialty in Information Technologies</li> <li>• Master in Strategic Management with a Specialty in Telecommunication</li> </ul>	<ul style="list-style-type: none"> <li>• DD036 - Human Resources Audit</li> <li>• DD047 - Intellectual Capital</li> <li>• DD093/DD094 - Emotions, Communication and Conflict</li> <li>• IP064 - Training and Communication</li> <li>• FP092 - Methodology of Scientific Research</li> <li>• Master's Thesis</li> </ul>
				<b>Academic load</b>
				<b>6</b>
				<b>Number of preparations</b>
<b>6</b>				
Dr. Carolina Rodríguez Canales	<ul style="list-style-type: none"> <li>• Physical Education, Sports and Recreation Teacher;</li> <li>• Bachelor's Degree in Education;</li> <li>• Doctorate in Human Motor Sciences.</li> <li>• Has 11 years of experience in teaching, research, coordination and management of university academic programs, highlighting achievements in the leadership of multidisciplinary teams, permanently fulfilling the objectives of the academic unit and the organization, which has resulted in awards in the areas of administrative, academic and research management.</li> <li>• Has perfected his knowledge in the area of morphological (ISAK 1) and functional (FMS 1) evaluative processes of the human being in the context of sports and health, which is reflected in publications in national and international journals.</li> <li>• Former National Canoeing National Team member with state funding (PRODDAR) for more than 10 years, who was later part of the National Technical Team.</li> <li>• Currently developing professionally by carrying out and participating in processes of curricular updating, quality assurance and educational innovation and accreditation for educational institutions.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Human Motor Sciences (2019)</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Education with a Specialty in the Organization and Management of Education Centers</li> </ul>	<ul style="list-style-type: none"> <li>• FP081 - Strategic Planning and Management</li> </ul>
				<b>Academic load</b>
				<b>1</b>
				<b>Number of preparations</b>
<b>1</b>				

MAIN PROFESSORS				
Professor	CV Summary	Doctorate	Program	Courses taught
<b>Dr. Ciro Miguel Labrada Silva</b>	<ul style="list-style-type: none"> <li>• Master's Degree in Contemporary History, University of Havana (1999)</li> <li>• Bachelor's Degree in Education, majoring in History and Social Sciences (1981)</li> <li>• Conception and Methodology of Popular Education Course (2004)</li> <li>• Substitute Professor (temporary) of Sociology at Instituto Federal Goiano</li> <li>• Research fellow at Conselho Nacional de Pesquisa</li> </ul>	<ul style="list-style-type: none"> <li>• Doctor in Sociological Sciences, University of Havana, Cuba (2019)</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Education with a Specialty in Higher Education</li> <li>• Master in Education with a Specialty in the Organization and Management of Education Centers</li> <li>• Master in Education with a Specialty in Teacher Training</li> <li>• Master in Education with a Specialty in ICT'S in Education</li> </ul>	<ul style="list-style-type: none"> <li>• Master's Thesis</li> </ul>
				<b>Academic load</b>
				<b>1</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. Claudia de Barros Camargo</b>	<ul style="list-style-type: none"> <li>• Bachelor's Degree in Pedagogy from the School of Social Sciences of Guarantã del Norte-MT (Brazil)</li> <li>• Master's Degree in Educational Sciences from the Universidad Autónoma de Asunción (Paraguay).</li> <li>• 6 years of experience as an extension teacher.</li> <li>• 12 years as an early childhood education teacher (Public position)</li> <li>• Has been a teaching assistant in different undergraduate, graduate and diploma courses at the University of Jaén. This in subjects related to early childhood education, general didactics, teacher training, continuing education.</li> <li>• Published several publications, attended congresses and courses on inclusive education and speech therapy.</li> <li>• Lines of research: Diagnosis, identification of special educational needs and rehabilitation in hearing and language, speech therapy and integration support, inclusive education, communication disorders, speech and voice</li> </ul>	<ul style="list-style-type: none"> <li>• Doctor in Social and Legal Sciences. University of Jaén, Spain (2014)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• FP118 - Curricular Planning and Design</li> <li>• FP120 - Creation, Adaptation and Evaluation of Materials</li> <li>• FP122 - Fundamentals of Special Education: Processes of Attention to Diversity</li> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>6</b>
				<b>Number of preparations</b>
<b>4</b>				
<b>Dr. Claudia Janet Cataño Hoyos</b>	<ul style="list-style-type: none"> <li>• Master's Degree in Education, Universidade Federal de Santa Catarina (2015).</li> <li>• Master in social problems: direction and management of social programs, University of Granada (2009).</li> <li>• Graduate in sociology, Universidad de Antioquia (2006).</li> <li>• Experience in qualitative research and public education policies.</li> <li>• Four years of professional experience in the direction and management of social programs, three years of experience in the implementation and evaluation of public policies, development of projects for the protection, demand and vindication of human rights.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education, Universidade Federal de Santa Catarina, Brazil (2020).</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Education with a Specialty in Higher Education</li> <li>• Master in Education with a Specialty in the Organization and Management of Education Centers</li> <li>• Master in Education with a Specialty in Teacher Training</li> <li>• Master in Education with a Specialty in ICT'S in Education</li> </ul>	<ul style="list-style-type: none"> <li>• FP078 - Interculturality and Education</li> <li>• FP080 - Conflict Resolution/ Transformation in the School</li> <li>• FP082 - Project Planning and Management</li> <li>• FP088 - Creation, Adaptation and Evaluation of Materials</li> <li>• FP106 - Curriculum Design, Planning and Outcome Development</li> <li>• FP107 - Classroom learning methodologies</li> <li>• Master's Thesis</li> </ul>
				<b>Academic load</b>
				<b>7</b>
				<b>Number of preparations</b>
<b>7</b>				

MAIN PROFESSORS				
Professor	CV Summary	Doctorate	Program	Courses taught
<b>Dr. Claudia Nelly Orozco</b>	<ul style="list-style-type: none"> <li>Bachelor's Degree in Nutrition from the University of Guadalajara</li> <li>12 years of teaching at university level in public and private universities. 2 years at master's level.</li> <li>11 years of experience in renal research and nutrition.</li> <li>Participant in various organizing committees of training sessions on nutrition.</li> <li>Numerous scientific publications in indexed journals, non-indexed and informative journals, as well as newsletters.</li> <li>Coordinator of 2 books on nutrition.</li> <li>Numerous lectures given.</li> <li>Participation in congresses with exhibition of posters and as an assistant.</li> <li>Line of research: Renal nutrition.</li> <li>Member of the Mexican Association of Statistics.</li> <li>Has acquired different scholarships: 2010 Splenda Scholarship, CONACyT scholarship for doctoral studies.</li> <li>Experience in certification by CIEES.</li> <li>Experience in certification by COPAES.</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Public Health Sciences. University of Guadalajara, Mexico (2016)</li> </ul>	<ul style="list-style-type: none"> <li>Master in Strategic Management with a Specialty in Management</li> </ul>	<ul style="list-style-type: none"> <li>DD1007 - Health Planning</li> <li>DD1014 - Biostatistics</li> <li>Master's Thesis</li> </ul>
				<b>Academic load</b>
				3
				<b>Number of preparations</b>
3				
<b>Dr. Cristina Mazas Pérez</b>	<ul style="list-style-type: none"> <li>Degree in Economics and Business Administration from the University of Navarra, Spain (1996).</li> <li>Professor of Business Administration at the European University of the Atlantic, Spain.</li> <li>Professor at the University of Cantabria.</li> <li>Director of the Occupational Observatory of the European University of the Atlantic, Spain</li> <li>Has held various positions in the Regional Administration as Director of Economy and European Affairs and Councilor of Economy, Finance and Employment and in private enterprise as a private financial director.</li> <li>Has made several presentations at national and international congresses related to economics, costs and employment.</li> <li>Lines of research: Econometrics, Biostatistics, Female entrepreneurship and digitalization, Finance and R&amp;D.</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Economics from the University of Cantabria, Spain (2016)</li> </ul>	<ul style="list-style-type: none"> <li>Master in Strategic Management with a Specialty in Management</li> </ul>	<ul style="list-style-type: none"> <li>DD002 - Cost Control and Management</li> <li>DD121 - International Taxation and Financing</li> <li>DD122 - International Accounting Standards</li> <li>DD123 - Financial Statement Analysis</li> <li>DD124 - Management Accounting</li> <li>DD126 - Budget and Public Accounting</li> <li>DD153 - Financial Valuation for IAS</li> <li>DD1008 - Health Care Services Management</li> <li>TR047 - Financial Management</li> </ul>
				<b>Academic load</b>
				9
				<b>Number of preparations</b>
9				
<b>Dr. Cristobal Villanueva</b>	<ul style="list-style-type: none"> <li>Visits to public or private R&amp;D centers in the United Kingdom, Dominican Republic and Italy</li> <li>Participation in projects: ORIENT@CUAL: Design of a program and a virtual platform for Orientation for the Elaboration of Professional Projects in Vocational Training of the educational system.</li> <li>Numerous publications, scientific and technical papers</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Psychopedagogy from the University of Almeria, Spain(2001)</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>FP121 - Development of competencies</li> </ul>
				<b>Academic load</b>
				1
<b>Number of preparations</b>				
1				
<b>Dr. Daliher Marina Villasmil</b>	<ul style="list-style-type: none"> <li>Master's Degree in Educational Management, Yacambú University (2012)</li> <li>Expert in E-Learning Processes, Foundation for the Technological Updating of Latin America (2012)</li> <li>Specialist in Telematics and Telematics in Distance Education, National Open University (2009)</li> <li>Diploma in Qualitative Research Methodology, LUZ (2009)</li> <li>Degree in Mathematics Education, mention in Computer Science, Francisco Miranda National Experimental University (2005)</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Education from the Experimental Pedagogical University Libertador. Venezuela (2016)</li> </ul>	<ul style="list-style-type: none"> <li>Master in Education with a Specialty in Higher Education</li> </ul>	<ul style="list-style-type: none"> <li>FP176 - Professional Development and Reflective Practice of University Professors</li> <li>Master's Thesis</li> </ul>
				<b>Academic load</b>
				2
				<b>Number of preparations</b>
2				

MAIN PROFESSORS				
Professor	CV Summary	Doctorate	Program	Courses taught
<b>Dr. Daryanis Guilbeaux Guilarte</b>	<ul style="list-style-type: none"> <li>• Doctorate in Health Sciences, International University of the Atlantic (2013)</li> <li>• Master in Bioenergetic and Natural Medicine in Primary Health Care, University of Medical Sciences of Santiago de Cuba (2009)</li> <li>• Bachelor's Degree in Pharmaceutical Sciences, Universidad de Oriente (1999)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Health Sciences, International University of the Atlantic (2013)</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Naturopathic Sciences</li> </ul>	<ul style="list-style-type: none"> <li>• SN085 - History of Biological-Naturopathic Medicine</li> <li>• SN011 - Phytotherapy</li> <li>• MN006 - Homeopathic Method Application</li> <li>• MN007 - Medical Homeopathic Material</li> <li>• MN016 - Homeopathic Therapeutics in Acute Pathology</li> <li>• MN017 - Homeopathic Therapeutics in Chronic Pathology</li> <li>• SN102 - Homeopathy and Homotoxicology</li> <li>• SN103 - Sophrology</li> <li>• MN014 - Naturopathic Evaluation Methods</li> <li>• SN090 - Ozone Therapy</li> <li>• MN013 - Iridology and Sclerology</li> <li>• Master's Thesis</li> </ul>
				<b>Academic load</b>
				<b>12</b>
				<b>Number of preparations</b>
<b>12</b>				
<b>Dr. Diego Gómez</b>	<ul style="list-style-type: none"> <li>• Health Administrator: Emphasis on Health Services Management. National School of Public Health, University of Antioquia. Medellín, Colombia (2010)</li> <li>• Specialist in Occupational Safety from the Colombian Polytechnic Jaime Isaza Cadavid. Medellín, Colombia (2012)</li> <li>• Higher Diploma in International Public Health from the National School of Health. Madrid, España (2012)</li> <li>• Research experience in issues related to the judicialization of health in Colombia, access to health services in specific groups such as diabetic patients and elderly population, social security (health and social protection against labor contingencies), human rights in street children, among others.</li> <li>• Experience in virtual and face-to-face teaching and advisor of graduate work, in professionalizing courses, undergraduate and postgraduate courses in the health area.</li> <li>• Author of 3 articles in national journals and 2 book chapters.</li> <li>• Participation in national research projects on the right to health and access to health services.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in International Public Health: Specialization in Health Policies and Development by Universidade Nova de Lisboa, Portugal (2018)</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Strategic Management with a Specialty in Management</li> </ul>	<ul style="list-style-type: none"> <li>• DD1012 - Health Care Systems</li> <li>• DD1013 - Clinical Epidemiology</li> </ul>
				<b>Academic load</b>
				<b>2</b>
				<b>Number of preparations</b>
<b>2</b>				
<b>Dr. Diego Kurtz</b>	<ul style="list-style-type: none"> <li>• Degree in Management Processes, INISUL, Brazil (2017).</li> <li>• Degree in Agronomy from UFSC, Brazil (2010).</li> <li>• Master in Engineering and Knowledge Management, UFSC, Brazil (2011).</li> <li>• Works in the area of project management and new business modeling, with emphasis on innovation and sustainability strategies for various sectors.</li> <li>• Responsible for the prospecting and formulation of proposals for the private sector (medium and large companies) and the public sector.</li> <li>• Developed and managed all stages of the project life cycle, from conception, sale, execution/management and final delivery.</li> <li>• Strong interest associated with the areas of project management, market/competitive intelligence and new business development.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Engineering and Knowledge Management from the Federal University of Santa Catarina (Brazil) (2017)</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Strategic Management with a Specialty in Management</li> <li>• Master in Strategic Management with a Specialty in Telecommunication</li> <li>• Master in Strategic Management with a Specialty in Information Technologies</li> </ul>	<ul style="list-style-type: none"> <li>• TI023 - Case Study and Resolution</li> <li>• Master's Thesis</li> </ul>
				<b>Academic load</b>
				<b>2</b>
				<b>Number of preparations</b>
<b>2</b>				

MAIN PROFESSORS				
Professor	CV Summary	Doctorate	Program	Courses taught
<b>Dr. Eduardo Garcia</b> (Department Director)	<ul style="list-style-type: none"> <li>• Master's Degree in Environmental Engineering and Technology from the University of León (Spain).</li> <li>• Master's Degree in Environmental Management and Audits from the University of León (Spain).</li> <li>• Industrial Engineer by the Barcelona School of Industrial Engineering (ETSEIB-UPC).</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Project Engineering: Environment, Safety, Quality and Communication by the Polytechnic University of Catalonia, Spain (2011)</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Environmental Management and Audits</li> <li>• Master in Strategic Management with a Specialty in Management</li> </ul>	<ul style="list-style-type: none"> <li>• IP052 - Advanced Solid Waste Management in the Industry</li> <li>• IP053 - Air Pollution Management</li> <li>• MA005 - Atmospheric Contamination</li> <li>• MA007 - Noise Pollution</li> <li>• MA095 - Treatment of Gaseous Effluents</li> <li>• MA208 - Mining and the Environment</li> <li>• MA291 - Nature of Air Pollutants</li> <li>• MA292 - Air Pollution Control and Dispersion</li> <li>• MA293 - Sampling and Analysis of Air Pollutants</li> <li>• MA294 - Combustion and Thermal Destruction of Waste: Incineration</li> <li>• MA295 - Other Processes for Energy Conversion of the Organic Fraction of Waste</li> <li>• MA296 - Cogeneration</li> <li>• MA300 - Business and the Environment</li> <li>• TR008 - The Territory as a Tourist Resource</li> </ul>
				<b>Academic load</b>
				<b>14</b>
				<b>Number of preparations</b>
				<b>14</b>
<b>Dr. Elizabeth Caro</b>	<ul style="list-style-type: none"> <li>• Master in Business Administration, EUDE Business School, Spain (2021)</li> <li>• Master's Degree in Management, University of Havana, Cuba (2015)</li> <li>• Master in Labor and Organizational Psychology, University of Havana, Cuba (2014)</li> <li>• Bachelor's Degree in Psychology, University of Havana, Cuba (2009)</li> <li>• Professor-researcher at the University of Havana, Cuba, (2011 - 2020).</li> <li>• Consultant and organizational coach.</li> <li>• Has publications indexed in DOAJ, SCIELO, REDALYC, LATINDEX, REDIB, CiteFactor, EuroPub, ROAD.</li> <li>• Numerous participations in national and international congresses.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Psychological Sciences, University of Havana, Cuba (2021)</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Strategic Management with a Specialty in Management</li> <li>• Master in Strategic Management with a Specialty in Telecommunication</li> <li>• Master in Strategic Management with a Specialty in Information Technologies</li> </ul>	<ul style="list-style-type: none"> <li>• DD039 - Interpersonal Communication Techniques</li> <li>• DD043 - Stress and Burnout</li> <li>• DD045 - Emotional Intelligence</li> <li>• DD049 - Neurolinguistic Programming</li> <li>• DD110 - Systemic Approach Applied to Conflict in the Family Business</li> <li>• DD372 - Organizational Leadership and Coaching</li> <li>• IP071 - Applied Psychosociology</li> <li>• IP073 - Ergonomics and Applied Psychosociology</li> </ul>
				<b>Academic load</b>
				<b>8</b>
				<b>Number of preparations</b>
				<b>8</b>

MAIN PROFESSORS				
Professor	CV Summary	Doctorate	Program	Courses taught
<b>Dr. Elsie Alejandrina Pérez Serrano</b>	<ul style="list-style-type: none"> <li>• Master's degree in special education from the Instituto Superior Pedagógico "Enrique José Varona" (2000)</li> <li>• Professor of higher education since 1985 and full professor at the University of Holguín (2009)</li> <li>• Bachelor's Degree in Speech Therapy (Speech Therapy) (1985)</li> <li>• Experience in the area of education, with emphasis in Speech Therapy and special education, acting mainly in special educational needs, inclusion in higher education, speech therapy and speech therapy, preschool education, prevention and methodology of scientific research.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Psychology from the Instituto Superior Pedagógico "José de la Luz y Caballero", Cuba (2003)</li> </ul>	<ul style="list-style-type: none"> <li>• Master's Degree in Education</li> </ul>	<ul style="list-style-type: none"> <li>• FP103 - Special Education Foundations: Processes of Attention to Diversity</li> <li>• FP109 - ICT in Education and Learning Theories</li> <li>• FP115 - Work Team Techniques</li> <li>• FP173 - Educational Quality, Evaluation, and Innovation in Higher Education</li> <li>• Master's Thesis</li> </ul>
				<b>Academic load</b>
				<b>5</b>
				<b>Number of preparations</b>
<b>5</b>				
<b>Dr. Emmanuel Soriano</b>	<ul style="list-style-type: none"> <li>• Master's Degree in Educational Innovation, Liceo Universidad Pedro de Gante (2014).</li> <li>• Master's Degree in Administration (with focus on international business), School of Accounting and Administration, National Autonomous University of Mexico (2010).</li> <li>• Bachelor's Degree in Administration, School of Accounting and Administration, National Autonomous University of Mexico (Graduated with Honors) (2004).</li> <li>• Mexican professor of bachelor's and master's degrees, with experience in Human Resources and Banking, Founding Partner of Business and Education Consultors.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Higher Education Sciences, Chapingo Autonomous University, Mexico (2017)</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Strategic Management with a Specialty in Management</li> <li>• Master in Strategic Management with a Specialty in Telecommunication</li> <li>• Master in Strategic Management with a Specialty in Information Technologies</li> <li>• Master In Project Design, Administration and Management</li> <li>• Master in Project Design, Administration and Management with a Specialty in Architecture and Urban Planning</li> <li>• Master in Project Design, Administration and Management with a Specialty in Innovation and Product</li> </ul>	<ul style="list-style-type: none"> <li>• DD014 - Strategic Management and Planning</li> <li>• TR026 - Business Administration and Management</li> <li>• DD108 - Family business Concepts and Characteristics</li> <li>• DD109 - Succession and Continuity in the Family Business</li> <li>• DD111 - Professionalization of Family Businesses</li> <li>• DD112 - Governance Structures and Bodies</li> <li>• DD113 - Family Protocol</li> <li>• DD114 - Property Management in Family Businesses</li> <li>• DD115 - Key Factors for Success in the Family Business</li> <li>• Master's Thesis</li> </ul>
				<b>Academic load</b>
				<b>10</b>
				<b>Number of preparations</b>
<b>10</b>				
<b>Dr. Ernesto Bautista</b>	<ul style="list-style-type: none"> <li>• Master's Degree in Materials Science and Engineering from the Materials Research Institute of the Autonomous University of Mexico (UNAM) (2000)</li> <li>• Degree in Physics from the Autonomous University of Mexico (UNAM) (1994)</li> <li>• Research Professor for graduate programs in Industrial Engineering and Projects at the International Iberoamerican University (UNINI MX)</li> <li>• Lines of research in ICT applications in education, data science, time series analysis and modeling.</li> <li>• Evaluator of RCEA-CONACYT innovation projects.</li> <li>• Consultant in Information Technology and Technological Innovation Projects.</li> <li>• Teaching experience in: Science (Physics, Computer Science), Engineering (Computer Science and Informatics), Management (Creativity and Technological Innovation)</li> <li>• Participation in different Software Development and Innovation projects, as well as basic and applied research.</li> <li>• Author of scientific articles and book chapters related to ICTs.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Computer Science from the Computer Science Research Center of the National Polytechnic Institute (IPN)(2005)</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Strategic Management with a Specialty in Management</li> <li>• Master in Strategic Management with a Specialty in Information Technologies</li> </ul>	<ul style="list-style-type: none"> <li>• TI016 - Business Intelligence and Document Management</li> <li>• TI025 - E-business and its Integration with Corporate Management Systems</li> </ul>
				<b>Academic load</b>
				<b>2</b>
				<b>Number of preparations</b>
<b>2</b>				

MAIN PROFESSORS				
Professor	CV Summary	Doctorate	Program	Courses taught
Dr. Ernesto Ferrando Llimós	<ul style="list-style-type: none"> <li>Master's Degree in Linguistics Applied to the Teaching of Spanish as a Foreign Language (ELE). University of Jaén.</li> <li>Graduate in History of Art.</li> <li>Participation as a member of the working team in the BIMAP R&amp;D project for the Universidad Pablo de Olavide.</li> <li>More than ten years of experience as a freelance teacher, giving Spanish classes to individuals and groups (youth and adults), as a teacher of Spanish and Hispanic culture.</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Applied Linguistics. Pablo de Olavide University, Seville, Spain (2018)</li> </ul>	<ul style="list-style-type: none"> <li>Master in Teaching Spanish as a Foreign Language</li> </ul>	<ul style="list-style-type: none"> <li>FP022 - Communication and Pragmalinguistic Proficiency</li> <li>FP023 - Language, Culture and Bilingualism</li> <li>FP029 - Creation, Adaptation and Evaluation of Materials and Resources</li> <li>FP031 - Projects and Tasks</li> <li>Master's Thesis</li> </ul>
				<b>Academic load</b>
				5
				<b>Number of preparations</b>
5				
Dr. Estuardo Pérez	<ul style="list-style-type: none"> <li>Master in Project Formulation and Evaluation, San Carlos University of Guatemala (2003)</li> <li>Law degree from San Carlos University of Guatemala (2012)</li> <li>Bachelor's Degree in Law and Social Sciences from Universidad San Carlos de Guatemala (2012)</li> <li>Has more than 8 years of teaching experience in the educational field at postgraduate level, both in applied sciences and law.</li> <li>Work experience in different companies as manager and supervisor of operations and projects.</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Law, Economics and Business from the International Iberoamerican University Mexico (2020)</li> </ul>	<ul style="list-style-type: none"> <li>Master in Strategic Management with a Specialty in Management</li> </ul>	<ul style="list-style-type: none"> <li>DD099 - National and International Legislation on Mediation and Other Conflict Resolution Procedures</li> <li>DD104 - Conflict Resolution/ Transformation in Corrections</li> <li>DD106 - International Conflict Resolution/ Transformation</li> <li>DD116 - Creation and Internationalization of the Family Business</li> <li>DD143 - Basic Legal Aspects of the Family Business</li> </ul>
				<b>Academic load</b>
				5
				<b>Number of preparations</b>
5				
Dr. Fermín Ferriol	<ul style="list-style-type: none"> <li>Master's Degree in Administration from the University of Havana (2001).</li> <li>Degree in Political Economy from the "Enrique José Varona" Higher Pedagogical Institute of Havana (1979)</li> <li>35 years as a teacher and consultant.</li> <li>Training at the School of Business Administration (ESADE), Barcelona, Spain</li> <li>Training at the University of Lower Saxony, Germany.</li> <li>Prepared as a Consultant by a group of American professors and consultants. Havana.</li> <li>Training for Thesis Directors (FUNiBER, 50 hours)</li> <li>Course: "Teaching in Virtual Learning Environments" (FUNiBER, 175h)</li> <li>Has received more than 45 postgraduate degrees related to Pedagogy, Economics, Philosophy, Management, Marketing, Financial Management, Negotiation, Accounting, Business Strategy Design, Market Analysis, Organizational Development, International Economic Relations, Business Management, Human Resource Management, Quality Management, Leadership, Organizational Learning and Research Methodology.</li> <li>Coordinator of the Doctorate in Projects at the International Iberoamerican University (UNINI-Mexico), has received several medals, diplomas and professional merit distinctions.</li> <li>Has written several scientific articles related to Business Development.</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Education from the University of Havana (University Management) (2012)</li> </ul>	<ul style="list-style-type: none"> <li>Master in Strategic Management with a Specialty in Management</li> <li>Master in Strategic Management with a Specialty in Telecommunication</li> <li>Master in Strategic Management with a Specialty in Information Technologies</li> <li>Master in Physical Activity: Sports Training and Management</li> <li>Doctorate in Projects with Specialization in Research</li> <li>Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>DD041 - Management Techniques for Sports Team</li> <li>DD042 - Time Management and Conducting Meetings</li> <li>DD068 - Knowledge Management and Organizational Learning</li> <li>DO008 - Thesis Proposal</li> <li>DO009 - Thesis Preparation</li> <li>DO010 - Thesis Dissertation</li> <li>TI011 - Society of Change and Information</li> <li>TR024 - Management Techniques and Organizational Leadership</li> <li>TR046 - Strategic Human Resources Management</li> </ul>
				<b>Academic load</b>
				9
				<b>Number of preparations</b>
7				



MAIN PROFESSORS					
Professor	CV Summary	Doctorate	Program	Courses taught	
<b>Dr. Franahid D'silva Signe</b>	<ul style="list-style-type: none"> <li>• Master in University Teaching, National Experimental University of the Western Plains Ezequiel Zamora, Venezuela (2009)</li> <li>• Political scientist graduated from University of Los Andes, Venezuela (1999)</li> <li>• Assistant professor at the National Open University, Venezuela, since 2004.</li> <li>• Contract Professor at National Experimental University of the Western Plains Ezequiel Zamora, Venezuela (1999-2003)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education, National University of Distance Education of Panama, Panama (2019)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> <li>• Master in Education with a Specialty in Higher Education</li> <li>• Master in Education with a Specialty in the Organization and Management of Education Centers</li> <li>• Master in Education with a Specialty in Teacher Training</li> <li>• Master in Education with a Specialty in ICT'S in Education</li> </ul>	<ul style="list-style-type: none"> <li>• FP112 - Design of Education Proposals Based on ICTs</li> <li>• FP117 - Learning theories and methodological bases of training</li> <li>• FP118 - Curricular Planning and Design</li> <li>• FP124 - Applied Didactics</li> <li>• FP182 - Knowledge Management and Innovation in Education</li> <li>• Master's Thesis</li> </ul>	
				<b>Academic load</b>	6
				<b>Number of preparations</b>	6
<b>Dr. Inés María Muñoz Galiano</b>	<ul style="list-style-type: none"> <li>• Acting substitute professor, University of Jaén.</li> <li>• Assistant Professor, University of Seville.</li> <li>• Diploma in social education (2007).</li> <li>• Certificate of Pedagogical Aptitude (2002)</li> <li>• University Expert in Gerontology: socio-educational intervention with the elderly (2001).</li> <li>• Bachelor's Degree in Pedagogy (2001).</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Pedagogy, University of Granada (2008)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• FP127 - Organization and Management of Educational Centers</li> </ul>	
				<b>Academic load</b>	1
				<b>Number of preparations</b>	1
<b>Dr. Inna Alexeeva Alexeev</b>	<ul style="list-style-type: none"> <li>• Master in Teacher Training, Universidad Rey Juan Carlos, Spain (2012)</li> <li>• Bachelor's Degree in English Philology from UNED, Spain (2010)</li> <li>• Bachelor's degree in International Business Administration and Management from the University of Lincoln, United Kingdom (2002)</li> <li>• Double degree in English Philology and Psychopedagogy from Leo Tolstoy State University, Russia (1997)</li> <li>• Professor at the European University of the Atlantic (Spain)</li> <li>• Guest lecturer at the University of Cantabria (Spain) for sessions in MBA, Summer Business Course: international Trade and Finance</li> <li>• Associate Professor at Centro Universitario CESINE, Spain</li> <li>• Manager at the Foundation for Innovation and Development (FIDBAN) and support to the International Relations Office (ORI), European University of the Atlantic (Spain)</li> <li>• Has worked as Commercial Department personnel, Office Manager, Export Manager, Marketing support, in different companies and organizations</li> <li>• Project Manager -European project 'Energy in Time'</li> <li>• Contributor columnist for the digital newspaper eldiario.es.</li> <li>• Has taken several courses and participated in national and international conferences, seminars and workshops on Foreign Trade, Entrepreneurship, Modernization of digital systems.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Projects with Research Specialty from the International Iberoamerican University, Puerto Rico (2021)</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Strategic Management with a Specialty in Management</li> <li>• Master in Strategic Management with a Specialty in Telecommunication</li> <li>• Master in Strategic Management with a Specialty in Information Technologies</li> </ul>	<ul style="list-style-type: none"> <li>• DD004 - Marketing</li> <li>• DD159 - Introduction to New Marketing</li> <li>• DD160 - Market Research</li> <li>• DD161 - Consumer-Buyer Behavior</li> <li>• DD162 - Marketing Strategy Development</li> <li>• DD164 - Relational Marketing</li> <li>• DD170 - Services Marketing</li> <li>• DD1009 - Health Marketing</li> <li>• TI014 - Electronic Marketing and Commerce</li> </ul>	
				<b>Academic load</b>	9
				<b>Number of preparations</b>	9
<b>Dr. Irania Malaver</b>	<ul style="list-style-type: none"> <li>• Master's Degree in Linguistics, Central University of Venezuela (1998)</li> <li>• Graduate Anthropologist (1989)</li> <li>• Director of Final Projects, Central University of Venezuela</li> <li>• Collaborating professor at the Fundació per a la Universitat Oberta de Catalunya (Foundation for the Open University of Catalonia)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctor in Applied Linguistics, University of Alcalá, Spain (2009)</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Teaching Spanish as a Foreign Language</li> </ul>	<ul style="list-style-type: none"> <li>• FP019 - Second Language Acquisition</li> <li>• FP027 - Methodological Basis</li> <li>• FP033 - Curriculum Design and Programming - Theory and Practice</li> <li>• Master's Thesis</li> </ul>	
				<b>Academic load</b>	4
				<b>Number of preparations</b>	4

MAIN PROFESSORS				
Professor	CV Summary	Doctorate	Program	Courses taught
<b>Dr. Irma Domínguez</b>	<ul style="list-style-type: none"> <li>• Master in Physical Activity: Sports Training and Management.</li> <li>• International and Interuniversity Master's Degree in Nutrition and Applied Dietetics specialized in Eating Disorders and Nutrition and Aging from the University of León (Spain).</li> <li>• Diploma in Human Nutrition and Dietetics from the University of Navarra (Spain).</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education from the International Iberoamerican University in Mexico (2021)</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Physical Activity: Sports Training and Management</li> <li>• Master in Naturopathic Sciences</li> </ul>	<ul style="list-style-type: none"> <li>• MN012 - Nutrition in Common Pathologies</li> <li>• SN018 - Evaluation of the Nutritional Status</li> <li>• SN198 - Basics Aspects of Nutrition</li> <li>• SN217 - Nutrition and Sports</li> <li>• Master's Thesis</li> </ul>
				<b>Academic load</b>
				5
				<b>Number of preparations</b>
5				
<b>Dr. Isabel Sánchez López</b>	<ul style="list-style-type: none"> <li>• Master in Teaching Spanish as a Foreign Language. Santander, Menéndez Pelayo International University (Spain), 2005-2007.</li> <li>• University Expert in Teaching Spanish as a Foreign Language. Santander, Menéndez Pelayo International University (Spain), 2004.</li> <li>• Bachelor's Degree in Hispanic Philology. Faculty of Philosophy and Letters, University of Granada (Spain).</li> <li>• Lines of work and research are Linguistics Applied to the Teaching / Learning of Spanish and Lexicography. Has published works on various disciplines but mainly on Lexicography, Teaching and Pedagogy.</li> <li>• Has participated in and coordinated training programs for trainers in Spain and abroad.</li> <li>• Has given public lectures in Spain and abroad.</li> <li>• Has taught at Spanish and foreign universities and at the Instituto Cervantes.</li> <li>• Currently works as a Spanish teacher at the University of Jaén and as Spanish coordinator at the same center.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Spanish Philology, University of Jaen, Spain (2011)</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Teaching Spanish as a Foreign Language</li> <li>• Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• FP021 - Learning Strategies</li> <li>• D0008 - Thesis Proposal.</li> <li>• D0009 - Thesis Preparation.</li> <li>• D0010 - Thesis Dissertation.</li> </ul>
				<b>Academic load</b>
				4
				<b>Number of preparations</b>
2				
<b>Dr. Jesús Arzamendi Sáez de Ibarra</b>	<ul style="list-style-type: none"> <li>• Degree in Romance Philology from the University of Deusto (Spain).</li> <li>• Professor of General Linguistics, Semiology and Semantics at the University of Deusto (1973-1983).</li> <li>• Professor of Language Pedagogy, Linguistics, Evaluation of Bilingual Education Programs and Semiotics at the University of the Basque Country (1981-2005).</li> <li>• Director of the Institute of Education Sciences (I.C.E.) of the University of the Basque Country (1988-1991)</li> <li>• Director of the Master "Teaching Spanish as a Foreign Language" (1992-1996).</li> <li>• Director of the Master "English Teachers training in a virtual campus" (1998-2001).</li> </ul>	<ul style="list-style-type: none"> <li>• Doctor of Philosophy and Letters - Section: Romance Philology, University of Deusto (Spain) (1983)</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Teaching Spanish as a Foreign Language</li> <li>• Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• FP020 - Individual Factors in Learning</li> <li>• FP032 - Evaluation of the Learning Process</li> <li>• D0008 - Thesis Proposal</li> <li>• D0009 - Thesis Preparation</li> <li>• D0010 - Thesis Dissertation</li> <li>• Master's Thesis</li> </ul>
				<b>Academic load</b>
				6
				<b>Number of preparations</b>
4				
<b>Dr. Jesús Manuel Peña Muñoz</b>	<ul style="list-style-type: none"> <li>• Master's Degree in Educational Management from Universidad de los Andes.</li> <li>• Specialist in Human Talent from Universidad Experimental Simón Rodríguez.</li> <li>• Bachelor of Education in Educational Administration from Universidad Central de Venezuela.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Educational Sciences from Universidad Rafael Belloso Chacín, Venezuela (2009)</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Education with a Specialty in Higher Education</li> <li>• Master in Education with a Specialty in the Organization and Management of Education Centers</li> <li>• Master in Education with a Specialty in Teacher Training</li> <li>• Master in Education with a Specialty in ICT'S in Education</li> </ul>	<ul style="list-style-type: none"> <li>• FP104 - Organization and Management of Educational Centers</li> <li>• FP082 - Project Planning and Management</li> <li>• Master's Thesis</li> </ul>
				<b>Academic load</b>
				3
				<b>Number of preparations</b>
3				

MAIN PROFESSORS				
Professor	CV Summary	Doctorate	Program	Courses taught
Dr. Jon Arambarri	<ul style="list-style-type: none"> <li>MBA, Institute of Applied Economics, UPV-EHU.</li> <li>Senior Telecommunications Engineer from the School of Engineering of Bilbao.</li> <li>R&amp;D Director at <a href="http://www.virtualware.es">www.virtualware.es</a>; Multimedia, 3D, Animation and Virtual Interactive Environments.</li> <li>Has worked as R&amp;D Director for <a href="http://www.gowex.com">www.gowex.com</a>: Telecommunications services for companies.</li> <li>Has made numerous publications on his specialties such as: information systems, telecommunications, collaborative virtual work, environment, knowledge management.</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Engineering Project Management from the Polytechnic University of Catalonia (Spain) (2014)</li> </ul>	<ul style="list-style-type: none"> <li>Master in Strategic Management with a Specialty in Management</li> <li>Master in Strategic Management with a Specialty in Telecommunication</li> <li>Master in Strategic Management with a Specialty in Information Technologies</li> </ul>	<ul style="list-style-type: none"> <li>TI004/DD163 - International Commerce and Marketing</li> <li>TI015 - Electronic Security and Legislation</li> <li>TI023 - Case Study and Resolution</li> <li>TI026 - The Telecommunications Market</li> <li>TI027 - Technical-Business Structure of Telecommunications</li> <li>TI028 - Telecommunications Networks</li> <li>TI031 - Telecommunications Market Regulations</li> <li>TI043 - ICT Project Direction and Management</li> <li>Master's Thesis</li> </ul>
				<b>Academic load</b>
				9
				<b>Number of preparations</b>
Dr. Jorge Crespo	<ul style="list-style-type: none"> <li>Civil Engineering of the Higher Polytechnic Institute José Antonio Echeverría (Cuba)</li> <li>Licensed (Homologation) by the Spanish Ministry of Education in 2010</li> <li>13 years of experience teaching Civil and Industrial Engineering and Architecture.</li> <li>Specialist in computational modeling and simulation, development of automated systems for decision making and expert systems and process management.</li> <li>Participated in R&amp;D, both competitive and non-competitive, aimed at administrations and public and private entities in Spain.</li> <li>Author and co-author of books and scientific articles related to civil engineering, numerical methods, structures.</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Civil Engineering from the University of Cantabria, Santander (Spain) (2011)</li> </ul>	<ul style="list-style-type: none"> <li>Master in Strategic Management with a Specialty in Management</li> <li>Master in Strategic Management with a Specialty in Telecommunication</li> <li>Master in Strategic Management with a Specialty in Information Technologies</li> <li>Master In Project Design, Administration and Management</li> <li>Master in Project Design, Administration and Management with a Specialty in Architecture and Urban Planning</li> <li>Master in Project Design, Administration and Management with a Specialty in Innovation and Product</li> </ul>	<ul style="list-style-type: none"> <li>DD076 - Management Without Distances</li> <li>DD118 - Basic Statistics</li> <li>DD119 - Statistical Sampling</li> <li>TI036 - Web Technology and Web Engineering</li> <li>TI041 - Business Software Processes</li> <li>TR036 - Strategy and Tourism Businesses on the Internet</li> <li>TR037 - ICT in the Tourism Industry</li> <li>Master's Thesis</li> </ul>
				<b>Academic load</b>
				8
				<b>Number of preparations</b>
				8

MAIN PROFESSORS				
Professor	CV Summary	Doctorate	Program	Courses taught
Dr. José Bazarzo	<ul style="list-style-type: none"> <li>• Master in Business Administration from Universidad del Mar, Chile;</li> <li>• Specialist in Curriculum Design by Competencies, Universidad del Mar, Chile;</li> <li>• Electrical Engineer from ULEAM, Ecuador.</li> <li>• Lecturer in Project Management at ULEAM and Universidad de Guayaquil.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Projects International Iberoamerican University in Mexico (2018)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Projects with a Specialty in Research</li> <li>• Master In Project Design, Administration and Management</li> <li>• Master in Project Design, Administration and Management with a Specialty in Architecture and Urban Planning</li> <li>• Master in Project Design, Administration and Management with a Specialty in Architecture and Urban Planning</li> <li>• Master in Strategic Management with a Specialty in Management</li> </ul>	<ul style="list-style-type: none"> <li>• DD075 - Trust Management: Risk and Quality</li> <li>• DD077 - Project Communication</li> <li>• DD235 - Introduction to Project Design: from Conflict to the Technical Problem</li> <li>• DD236 - Design of System Solutions in Projects</li> <li>• DD237 - Desired Service and Conditions for its Delivery</li> <li>• DD238 - Solution-System: Functional Analysis in the Project</li> <li>• DD239 - The Roles of People in a Project</li> <li>• DD240 - Project Security and Reliability</li> <li>• DD241 - Environmental Viability of the Project</li> <li>• DD242 - Project Proposal: Specifications</li> <li>• DD243 - Project Draft Preparation</li> <li>• Master's Thesis</li> </ul>
				<b>Academic load</b>
				<b>12</b>
				<b>Number of preparations</b>
				<b>12</b>

MAIN PROFESSORS				
Professor	CV Summary	Doctorate	Program	Courses taught
Dr. José Zavala	<ul style="list-style-type: none"> <li>• Master's Degree/ Master in the teaching of mathematics with terminal exit in Mathematics Education/ Autonomous University of the State of Morelos.</li> <li>• Master's Degree in Educational Sciences/ Institute of University Studies, Civil Association, Chiapas, Mexico.</li> <li>• Specialization in the Teaching of Mathematics with terminal courses in Mathematics Education and Educational Computing/ Autonomous University of the State of Morelos, Mexico.</li> <li>• Bachelor's Degree/ Chemical Process Engineering, Specialty Petrochemical Processes/ Autonomous University of Carmen/ Faculty of Chemistry, Campeche, Mexico.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctor in Chemical Engineering / Technological Institute of Celaya, Guanajuato, Mexico (2005)</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Strategic Management with a Specialty in Management</li> <li>• Master in Environmental Management and Audits</li> </ul>	<ul style="list-style-type: none"> <li>• DD125 - Total Quality Costs</li> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> <li>• IP064 - Training and Communication</li> <li>• IP075 - Integrated Management Case Studies</li> <li>• IP078 - Background and Current Status of Integrated Management</li> <li>• IP081 - Integration Models</li> <li>• IP084 - Integrated Management Systems: Quality, Environment and Prevention</li> <li>• IP9001 - Introduction and Fundamentals of Integrated Management Systems</li> <li>• IP9002 - Advantages and Difficulties of the Integration of Systems, Degrees, Modes and Integration System Models</li> <li>• MA028 - Potentially Contaminated Marine Ecosystems</li> <li>• MA029 - Environmental factors that Affecting Pollutants</li> <li>• MA030 - Pollutant Agents</li> <li>• MA031 - Toxicology</li> <li>• MA085 - Environmental Education and USW</li> <li>• MA249 - Product Life Cycle and Carbon Footprint Analysis</li> <li>• Master's thesis</li> </ul>
				<b>Academic load</b>
				<b>18</b>
				<b>Number of preparations</b>
				<b>16</b>
Dr. Juan Luis Martín	<ul style="list-style-type: none"> <li>• Specialist in Family Mediation, Colegio de Psicólogos de Vizcaya (Spain).</li> <li>• Master's Degree in Mental Health and Psychotherapy Techniques from the University of Deusto. Degree in Psychology from the University of the Basque Country (Spain).</li> <li>• Bachelor's Degree in Psychology from the University of the Basque Country (Spain).</li> <li>• Teacher since 2005 in education, special education, psychology.</li> <li>• Has collaborated in different topics such as psychology and psychological development in families.</li> <li>• Authored and co-authored articles and chapters on family psychology, relationships, bullying, and drug use.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Psychological Treatment, Evaluation and Personality, University of the Basque Country, Spain (2001)</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Strategic Management with a Specialty in Management</li> </ul>	<ul style="list-style-type: none"> <li>• DD097/DD098 - Mediation</li> <li>• DD101 - Conflict Resolution/ Transformation in the Family</li> <li>• Master's Thesis</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
				<b>3</b>

MAIN PROFESSORS				
Professor	CV Summary	Doctorate	Program	Courses taught
<b>Dr. Julio Martínez</b>	<ul style="list-style-type: none"> <li>Bachelor's Degree in Mechanical and Electrical Engineering. Faculty of Engineering, National Autonomous University of Mexico (1992-1996).</li> <li>Master's Degree in Mechanical Engineering. Graduate Studies Division, Faculty of Engineering, National Autonomous University of Mexico (1996-2001).</li> <li>Professor and researcher at the Faculty of Engineering, Autonomous University of Campeche, Campeche Camp. &amp; Universidad Mundo Maya Campus Campeche, Campeche Camp (2001-present).</li> <li>Creator of projects and publications related to Energy and Technology.</li> <li>Has collaborated in conferences and presentations on Engineering, Energy, Sustainable Development, among others since 2006.</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Mechanical Engineering. Graduate Studies Division, Faculty of Engineering, National Autonomous University of Mexico (2005).</li> </ul>	<ul style="list-style-type: none"> <li>Master in Strategic Management with a Specialty in Management</li> <li>Master in Strategic Management with a Specialty in Telecommunication</li> <li>Master in Strategic Management with a Specialty in Information Technologies</li> </ul>	<ul style="list-style-type: none"> <li>DO008 - Thesis Proposal</li> <li>DO009 - Thesis Preparation</li> <li>DO010 - Thesis Dissertation</li> <li>DD013 - Logistics</li> <li>Master's Thesis</li> </ul>
				<b>Academic load</b>
				<b>5</b>
				<b>Number of preparations</b>
<b>3</b>				
<b>Dr. Kamil Giglio</b>	<ul style="list-style-type: none"> <li>Master's degree in engineering and knowledge management, Universidade Federal de Santa Catarina (2010).</li> <li>Graduated in social communication, Universidade do Sul de Santa Catarina (2005).</li> <li>Graduate in Literature and Literature - French, Universidade Federal de Santa Catarina (2005).</li> <li>Professor at Aerotd.</li> <li>Researcher at Wiesbaden Business School).</li> </ul>	<ul style="list-style-type: none"> <li>Doctor in Engineering and Knowledge Management, Universidade Federal de Santa Catarina</li> </ul>	<ul style="list-style-type: none"> <li>Master in Education with a Specialty in Higher Education</li> <li>Master in Education with a Specialty in the Organization and Management of Education Centers</li> <li>Master in Education with a Specialty in Teacher Training</li> <li>Master in Education with a Specialty in ICT'S in Education</li> </ul>	<ul style="list-style-type: none"> <li>FP076 - Virtual Environments of Collaborative Work</li> <li>FP087 - Learning Factors</li> <li>FP101 - Learning Theories and Methodological Bases of Training</li> <li>Master's Thesis</li> </ul>
				<b>Academic load</b>
				<b>4</b>
				<b>Number of preparations</b>
<b>4</b>				
<b>Dr. Kilian Tutusaus</b>	<ul style="list-style-type: none"> <li>Degree in Marine Sciences from the University of Las Palmas de Gran Canaria (1999-2000).</li> <li>Master's degree in Environmental Engineering from the Sarriá Chemical Institute (2000-2001).</li> <li>Professor in the classroom training program for university professors: Promotion of teaching innovation experiences supported by information and communication technologies Bolivia (2004-2005).</li> <li>Speaker at the international congress Internet Global Congress: An example of recycling of virtual educational tools, Barcelona (2004).</li> <li>Has been a speaker at various congresses, seminars, conferences, on topics related to teaching innovation, uses of ICT in education and technopedagogical models of teaching - learning.</li> <li>It has publications such as: Marine Pollution, Management of Natural Spaces, Oceanography and Marine Resources, Natural Resources, Distance teaching experience in Ibero-America.</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Project Engineering: Environment, safety, quality and communication by the Polytechnic University of Catalonia (2016)</li> </ul>	<ul style="list-style-type: none"> <li>Master in Environmental Management and Audits</li> </ul>	<ul style="list-style-type: none"> <li>MA106 - Water Circulation</li> <li>MA108 - Fishery Exploitation</li> <li>MA109 - Marine Cultures</li> <li>MA110 - Shipping and Maritime Transport</li> <li>MA111 - Energy and Mineral Resources</li> <li>MA136 - Technology in Marine Aquaculture: Toward a Sustainable Aquaculture</li> <li>MA137 - Management of Biological Contamination</li> <li>MA139 - Management of Natural Marine Protected Areas</li> <li>MA140 - Fishery Management</li> <li>MA243 - Management of Water Pollutants</li> </ul>
				<b>Academic load</b>
				<b>10</b>
				<b>Number of preparations</b>
<b>10</b>				

MAIN PROFESSORS				
Professor	CV Summary	Doctorate	Program	Courses taught
Dr. Laura Pérez	<ul style="list-style-type: none"> <li>• Master in Cognitive Sciences and language Universitat de Barcelona (Spain).</li> <li>• Psychologist, specialization in Clinical and Organizational Psychology Pontifical Javeriana University, (Bogotá).</li> <li>• Psychologist and coach, founder of Florecimiento Humano.</li> <li>• Research experience at the University of Barcelona, Spain.</li> <li>• Experience as a psychologist in San Juan de Dios and La Inmaculada Hospitals, Colombia.</li> <li>• Experience in Recruitment and Selection processes for several companies in Spain and the United Kingdom.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctor in Cognitive Sciences and language from the University of Barcelona (Spain) (2013)</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Strategic Management with a Specialty in Management</li> <li>• Master in Strategic Management with a Specialty in Telecommunication</li> <li>• Master in Strategic Management with a Specialty in Information Technologies</li> <li>• Master in Physical Activity: Sports Training and Management</li> </ul>	<ul style="list-style-type: none"> <li>• DD022 - Organizational Structure and Change</li> <li>• DD024 - Organizational Culture and Climate</li> <li>• DD031 - Recruitment, Selection and Promotion</li> <li>• DD032 - Performance Evaluation and Management by Competencies</li> <li>• DD034 - Training and Career Plans</li> <li>• DD091/DD092 - Conflict Theory</li> <li>• DD107 - Online Dispute Resolution (ODR)</li> <li>• FP092 - Methodology of Scientific Research</li> <li>• Master's Thesis</li> </ul>
				<b>Academic load</b>
				<b>9</b>
				<b>Number of preparations</b>
<b>9</b>				
Dr. Leonardo Ribeiro	<ul style="list-style-type: none"> <li>• Graduated in Agronomy from Universidade Federal de Viçosa, UFV, Brazil (2000)</li> <li>• Environmental Analyst of the Instituto Brasileiro do Meio Ambiente e dos Recursos Naturais Renováveis</li> <li>• Has experience in the areas of Environmental Management and Environmental Sociology, acting mainly in environmental licensing processes of large companies, environmental impact assessment, cumulative impact assessment and with the Theory of Ecological Modernization.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Environment and Society from Universidade Estadual de Campinas, UNICAMP, Brazil (2013).</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Environmental Management and Audits</li> </ul>	<ul style="list-style-type: none"> <li>• MA001 - Introduction to Sustainable Development</li> <li>• MA002 - Ecology</li> <li>• MA008 - Natural Resources</li> <li>• MA073 - Natural Areas in the Context of Societies</li> <li>• MA074 - Biodiversity</li> <li>• MA075 - Natural Spaces: Typology and Processes</li> <li>• MA076 - Uses of Natural Spaces</li> <li>• MA077 - The Conservation of Species and Natural Areas</li> <li>• MA078 - The Management of Natural Spaces</li> <li>• MA079 - Ecological Restoration and Landscaping</li> <li>• MA080 - Case Studies of Management and Conservation of Natural Spaces</li> <li>• Master's Thesis</li> </ul>
				<b>Academic load</b>
				<b>12</b>
				<b>Number of preparations</b>
<b>12</b>				

MAIN PROFESSORS				
Professor	CV Summary	Doctorate	Program	Courses taught
<b>Dr. Luis Dzul</b>	<ul style="list-style-type: none"> <li>• Doctorate in Project Engineering: environment, safety, quality and communication, Polytechnic University of Catalonia, Spain (2009).</li> <li>• Diploma in Project Engineering, Polytechnic University of Catalonia, Spain (2007).</li> <li>• Degree in Effective Teaching, Mayab University, Mexico (2004).</li> <li>• Master in Engineering, National Autonomous University of Mexico, Mexico (2002).</li> <li>• Civil Engineer, Autonomous University of Campeche, Mexico (1999).</li> <li>• Course "Training for Teachers"- FUNiBER (2015).</li> <li>• Professor at the Monterrey Institute of Technology and Higher Education (ITESM) (ITESM), Tampico campus, in the subjects "Project Engineering" and "Concrete Structures". Team Teaching Mode (2010 - present)</li> <li>• Researcher at the Center for Research and Industrial Technology of Cantabria (CITICAN) of the European Atlantic University (2014-present).</li> <li>• Research Professor at the Autonomous University of Campeche (UAC), Mexico. Department of Environmental Microbiology and Biotechnology. Project Engineering Area (2011-2014).</li> <li>• Member of the Project Engineering Research Group: Design, Sustainability and Communication (GIIP) of the Department of Projects of the School of Industrial Engineering of Barcelona, UPC (2008-2011).</li> <li>• Invited master's degree professor at the Universidad Latina de Panamá (Panama campus) in the Center for Postgraduate Studies, teaching the subject "International Standards for Project Management" (2012 - current)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Engineering Project Management from the Polytechnic University of Catalonia, Spain (2009)</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Strategic Management with a Specialty in Management</li> <li>• Master in Strategic Management with a Specialty in Telecommunication</li> <li>• Master in Strategic Management with a Specialty in Information Technologies</li> <li>• Master In Project Design, Administration and Management</li> <li>• Master in Project Design, Administration and Management with a Specialty in Architecture and Urban Planning</li> <li>• Master in Project Design, Administration and Management with a Specialty in Architecture and Urban Planning</li> </ul>	<ul style="list-style-type: none"> <li>• IP9003 - Integration of Management Systems based on Standards and Processes</li> <li>• IP9004 - Implementation of the Integrated Management system-Case Study</li> <li>• PC002 - Collaboration and Development Theory</li> <li>• PC012 - International Collaboration System</li> <li>• PC013 - Logical Framework</li> <li>• Master's Thesis</li> </ul>
				<b>Academic load</b>
				<b>6</b>
				<b>Number of preparations</b>
<b>6</b>				
<b>Dr. Majid Safadaran</b>	<ul style="list-style-type: none"> <li>• Master's degree in TESOL / ESL from New York University (USA).</li> <li>• Master's Degree in Education from the University of Piura (Peru).</li> <li>• Master's degree in TEFL from the University of Piura (Peru).</li> <li>• Master's Degree in Accounting from the University of Kerela (India).</li> <li>• Doctorate in Accounting from the University of Poona (India).</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education from the Atlantic University, USA (2009)</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Teaching English as a Foreign Language</li> </ul>	<ul style="list-style-type: none"> <li>• FP001 - Approaches to Language</li> <li>• FP005 - Teaching Pronunciation</li> <li>• FP012 - Assessment &amp; Testing in the Classroom</li> <li>• FP013 - English in the Community</li> <li>• Master Thesis</li> </ul>
				<b>Academic load</b>
				<b>5</b>
				<b>Number of preparations</b>
<b>5</b>				
<b>Dr. Manuel Antonio Masías Vergara</b>	<ul style="list-style-type: none"> <li>• Industrial and Systems Engineer from University of Piura. Master's Degree in Strategic Management in Information Technology from the University of León.</li> <li>• Online tutor of subjects related to Programming and ICT. Specialist in Systems Project Management and Development, Research Team Management.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctor in Project Engineering from the International Iberoamerican University (2018)</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Strategic Management with a Specialty in Management</li> <li>• Master in Strategic Management with a Specialty in Information Technologies</li> <li>• Master in Strategic Management with a Specialty in Telecommunication</li> <li>• Doctorate in Projects with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal.</li> <li>• DO009 - Thesis Preparation.</li> <li>• DO010 - Thesis Dissertation.</li> <li>• TI013 - Reengineering, strategy and management of systems and ICT</li> <li>• TI017 - Integration of Business Management Systems</li> <li>• TI034 - Languages and Programming Paradigms</li> </ul>
				<b>Academic load</b>
				<b>6</b>
				<b>Number of preparations</b>
<b>4</b>				



MAIN PROFESSORS				
Professor	CV Summary	Doctorate	Program	Courses taught
Dr. Marcial A. Yam Cervantes	<ul style="list-style-type: none"> <li>• Master of Science in Biochemical Engineering, Tecnológico Nacional de México/Instituto Tecnológico de Mérida, México, Yucatán</li> <li>• Graduation in Chemical Engineering. Tecnológico Nacional de México/Instituto Tecnológico de Mérida, Mexico, Yucatán</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Science in Polymeric Materials, Centro de Investigación Científica de Yucatán, Mexico (2016)</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Environmental Management and Audits</li> <li>• Master in Strategic Management with a Specialty in Management</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> <li>• IP051 - Advanced Solid Waste Management in the Industry</li> <li>• MA003 - Water Treatment</li> <li>• MA015 - Introduction to Integrated Water Management</li> <li>• MA016 - The Water Cycle</li> <li>• MA017 - Water Management</li> <li>• MA018 - Water Analysis and Characterization</li> <li>• MA021 - Water and Environmental Education</li> <li>• MA286 - Industrial Wastewater Treatment</li> <li>• MA287 - Physical, Chemical and Biological Purification Processes</li> <li>• MA288 - Reverse Osmosis and Ion Exchange Processes</li> <li>• MA289 - Water Reuse and Purification</li> <li>• MA290 - Good Practices in the Industry</li> <li>• Master's Thesis</li> </ul>
				<b>Academic load</b>
				<b>16</b>
				<b>Number of preparations</b>
<b>14</b>				
Dr. Marco Rojo	<ul style="list-style-type: none"> <li>• Holds a degree in Economics from the Autonomous Metropolitan University (UAM, Mexico). Master and Doctorate in Social Studies (Soc. Economics). Winner of the University Medal of Merit. Winner of the Small Research Grand Program (UCLA, USA). Winner of the State Public Management Award (Campeche, Mexico). Specialist in innovation systems, technological change, efficiency and competitiveness. Currently a Researcher at UNINI, Mexico.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Social Studies (Soc. Economics), Graduate Studies in Social Studies. Autonomous Metropolitan University (UAM) (2013)</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Strategic Management with a Specialty in Management</li> <li>• Master in Strategic Management with a Specialty in Telecommunication</li> <li>• Master in Strategic Management with a Specialty in Information Technologies</li> <li>• Doctorate in Projects with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DD012 - Management and Administration of Operations</li> <li>• DD120 - Financial Mathematics</li> <li>• DD152 - Economics</li> <li>• DD168 - Communication Management Policies</li> <li>• DD171 - Control and Marketing Plan</li> <li>• DD1004 - Health Economics</li> <li>• DD2867 - Globalization and International Business</li> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> <li>• Master's Thesis</li> </ul>
				<b>Academic load</b>
				<b>11</b>
				<b>Number of preparations</b>
<b>9</b>				

MAIN PROFESSORS				
Professor	CV Summary	Doctorate	Program	Courses taught
<b>Dr. María Aparecida Santos Campos</b>	<ul style="list-style-type: none"> <li>• Degree in Physical Education, Catholic Institute of Minas Gerais, Brazil (1991).</li> <li>• Researcher at the University of Jaén and Fibromyalgia Association of Jaén, Spain, since 2010.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Educational Sciences from the University of Barcelona, Spain (2013)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• D0008 - Thesis Proposal</li> <li>• D0009 - Thesis Preparation</li> <li>• D0010 - Thesis Dissertation</li> <li>• FP124 - Applied Didactics</li> <li>• FP125 - Physical Activity Applied to Health Education and Performance</li> <li>• FP127 - Organization and Management of Educational Centers</li> </ul>
				<b>Academic load</b>
				<b>6</b>
				<b>Number of preparations</b>
<b>4</b>				
<b>Dr. María Elena Castro Rodríguez</b>	<ul style="list-style-type: none"> <li>• Master's Degree in Educational Sciences, specializing in Didactics, from the University of Sancti Spiritus, Cuba (2008).</li> <li>• Bachelor's Degree in Education, majoring in Spanish and Literature, University of Sancti Spiritus, Cuba (1993).</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Pedagogical Sciences from the University of Sancti Spiritus, Cuba (2012)</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Education with a Specialty in Higher Education</li> <li>• Master in Education with a Specialty in the Organization and Management of Education Centers</li> <li>• Master in Education with a Specialty in Teacher Training</li> <li>• Master in Education with a Specialty in ICT'S in Education</li> </ul>	<ul style="list-style-type: none"> <li>• Master's Thesis</li> </ul>
				<b>Academic load</b>
				<b>1</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. María Jesús Colmenero Ruíz</b>	<ul style="list-style-type: none"> <li>• Accredited as a tenured professor (ANECA).</li> <li>• Internship (Classroom-Problems).</li> <li>• Teaching of subjects and direction of doctoral theses at the University of Jaén.</li> <li>• Participation in teaching innovation projects.</li> <li>• Participation in numerous R&amp;D projects financed in competitive calls for proposals from public and private entities and administrations.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Psychopedagogy, University of Jaén, Spain.)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• D0008 - Thesis Proposal</li> <li>• D0009 - Thesis Preparation</li> <li>• D0010 - Thesis Dissertation</li> <li>• FP122 - Fundamentals of Special Education: Processes of Attention to Diversity</li> </ul>
				<b>Academic load</b>
				<b>4</b>
				<b>Number of preparations</b>
<b>2</b>				
<b>Dr. María Magdalena Peña Rodríguez</b>	<ul style="list-style-type: none"> <li>• International Professional Certification Level D as Project Manager, International Project Management Association (IPMA).</li> <li>• Master in Design, Management and Direction of International Cooperation Projects, European University Miguel de Cervantes, Spain.</li> <li>• Master in Cultural Management, Universidad Carlos III de Madrid.</li> <li>• Architect, School of Architecture / Universidad de la República.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Projects, International Iberoamerican University, Mexico (2022)</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Project Design, Administration and Management with a Specialty in Architecture and Urban Planning</li> <li>• Master in Project Design, Administration and Management with a Specialty in Architecture and Urban Planning</li> <li>• Master In Project Design, Administration and Management</li> </ul>	<ul style="list-style-type: none"> <li>• AU001 - Interrelations Between Architecture and Urban Planning</li> <li>• DD050 - Introduction to Projects</li> <li>• DD051 - Project System Design</li> <li>• DD052 - Analysis of Provision of Services</li> <li>• DD053 - Functional Analysis of the Project</li> <li>• DD054 - Project Ergonomics</li> <li>• DD055 - Project Security and Reliability</li> <li>• DD056 - Environment in a Project</li> <li>• DD057 - Project Specifications</li> <li>• DD058 - Project Draft Preparation</li> <li>• Master's Thesis</li> </ul>
				<b>Academic load</b>
				<b>11</b>
				<b>Number of preparations</b>
<b>11</b>				

MAIN PROFESSORS				
Professor	CV Summary	Doctorate	Program	Courses taught
<b>Dr. Martín Barcala Furelos</b>	<ul style="list-style-type: none"> <li>Diploma in Physical Education Teaching (UDC, Spain).</li> <li>Degree in Physical Activity and Sport Sciences (UDC, Spain).</li> <li>Master's Degree in Teaching Spanish as a Foreign Language (Uneatlantico, Spain).</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Human and Social Sciences, Pontifical University of Salamanca, Spain (2022)</li> </ul>	<ul style="list-style-type: none"> <li>Master in Physical Activity: Sports Training and Management</li> </ul>	<ul style="list-style-type: none"> <li>DP007 - Information Society and Sports</li> <li>SN039 - Structure and Function of the Human Body</li> <li>SN159 - Physical Activity in Children and Adolescents</li> <li>Master's Thesis</li> </ul>
				<b>Academic load</b>
				<b>4</b>
				<b>Number of preparations</b>
<b>4</b>				
<b>Dr. Matías Mazzetto</b>	<ul style="list-style-type: none"> <li>Doctor in Projects. UNINI Mexico (2018).</li> <li>Master In Project Design, Administration and Management. European University Miguel de Cervantes, Spain (2013).</li> <li>Labor Engineer. National Technological University, Argentina (2014).</li> <li>Information Systems Engineer. Catholic University of La Plata, Argentina (2011).</li> <li>Trainer. Judicial Branch of the Province of Buenos Aires (2010).</li> </ul>	<ul style="list-style-type: none"> <li>Doctor in Projects, UNINI Mexico, Mexico (2018)</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Projects with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>DD072 - Computing Tools for Project Management</li> <li>DD074 - Project Evaluation</li> <li>DD235 - Introduction to Project Design: from Conflict to Problem</li> <li>DD236 - Design of System Solutions in Projects</li> <li>DD237 - Desired Service and Conditions for its Delivery</li> <li>DD238 - Solution-system: Functional Analysis in the Project</li> <li>DD239 - The Roles of People in a Project</li> <li>DD240 - Project Reliability</li> <li>DD241 - Environmental Viability of the Project</li> <li>DD242 - Project Proposal: Specifications</li> <li>DD243 - Preliminary Project and its Presentation</li> <li>Master's Thesis</li> </ul>
				<b>Academic load</b>
				<b>12</b>
				<b>Number of preparations</b>
<b>12</b>				
<b>Dr. Maydalí Engracia del Carmen Villasmil</b>	<ul style="list-style-type: none"> <li>Master in Open and Distance Education (2020)</li> <li>E-Commerce Expert, FATLA (2019)</li> <li>Expert in e-Learning Platforms, FATLA (2018)</li> <li>Expert in Educational Technology, FATLA (2017)</li> <li>International Master's Degree in Social Education and Interculturality, Institute of Global Studies (2015)</li> <li>Magister Scientiarum in Educational Management, Yacambú University (2012)</li> <li>Degree in Foreign Language Education, mention in English, Francisco Miranda National Experimental University (2005)</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Education from the Experimental Pedagogical University Libertador, Venezuela (2016)</li> </ul>	<ul style="list-style-type: none"> <li>Master in Teaching English as a Foreign Language</li> <li>Master in Education with a Specialty in Higher Education</li> <li>Master in Education with a Specialty in the Organization and Management of Education Centers</li> <li>Master in Education with a Specialty in Teacher Training</li> <li>Master in Education with a Specialty in ICT'S in Education</li> </ul>	<ul style="list-style-type: none"> <li>Master's Thesis</li> <li>Portfolio I, II, III</li> </ul>
				<b>Academic load</b>
				<b>4</b>
				<b>Number of preparations</b>
<b>4</b>				

MAIN PROFESSORS				
Professor	CV Summary	Doctorate	Program	Courses taught
Dr. Mayra González	<ul style="list-style-type: none"> <li>• Master's Degree in Counseling and Guidance, Interamerican University of Puerto Rico, Arecibo Campus (2003)</li> <li>• Bachelor's Degree in Social Science with concentration in Political Science, University of Puerto Rico, Rio Piedras Campus (1996)</li> <li>• Licensed Professional Counselor, part-time, International Iberoamerican University (2014 to present)</li> <li>• Licensed Professional Counselor and Director of the Prevention and Violence against Women Program, University of Puerto Rico, Utuado Campus (2012)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a major in Guidance and Counseling, Inter-American University of Puerto Rico, Metropolitan Campus, Cupey, P.R (2017)</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Strategic Management with a Specialty in Management</li> <li>• Master in Strategic Management with a Specialty in Telecommunication</li> <li>• Master in Strategic Management with a Specialty in Information Technologies</li> <li>• Master In Project Design, Administration and Management</li> <li>• Master in Project Design, Administration and Management with a Specialty in Architecture and Urban Planning</li> <li>• Master in Project Design, Administration and Management with a Specialty in Innovation and Product</li> </ul>	<ul style="list-style-type: none"> <li>• DD040 - Conflict Resolution and Negotiation Techniques</li> <li>• DD044 - Public Presentation Techniques</li> <li>• DD097/DD098 - Mediation.</li> <li>• DD103 - Conflict Resolution/ Transformation in the Organization</li> <li>• DD138 - Principles and Processes of Conflict Resolution/ Transformation</li> </ul>
				<b>Academic load</b>
				5
				<b>Number of preparations</b>
				5
Dr. Miguel Román Vázquez Martí	<ul style="list-style-type: none"> <li>• Master in Didactics of Contemporary Physical Education, UCCFD Manuel Fajardo, Cuba (2001).</li> <li>• Diploma in Physical Activity Sciences, UCCFD Manuel Fajardo, Cuba (2001).</li> <li>• Degree in Physical Culture at the ISCF Manuel Fajardo. Cuba (1982).</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Physical Culture Sciences from the University of Physical Culture Sciences "Manuel Fajardo" of Cuba and Doctorate in Physical Activity Sciences from the University of Jaén, Spain (2009)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> <li>• Master in Education with a Specialty in Higher Education</li> <li>• Master in Education with a Specialty in the Organization and Management of Education Centers</li> <li>• Master in Education with a Specialty in Teacher Training</li> <li>• Master in Education with a Specialty in ICT'S in Education</li> </ul>	<ul style="list-style-type: none"> <li>• D0008 - Thesis Proposal</li> <li>• D0009 - Thesis Preparation</li> <li>• D0010 - Thesis Dissertation</li> <li>• Master's Thesis</li> </ul>
				<b>Academic load</b>
				4
				<b>Number of preparations</b>
				2
Dr. Mirtha Silvana Marín Garat	<ul style="list-style-type: none"> <li>• Master in Sustainable Development, University of Lanus - Latin American Forum on Environmental Sciences (FLACAM) - UNESCO Chair in Sustainable Development (2004).</li> <li>• Consultant for the development of projects for local and foreign companies (especially Brazil) in the Rivera Free Market Zone (April 1995 - March 2000).</li> <li>• Consulting in local project development and social and environmental responsibility (design, direction and management) (March 2000).</li> <li>• Coordinator of workshops for teachers at the Alberto Chipande Institute of Higher Education (2014) Mozambique.</li> <li>• Complementary preparation:                             <ul style="list-style-type: none"> <li>- FUNiBER "Teacher Training" course (December 2015).</li> <li>- Course "Training for Thesis Directors" FUNiBER (December 2015).</li> <li>- Course on "Teaching in Virtual Environment" FUNiBER, 175 hours (July 2015).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Projects. International Iberoamerican University (Mexico) (2019)</li> </ul>	<ul style="list-style-type: none"> <li>• Master In Project Design, Administration and Management</li> <li>• Master in Project Design, Administration and Management with a Specialty in Architecture and Urban Planning</li> <li>• Master in Project Design, Administration and Management with a Specialty in Architecture and Urban Planning</li> </ul>	<ul style="list-style-type: none"> <li>• DD050 - Introduction to Projects</li> <li>• DD051 - Project System Design</li> <li>• DD052 - Analysis of Provision of Services</li> <li>• DD053 - Functional Analysis of the Project</li> <li>• DD054 - Project Ergonomics</li> <li>• DD055 - Project Security and Reliability</li> <li>• DD056 - Environment in a Project</li> <li>• DD057 - Project Specifications</li> <li>• DD058 - Project Draft Preparation</li> <li>• DD070 - Introduction to Project Management</li> <li>• DD073 - Project Monitoring and Control</li> </ul>
				<b>Academic load</b>
				11
				<b>Number of preparations</b>
				11

MAIN PROFESSORS					
Professor	CV Summary	Doctorate	Program	Courses taught	
<b>Dr. Mónica García</b>	<ul style="list-style-type: none"> <li>Bachelor's Degree in Environmental Sciences. Specialty: Environmental Management. University of León</li> <li>Doctor in Physics, Chemistry and Applied Sciences with Cum Laude honors. Universitat Jaume I of Castellón</li> <li>Master's Degree in Environmental Impact Assessment from the Institute of Ecological Research of Cadiz</li> <li>Pedagogical Aptitude Course (CAP). Institute of Education Sciences (ICE). Polytechnic University of Valencia</li> <li>Advanced Studies in Traditional Chinese Medicine. School of Traditional Chinese Medicine</li> <li>Various courses/trainings on acupuncture, oriental chiropractic and massage.</li> <li>Own center for acupuncture, therapeutic and sports massage, reflexology, etc</li> <li>Professor at the Escuela Superior de MTC (Valencia, Spain)</li> </ul>	<ul style="list-style-type: none"> <li>Doctor in Physics, Chemistry and Applied Sciences with Cum Laude honors. Universitat Jaume I of Castellón (2016)</li> </ul>	<ul style="list-style-type: none"> <li>Master in Naturopathic Sciences</li> </ul>	<ul style="list-style-type: none"> <li>MTC007 - Differentiation of Syndromes</li> <li>MTC008 - TCM Therapeutics</li> <li>MTC009 - Auriculotherapy</li> <li>MTC010 - Meridians and Points (Part I)</li> <li>MTC011 - Meridians and Points (Part II)</li> <li>MTC012 - Acupuncture Techniques</li> <li>MTC013 - Acupuncture Internal - Medicine</li> <li>MTC014 - Acupuncture - Specialties</li> </ul>	
				<b>Academic load</b>	<b>8</b>
				<b>Number of preparations</b>	<b>8</b>
<b>Dr. Narciso Miguel Contreras Izquierdo</b>	<ul style="list-style-type: none"> <li>University Expert in Teaching Spanish as a Foreign Language, Menéndez Pelayo International University (Spain).</li> <li>Bachelor's Degree in Philosophy and Letters (Hispanic Philology) from the University of Jaén (Spain).</li> <li>DOCENCIA <ul style="list-style-type: none"> <li>Doctoral assistant professor in the Department of Spanish Philology at the University of Jaén (Spain).</li> <li>Director of the Secretariat of International Mobility Programs of the University of Jaén (Spain).</li> <li>Professor of distance learning master's degree in Linguistics applied to the teaching of Spanish as a Foreign Language at the University of Jaén.</li> <li>Speaker at several congresses and conferences related to methodology, lexicon and varieties of Spanish in LLEE didactics.</li> <li>Professor in the Dept. of Hispanic Studies at the Attila József University of Szeged (Hungary) for 3 years.</li> <li>Professor at the Cervantes Institute of Romania and the University of Bucharest. President of the DELE exam board in Hungary and Romania, and President of the examining board for these tests at the University of Jaén.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Spanish Philology University of Jaén, Spain (2003)</li> </ul>	<ul style="list-style-type: none"> <li>Master in Teaching Spanish as a Foreign Language</li> </ul>	<ul style="list-style-type: none"> <li>DO008 - Thesis Proposal</li> <li>DO009 - Thesis Preparation</li> <li>DO010 - Thesis Dissertation</li> <li>FP025 - Spanish and its Varieties</li> <li>FP026 - Teaching Lexicon and Pronunciation</li> </ul>	
				<b>Academic load</b>	<b>5</b>
				<b>Number of preparations</b>	<b>3</b>
<b>Dr. Nivia Núñez de la Paz</b>	<ul style="list-style-type: none"> <li>Post-doctorate in Theology. Faculdades EST, São Leopoldo, Brazil (2015-2017).</li> <li>Master's Degree in Theology. Faculdades EST, São Leopoldo, Brazil (2002-2004).</li> <li>Specialization. Public Policy and Gender Justice. CLACSO, Argentina (2018-current).</li> <li>Complementary training on the Moodle virtual platform.</li> <li>Professional experience as a professor at university and master's level in different institutions.</li> </ul>	<ul style="list-style-type: none"> <li>Doctor in Theology, Faculdades EST, São Leopoldo, Brazil (2008)</li> </ul>	<ul style="list-style-type: none"> <li>Master in Education with a Specialty in Higher Education</li> <li>Master in Education with a Specialty in the Organization and Management of Education Centers</li> <li>Master in Education with a Specialty in Teacher Training</li> <li>Master in Education with a Specialty in ICT'S in Education</li> </ul>	<ul style="list-style-type: none"> <li>FP078 - Interculturality and Education</li> <li>FP080 - Conflict Resolution/ Transformation in the School</li> <li>FP104 - Organization and Management of Educational Centers</li> <li>Master's Thesis</li> </ul>	
				<b>Academic load</b>	<b>4</b>
				<b>Number of preparations</b>	<b>4</b>

MAIN PROFESSORS				
Professor	CV Summary	Doctorate	Program	Courses taught
Dr. Olga Alicia Gallardo Milanés	<ul style="list-style-type: none"> <li>Post-doctorate in Society and Development from the State University of Paraná, Brazil.</li> <li>Higher Diploma in Environment and Society from the Latin American Council of Social Sciences (CLACSO).</li> <li>Graduated in Education, specializing in History and Social Sciences from the Higher Pedagogical Institute of Holguín, Cuba.</li> </ul> <p>EXPERIENCE</p> <ul style="list-style-type: none"> <li>University professor with 27 years of experience in Human Sciences, worked in the careers: Social Communication, Law and Accounting as professor of Research Methodology at the University of Holguín, also in Master and Doctorate courses in Cuba, El Salvador, Venezuela and Brazil. In recent years:</li> <li>Professor of the Graduate Program in Education (PPGE) at the Federal University of Juiz de Fora (UFJF), Brazil (2018- 2022).</li> <li>Professor of Interdisciplinary Research Methodology at the Graduate Program Society and Development (PPGSeD) of the State University of Paraná (UNESPAR), Brazil (2016-2018).</li> <li>Professor and Coordinator of the PhD in Science, Technology and Environment Management, Institute of Applied Sciences and Technologies (INTEC), Havana- Cuba (2007- 2015).</li> <li>Professor and Coordinator of the Master's Degree in Environmental Management at the University of Holguín, Cuba (2012- 2015).</li> <li>Professor of the Postgraduate Specialty in Local Development at the University of Holguín, Cuba (2012- 2015).</li> <li>Professor of the Master's Degree in Integrated Quality and Environmental Systems of the Collaborative Program between the University of Holguín and the Polytechnic University Eloy Blanco (UPTAEB), Lara-Venezuela (2013- 2014).</li> <li>Visiting Professor of the Graduate Program in Environmental Quality at the University FEEVALE- Novo Hamburgo, RS-Brazil (2013).</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Pedagogical Sciences from the Higher Pedagogical Institute of Holguín, Cuba.</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Education with a Specialty in Research</li> <li>Master in Education with a Specialty in Teacher Training</li> </ul>	<ul style="list-style-type: none"> <li>FP090 - Learning Evaluation</li> <li>FP106 - Curriculum Design, Planning and Outcome Development</li> <li>FP121 - Skills Development</li> <li>Master's Thesis</li> </ul>
				<b>Academic load</b>
				<b>4</b>
				<b>Number of preparations</b>
				<b>4</b>
Dr. Óscar Ulloa	<ul style="list-style-type: none"> <li>Master's Degree in Community Development-Social Psychology. Central University of Las Villas, Cuba (2006-2008).</li> <li>Diploma in Social Worker Training, University of Havana, Cuba (2002-2003).</li> <li>Bachelor's Degree in Psychology. University of Oriente, Cuba (1997-2002).</li> <li>Collaborating Professor, Master's Program in Sexology and Society (2015-present).</li> <li>Fellow (PhD), Federal University of Rio Grande do Sul, Brazil, School of Education, Doctorate in Education (2011-2015).</li> <li>Participates in research projects, since 2005, on Social Sciences, Masculinities and Paternities and Psychology.</li> <li>Author of several scientific journals and book articles.</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Education, Universidade Federal do Rio Grande do Sul, Brazil (2015)</li> </ul>	<ul style="list-style-type: none"> <li>Master in Strategic Management with a Specialty in Management</li> <li>Master in Strategic Management with a Specialty in Telecommunication</li> <li>Master in Strategic Management with a Specialty in Information Technologies</li> <li>Doctorate in Education with a Specialty in Research</li> <li>Master in Education with a Specialty in Higher Education</li> <li>Master in Education with a Specialty in the Organization and Management of Education Centers</li> <li>Master in Education with a Specialty in Teacher Training</li> <li>Master in Education with a Specialty in ICT'S in Education</li> </ul>	<ul style="list-style-type: none"> <li>DD100 - Conflict Resolution/ Transformation in the School</li> <li>DD102 - Conflict Resolution/ Transformation in the Community</li> <li>DD105 - Conflict Resolution/ Transformation in the Health Field</li> <li>DO008 - Thesis Proposal</li> <li>DO009 - Thesis Preparation</li> <li>DO010 - Thesis Dissertation</li> <li>FP092 - Methodology of Scientific Research</li> <li>FP117 - Learning theories and methodological bases of training</li> <li>FP119 - Learning Factors</li> <li>Master's Thesis</li> </ul>
				<b>Academic load</b>
				<b>10</b>
				<b>Number of preparations</b>
				<b>8</b>

MAIN PROFESSORS					
Professor	CV Summary	Doctorate	Program	Courses taught	
<b>Dr. Pablo Blanco</b>	<ul style="list-style-type: none"> <li>Bachelor's degree in journalism (2011).</li> <li>Degree in Physical Activity and Sports Sciences (2010 Spain)</li> <li>Master's degree in sports programs: management, high performance and social development (2012).</li> <li>Journalist.</li> <li>Work experience in the field of management and communication in the field of sports.</li> </ul>	<ul style="list-style-type: none"> <li>Doctor in Physical Activity and Sport Sciences from Camilo José Cela University (2018)</li> </ul>	<ul style="list-style-type: none"> <li>Master in Physical Activity: Sports Training and Management</li> </ul>	<ul style="list-style-type: none"> <li>DP001 - Administration and Management of Sport Entities</li> <li>DP002 - Strategic Management and Planning of Sport Organizations</li> <li>DP003 - Sport Marketing. Applications</li> <li>DP007 - Information Society and Sport</li> </ul>	
				<b>Academic load</b>	4
				<b>Number of preparations</b>	4
<b>Dr. Pablo Urquizo</b>	<ul style="list-style-type: none"> <li>Master in Strategic Management in ICT's University of León (Spain).</li> <li>Master's Degree in Training Course for Chiefs of Staff General Command of the Army (Uruguay).</li> <li>Instructor at the Army Peace Operations School (1998-2006).</li> <li>Computer Instructor - I.M.A.E. (2001-2006).</li> <li>Computer Science Teacher - Liceo N° 1 Extraedad E.S.O.E. (2001-2006).</li> <li>Professor of Drawing - Liceo N° 1 Extraedad E.S.O.E. (1996).</li> <li>Mathematics Teacher - Liceo N° 1 Extraedad E.S.O.E. (2001 - 2006).</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Projects, International Iberoamerican University, Mexico (2022)</li> </ul>	<ul style="list-style-type: none"> <li>Master In Project Design, Administration and Management</li> <li>Master in Project Design, Administration and Management with a Specialty in Architecture and Urban Planning</li> <li>Master in Project Design, Administration and Management with a specialty in Innovation and Product</li> <li>Doctorate in Projects with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>PC002 - Collaboration and Development Theory</li> <li>PC012 - International Cooperation System</li> <li>PC013 - Logical Framework</li> <li>Master's Thesis</li> </ul>	
				<b>Academic load</b>	4
				<b>Number of preparations</b>	4
<b>Dr. Pastor Gregorio Torres Lima</b>	<ul style="list-style-type: none"> <li>Degree in Education, Specialty in Mathematics, Universidad Félix Varela, Villa Clara, Cuba (1981).</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Pedagogy, Universidad Félix Varela, Villa Clara, Cuba (1998)</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Education with a Specialty in Research</li> <li>Master in Education with a Specialty in Higher Education</li> <li>Master in Education with a Specialty in the Organization and Management of Education Centers</li> <li>Master in Education with a Specialty in Teacher Training</li> <li>Master in Education with a Specialty in ICT'S in Education</li> </ul>	<ul style="list-style-type: none"> <li>DO008 - Thesis Proposal.</li> <li>DO009 - Thesis Preparation.</li> <li>DO010 - Thesis Dissertation.</li> <li>FP119 - Learning Factors</li> <li>Master's Thesis</li> </ul>	
				<b>Academic load</b>	5
				<b>Number of preparations</b>	3
<b>Dr. Paula Arzadun</b>	<ul style="list-style-type: none"> <li>Master's Degree in Cooperative Business Administration</li> <li>Postgraduate degree in data science</li> <li>Bachelor's Degree in Economics (University of Buenos Aires, Argentina)</li> <li>Numerous publications related to education, development and cooperativism.</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Business Administration (University of Costa Rica)</li> </ul>	<ul style="list-style-type: none"> <li>Master In Project Design, Administration and Management</li> <li>Master in Project Design, Administration and Management with a Specialty in Architecture and Urban Planning</li> <li>Master in Project Design, Administration and Management with a Specialty in Architecture and Urban Planning</li> <li>Doctorate in Projects with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>DD070: Introduction to Project Management</li> <li>TR038: Project Planning and Management</li> </ul>	
				<b>Academic load</b>	2
				<b>Number of preparations</b>	2

MAIN PROFESSORS				
Professor	CV Summary	Doctorate	Program	Courses taught
<b>Dr. Pedro Latorre Román</b>	<ul style="list-style-type: none"> <li>• Degree in Physical Education, University of Granada (1993).</li> <li>• University expert in sports training (UNED, 1999).</li> <li>• University expert in sports medicine and traumatology (University of Almeria, 2000).</li> <li>• Direction of 7 doctoral theses.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctor in Physical Activity and Health (outstanding cum laude), University of Granada, Spain (2003)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> <li>• FP119 - Learning Factors</li> </ul>
				<b>Academic load</b>
				<b>4</b>
				<b>Number of preparations</b>
<b>2</b>				
<b>Dr. Priscilla Almeida de Souza</b>	<ul style="list-style-type: none"> <li>• Degree in Human Nutrition and Dietetics, Centro Universitário Belo Horizonte (UNiBH), Brazil (2002-2006).</li> <li>• Post-graduate degree in Sports Nutrition, Centro Universitário Belo Horizonte (UNiBH), Brazil (2006-2008).</li> <li>• Diploma of Advanced Studies (D.E.A.) in Physiology (2009-2012).</li> </ul>	<ul style="list-style-type: none"> <li>• Doctor in Biomedicine. University of Zaragoza, Spain (2016)</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Strategic Management with a Specialty in Management</li> <li>• Master in Physical Activity: Sports Training and Management</li> <li>• Master in Naturopathic Sciences</li> </ul>	<ul style="list-style-type: none"> <li>• SN018 - Evaluation of the Nutritional Status</li> <li>• SN042 - Kineanthropometry</li> <li>• SN047 - Eating Disorders in Sport</li> <li>• SN198 - Basics Aspects of Nutrition</li> <li>• SN217 - Nutrition and Sports</li> <li>• TR023 - Food and Beverage Management</li> <li>• Master's Thesis</li> </ul>
				<b>Academic load</b>
				<b>7</b>
				<b>Number of preparations</b>
<b>7</b>				
<b>Dr. Ramón María Calduch</b>	<ul style="list-style-type: none"> <li>• Bachelor's Degree in Law. Open University of Catalonia.</li> <li>• Master's degree in Anthropology of Medicine from the Rovira i Virgili University.</li> <li>• Vice President of the European Foundation of Traditional Chinese Medicine (Spain)</li> <li>• Vice President of PEFOTS (Pan European Federation of Chinese Medicine Societies).</li> <li>• President of ECCTCM (European Chamber of Commerce for TCM).</li> <li>• Chairman of the Supervisory Board of WFCMS (World Federation of Chinese Medicine Societies).</li> <li>• Member of the Expert Committee of "International TCM Program for Cooperation in Science and Technology" appointed by the Ministry of Science and Technology of P.R.China.</li> <li>• Visiting Professor of Management at TCM University in Beijing.</li> <li>• Vice-Chairman of the Specialty Committee of Translation of WFCMS</li> <li>• Vice-Chairman of the Specialty Committee of Standardization of WFCMS</li> <li>• Vice President of World Federation of Acupuncture and Moxibustion Societies (WFAS)</li> <li>• Member of ISO/TC249TCM and member of Chair Advisory Group.</li> <li>• International Award for Contribution to Traditional Chinese Medicine, 3rd edition (awarded by WFCMS in November 2009).</li> </ul>	<ul style="list-style-type: none"> <li>• Doctor of Law (PhD). Abat Oliba University (2017)</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Naturopathic Sciences</li> </ul>	<ul style="list-style-type: none"> <li>• SN085 - History of Biological-Naturopathic Medicine</li> <li>• Master's Thesis</li> </ul>
				<b>Academic load</b>
				<b>2</b>
				<b>Number of preparations</b>
<b>2</b>				



MAIN PROFESSORS				
Professor	CV Summary	Doctorate	Program	Courses taught
<b>Dr. Ramón Palí Casanova</b>	<ul style="list-style-type: none"> <li>Bachelor's degree in mechanical engineering from the Campeche Institute of Technology (Mexico).</li> <li>Master's degree in physics applied to materials from CINVESTAV IPN Mérida Unit (Mexico).</li> <li>Author of numerous publications and research projects.</li> <li>Member of CONACYT from 2003 to 2006.</li> </ul>	<ul style="list-style-type: none"> <li>Doctor in Materials Engineering and Technology from the Applied Chemistry Research Center (Mexico) (2014)</li> </ul>	<ul style="list-style-type: none"> <li>Master in Environmental Management and Audits</li> <li>Master in Strategic Management with a Specialty in Management</li> </ul>	<ul style="list-style-type: none"> <li>DD133 - Occupational Risk Prevention OHSAS 18001</li> <li>MA039 - Industrial Wastewater Treatment</li> <li>MA057 - Introduction to Renewable Energies</li> <li>MA059 - Solar Thermal Energy</li> <li>MA061 - Hydropower Energy</li> <li>MA064 - Biomass Energy</li> <li>MA065 - Sea Energy</li> <li>MA092 - Fundamentals of Environmental Engineering</li> <li>MA143 - Energy Recovery</li> <li>MA209 - Water Installations and Treatment</li> <li>Master's Thesis</li> </ul>
				<b>Academic load</b>
				<b>11</b>
				<b>Number of preparations</b>
<b>11</b>				
<b>Dr. Roberto Álvarez (Department Director)</b>	<ul style="list-style-type: none"> <li>Architect (FADU-UBA, Argentina).</li> <li>Graduate in Strategic Planning (FADU-UBA, Argentina).</li> <li>Graduate in Investment Project Evaluation for non-specialists (FADU-UBA, Argentina).</li> <li>Specialist in Strategic Design Management. Project and design management (UBA-Polit- de Milano, Argentina).</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Project Engineering from the Polytechnic University of Catalonia (Spain) (2009)</li> </ul>	<ul style="list-style-type: none"> <li>Master In Project Design, Administration and Management</li> <li>Master in Project Design, Administration and Management with a Specialty in Architecture and Urban Planning</li> <li>Master in Project Design, Administration and Management with a Specialty in Architecture and Urban Planning</li> </ul>	<ul style="list-style-type: none"> <li>AU004 - Contextual economic, social and institutional components of the project</li> <li>AU006 - Urban Architectural Project Theory</li> <li>AU010 - Integrated design and product management</li> <li>Master's Thesis</li> </ul>
				<b>Academic load</b>
				<b>4</b>
				<b>Number of preparations</b>
<b>4</b>				
<b>Dr. Roberto Fabiano Fernández</b>	<ul style="list-style-type: none"> <li>Master's Degree in Engineering and Knowledge Management, Federal University of Santa Catarina (2010-2012).</li> <li>Specialization in Software Project Engineering, University of Southern Santa Catarina (2009)</li> <li>Bachelor's Degree in Computer Science, Blumenau Regional University Foundation (2001).</li> <li>Has experience in the areas of engineering, production, with emphasis on innovation management. Has worked especially on the following topics: innovation, project management, opportunity identification, design and knowledge management.</li> <li>Complementary preparation: <ul style="list-style-type: none"> <li>Course: "Training for Thesis Directors", FUNIBER (2015).</li> <li>Course: "Training for Teachers," FUNIBER (2015).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Engineering and Knowledge Management, Federal University of Santa Catarina, UFSC, Brazil (2017)</li> </ul>	<ul style="list-style-type: none"> <li>Master in Strategic Management with a Specialty in Management</li> <li>Master in Strategic Management with a Specialty in Telecommunication</li> <li>Master in Strategic Management with a Specialty in Information Technologies</li> </ul>	<ul style="list-style-type: none"> <li>TI016 - Business intelligence</li> <li>TI025 - e-Business and its Integration with Corporate Management Systems</li> <li>TI035 - Architectures, Networks and Distributive Systems</li> <li>TI036 - Web Technology and Web Engineering</li> <li>TI037 - Integral Design and Analysis of Systems and Requirements</li> <li>TI038 - Data Modeling and Database Design</li> <li>TI040 - Database and Information Resources Management</li> <li>Master's Thesis</li> </ul>
				<b>Academic load</b>
				<b>8</b>
				<b>Number of preparations</b>
<b>8</b>				

MAIN PROFESSORS				
Professor	CV Summary	Doctorate	Program	Courses taught
<b>Dr. Roberto García</b>	<ul style="list-style-type: none"> <li>• Law Degree, University of Valle de Mexico, Campus San Rafael, Mexico City.</li> <li>• Master's Degree in Constitutional Law and Amparo, School of Law of the National Bar Association, Mexico City.</li> <li>• Has professional experience in the marketing sector.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctor in Law, National Institute for Legal Development, Mexico City (2011)</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Strategic Management with a Specialty in Management</li> </ul>	<ul style="list-style-type: none"> <li>• DD090 - Business Ethics and Corporate Social Responsibility</li> <li>• DD165 - Marketing Audit</li> <li>• DD166 - Product and Brand Management Policy</li> <li>• DD167 - Price Management Policy</li> <li>• DD169 - Communication Management Policies</li> </ul>
				<b>Academic load</b>
				<b>5</b>
				<b>Number of preparations</b>
<b>5</b>				
<b>Dr. Rodrigo Florencio da Silva</b>	<ul style="list-style-type: none"> <li>• Master's Degree in Education. Inter-American University for Development - Mexico (2010-2012)</li> <li>• Specializations in ICT in Education (2008-2010) from the University of Sao Paulo, Brazil; Portuguese Dialectics (2004-2006) from the University of Guarulhos, Sao Paulo, Brazil.</li> <li>• Bachelor of Arts in Spanish Language. Centro Universitário de Santo André, Sao Paulo, Brazil.</li> </ul>	<ul style="list-style-type: none"> <li>• Environment and Sustainable Development. Interdisciplinary Center for Research and Studies on Environment and Development (CIEMAD). National Polytechnic Institute of Mexico (2016)</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Environmental Management and Audits</li> <li>• Master's Degree in Climate Change</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> <li>• IP054 - Treatment of Contaminated Soils</li> <li>• IP069 - Introduction to the Environment</li> <li>• MA006 - Climatology and Environment</li> <li>• MA009 - Soil Contamination</li> <li>• MA245 - Climate Change Agreements, Negotiations and Instruments</li> <li>• MA246 - Vulnerability and Adaptation to Climate Change</li> <li>• MA247 - Climate Change Mitigation</li> <li>• MA248 - Climate Change Science and Policy</li> <li>• MA282 - Climate Change Mitigation</li> <li>• MA297 - Soil Degradation and Contamination</li> <li>• MA298 - Potentially Contaminated Site Investigation</li> <li>• MA299 - Design and Implementation of Recovery and Monitoring Techniques</li> </ul>
				<b>Academic load</b>
				<b>15</b>
				<b>Number of preparations</b>
<b>13</b>				
<b>Dr. Sandra Milena Camelo</b>	<ul style="list-style-type: none"> <li>• Master in Cultural Studies Pontifical Javeriana University (2012)</li> <li>• Master in Linguistics Applied to the Teaching of Spanish as a Foreign Language. University of Jaén, Spain.</li> <li>• Bachelor's Degree in Modern Languages Pontifical Javeriana University (2008).</li> </ul>	<ul style="list-style-type: none"> <li>• Doctor in Cultural Studies. Goldsmiths College, London (2012 - 2017)</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Teaching Spanish as a Foreign Language</li> <li>• Master in Teaching English as a Foreign Language</li> <li>• Master in Education with a Specialty in Higher Education</li> <li>• Master in Education with a Specialty in the Organization and Management of Education Centers</li> <li>• Master in Education with a Specialty in Teacher Training</li> <li>• Master in Education with a Specialty in ICT'S in Education</li> </ul>	<ul style="list-style-type: none"> <li>• FP007 - Classroom Management</li> <li>• FP008 - Developing Language Skills</li> <li>• FP009 - Materials &amp; Resources</li> <li>• FP010 - Computer Assisted Language Learning</li> <li>• Master's Thesis</li> </ul>
				<b>Academic load</b>
				<b>5</b>
				<b>Number of preparations</b>
<b>5</b>				

MAIN PROFESSORS				
Professor	CV Summary	Doctorate	Program	Courses taught
<b>Dr. Santiago Brie</b>	<ul style="list-style-type: none"> <li>• Master's Degree in Design, Management and Project Management, University of León, Spain (June 2008-June 2011)</li> <li>• Degree in Urban Environmental Management, Department of Productive and Technological Development, Universidad Nacional de Lanús (UNLA) Argentina (March, 2002-December, 2007).</li> <li>• Professor of the Bachelor's Degree in Urban Environmental Management at the Universidad Nacional de Lanús.</li> <li>• Project design and implementation of the Geographic Information Systems Laboratory, for the degree of Urban Environmental Management, Department of Productivity and Technological Development (July 2011 - December 2011)</li> <li>• Complementary preparation:               <ul style="list-style-type: none"> <li>- Teacher Training (December 2015).</li> <li>- Thesis Director Training, (December 2015).</li> <li>- Teaching in FUNiBER virtual environment, 175 hours (July 2015)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Projects. International Iberoamerican University (Mexico) (2019)</li> </ul>	<ul style="list-style-type: none"> <li>• Master In Project Design, Administration and Management</li> <li>• Master in Project Design, Administration and Management with a Specialty in Architecture and Urban Planning</li> <li>• Master in Project Design, Administration and Management with a Specialty in Architecture and Urban Planning</li> <li>• Doctorate in Projects with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• AU001 - Interrelation between urban planning and architecture</li> <li>• AU002 - The Environment in Urban Architectural Projects</li> <li>• AU005 - City Marketing</li> <li>• AU007 - Preservation of the Architectural Urban Heritage</li> <li>• AU008 - The Function of the State</li> <li>• AU011 - Areas of Design. Contextual Conditions and User Requirements</li> <li>• AU012 - Innovation as a Tool for Improvement and Product Value Contribution</li> <li>• AU013 - Product and Environment</li> <li>• DD070 - Introduction to Project Management</li> <li>• DD073 - Project Monitoring and Control</li> <li>• PC013 - Logical Framework</li> <li>• TR038 - Project Planning and Management</li> </ul>
				<b>Academic load</b>
				<b>12</b>
				<b>Number of preparations</b>
<b>12</b>				
<b>Dr. Santos Gracia</b>	<ul style="list-style-type: none"> <li>• Doctor in Multimedia Engineering, Polytechnic University of Catalonia, Spain (2000).</li> <li>• Industrial Engineer, Polytechnic University of Catalonia, Spain (1996).</li> <li>• Teacher Training Course - FUNiBER (2015).</li> <li>• Professor of "Introduction to Project Management" in Doctorate of Integration and Economic Development, University of León, Spain (2007-2010).</li> <li>• Professor of "Project Design" in Doctorate in Project Engineering, Technological University of Panama, Panama (2007-2010).</li> <li>• Professor of "Project Design and Management" in Doctorate in Project Engineering: Environment, quality, safety and communication, Polytechnic University of Catalonia, Spain (2003-2009).</li> <li>• Professor of "Virtual Collaborative Work Environments" in Doctorate in Project Engineering: Environment, quality, safety and communication, Polytechnic University of Catalonia, Spain (2003-2009).</li> <li>• Professor of "Projects and Communication" in Doctorate in Project Engineering: Environment, quality, safety and communication, Polytechnic University of Catalonia, Spain (2003-2009).</li> <li>• Professor of Industrial Engineering, Polytechnic University of Catalonia, Spain (2002-2009).</li> </ul>	<ul style="list-style-type: none"> <li>• Doctor in Multimedia Engineering, Polytechnic University of Catalonia, Spain (2000).</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Strategic Management with a Specialty in Management</li> <li>• Master in Strategic Management with a Specialty in Telecommunication</li> <li>• Master in Strategic Management with a Specialty in Information Technologies</li> <li>• Master In Project Design, Administration and Management</li> <li>• Master in Project Design, Administration and Management with a Specialty in Architecture and Urban Planning</li> <li>• Master in Project Design, Administration and Management with a Specialty in Architecture and Urban Planning</li> <li>• Doctorate in Projects with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• Master's Thesis</li> </ul>
				<b>Academic load</b>
				<b>1</b>
				<b>Number of preparations</b>
<b>1</b>				

MAIN PROFESSORS				
Professor	CV Summary	Doctorate	Program	Courses taught
<b>Dr. Sheila Queralt Estévez</b>	<ul style="list-style-type: none"> <li>• Master's Degree in Scientific Police and Criminal Intelligence. Universitat Autònoma de Barcelona (UAB), 2016.</li> <li>• Master of Science in Graphic Design. UAB, 2016.</li> <li>• Master's Degree in Statistics Applied to Research. Instituto Virtual de Ciencias Humanas, Madrid, 2013.</li> <li>• Master's Degree in Theoretical and Applied Linguistics. UPF, Barcelona, 2013.</li> <li>• Master's Degree in Criminalistics, specializing in documents and judicial expertise in intellectual and industrial property. Universitat Autònoma de Barcelona, Barcelona, 2009-2011.</li> <li>• Master in Forensic Linguistics. IDEC-IULA, Barcelona, 2009-2011.</li> <li>• Postgraduate degree in legal and judicial language. IDEC-IULA, Barcelona, 2010.</li> <li>• Postgraduate degree in forensic calligraphy, graphistics, document analysis and forensic sociolinguistics. Universitat Autònoma de Barcelona, Barcelona, 2010.</li> <li>• University degree in Linguistic Mediation. UPF, Barcelona, 2010. - Bachelor's degree in Linguistics. UPF, Barcelona, 2005-2009. - Bachelor's Degree in Translation and Interpretation. UPF, Barcelona, 2005-2009</li> <li>• Online professor of the master's degree at the Faculty of Communication and Social Sciences of the San Jorge University and professor at the Center for Criminological Research and Training of the Miguel Hernández University. Director of the professional courses in Forensic Linguistics of the SQ Laboratory.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Translation and Language Sciences. Unversitat Pompeu Fabra (UPF), Spain (2015).</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Teaching English as a Foreign Language</li> </ul>	<ul style="list-style-type: none"> <li>• FP002 - Observation and Research in the Language Classroom</li> <li>• FP004 - Individual Factors</li> <li>• FP036 - Teaching English through Translation</li> <li>• Master Thesis</li> </ul>
				<b>Academic load</b>
				<b>4</b>
				<b>Number of preparations</b>
<b>4</b>				
<b>Dr. Silvia Aparicio</b>	<ul style="list-style-type: none"> <li>• Postgraduate studies, Erasmus scholarship (Denmark).</li> <li>• Bachelor's Degree in Business Administration from the University of Cambria (Spain).</li> <li>• Has served in management and coordination positions in different educational institutions.</li> <li>• Has experience in administrative positions in private companies.</li> <li>• Has made presentations on topics such as entrepreneurship, scientific research, taxation, finance, marketing, distribution, and environment, new technology for the Ministry of Agriculture of the Autonomous University of Madrid, Cantabria, Valladolid and Copenhagen.</li> <li>• Author and co-author of several journalistic articles of impact and media (El Mundo newspaper).</li> </ul>	<ul style="list-style-type: none"> <li>• Doctor in Economics, Faculty of Economics and Economic Development (Integration and Economic Development Program), Autonomous University of Madrid, Spain (2014)</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Strategic Management with a Specialty in Management</li> <li>• Master in Strategic Management with a Specialty in Telecommunication</li> <li>• Master in Strategic Management with a Specialty in Information Technologies</li> </ul>	<ul style="list-style-type: none"> <li>• DD128 - Administration and Planning of Audits</li> <li>• DD130 - Auditing Procedures by Area</li> <li>• DD131 - Auditing reports</li> <li>• DD154 - Internal Control</li> <li>• DD155 - Documentation, Testing and Auditing Risks</li> </ul>
				<b>Academic load</b>
				<b>5</b>
				<b>Number of preparations</b>
<b>5</b>				
<b>Dr. Silvia Pueyo Villa (Directora de Departamento)</b>	<ul style="list-style-type: none"> <li>• Master in Linguistics Applied to the Teaching of Spanish as a Foreign Language, University of Jaén and International Iberoamerican University (2008-2009)</li> <li>• Master's Degree for Teachers of Spanish as a Foreign Language, University of Barcelona (1999-2001)</li> <li>• Degree in Translation and Interpreting, Autonomous University of Barcelona (1997)</li> <li>• Academic Director of the Translation and Interpreting and Applied Languages degrees at European University of the Atlantic, Santander.</li> <li>• Complementary preparation:                             <ul style="list-style-type: none"> <li>- Training Course for Thesis Directors - FUNiBER (2015)</li> <li>- Course on Teaching in Virtual Environment - FUNiBER (2015)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Educational Sciences, University of Barcelona (2016)</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Teaching Spanish as a Foreign Language</li> <li>• Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• FP017 - Modes of Directing the Classroom</li> <li>• FP028 - Development of Skills in the Classroom</li> <li>• FP030 - Educational Technology in Language Learning</li> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> <li>• Master's Thesis</li> </ul>
				<b>Academic load</b>
				<b>7</b>
				<b>Number of preparations</b>
<b>5</b>				

MAIN PROFESSORS				
Professor	CV Summary	Doctorate	Program	Courses taught
<b>Dr. Sonia Rodríguez Fernández</b>	<ul style="list-style-type: none"> <li>• DEA (Advanced Studies Diploma) University of Granada. Faculty of Education Sciences.</li> <li>• Degree in Psychopedagogy University of Granada. Faculty of Education Sciences.</li> <li>• Psychopedagogical and University Guidance Counselor. University of Granada.</li> <li>• Participation in R&amp;D projects financed in national and international public calls for proposals.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Pedagogy and Psychopedagogy , University of Granada, Spain (2003)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• FP120 - Creation, Adaptation and Evaluation of Materials</li> </ul>
				<b>Academic load</b>
				<b>1</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. Susana de León</b>	<ul style="list-style-type: none"> <li>• Degree in Electronic Engineering from the Technological Institute of Minatitlán.</li> <li>• Master of Science in Electronic Engineering from CENIDET, specialization in power electronics.</li> <li>• Author of numerous publications.</li> <li>• Thesis direction at master's and doctorate level.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctor in Electronic Engineering Sciences. National Center for Research and Development (CENIDET), Cuernavaca, Mexico (2016)</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Environmental Management and Audits</li> <li>• Master in Strategic Management with a Specialty in Management</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> <li>• IP035 - Quality Management Systems</li> <li>• IP082 - Quality Management: ISO 9001</li> <li>• IP089 - The ISO 9001 Standard</li> <li>• IP090 - Documentation Management and Auditing</li> <li>• MA010 - Business Environmental Management:</li> <li>• MA011 - Environmental Audits</li> <li>• MA012 - Evaluation of Environmental Impact</li> <li>• MA060 - Photovoltaic Solar Energy</li> <li>• MA062 - Wind energy</li> <li>• MA098 - Business Environmental Management: ISO 14001</li> <li>• MA301 - Environmental Management Systems in the company</li> <li>• MA302 - ISO 14001 Standard and Auditing</li> <li>• Master's Thesis</li> </ul>
				<b>Academic load</b>
				<b>16</b>
				<b>Number of preparations</b>
<b>14</b>				
<b>Dr. Susana Martínez</b>	<ul style="list-style-type: none"> <li>• Master's Degree in Occupational Risk Prevention, Junta de Castilla y León, (2009)</li> <li>• Bachelor's Degree in Food Science and Technology, Food Technology Intensification, University of León (2004)</li> <li>• Degree in Biology (2000)</li> <li>• Senior Research Technician, Instituto de Biomedicina de León (2013)</li> <li>• Numerous online training courses.</li> <li>• Professor at the University of León.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Biology, University of León ,(2004)</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Physical Activity: Sports Training and Management</li> <li>• Master in Naturopathic Sciences</li> </ul>	<ul style="list-style-type: none"> <li>• SN017 - Nutritional Biochemistry</li> <li>• SN043 - Ergogenic Aids</li> <li>• SN259 - Human Anatomy and Physiology</li> <li>• SN260 - Organic Chemistry</li> </ul>
				<b>Academic load</b>
				<b>4</b>
				<b>Number of preparations</b>
<b>4</b>				
<b>Dr. Sidneya Magaly Gaya</b>	<ul style="list-style-type: none"> <li>• Master's Degree in Education from Universidade Federal de Santa Catarina, Brazil.</li> <li>• Specialization in Curricular Foundations of Inclusive Education.</li> <li>• Graduate Degree in Business Pedagogy</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education from Universidade Federal de Santa Catarina, Brazil</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Education with a Specialty in Higher Education</li> <li>• Master in Education with a Specialty in the Organization and Management of Education Centers</li> <li>• Master in Education with a Specialty in Teacher Training</li> <li>• Master in Education with a Specialty in ICT'S in Education</li> </ul>	<ul style="list-style-type: none"> <li>• FP077 - ICT in the Classroom. Teaching Applications and Use of Resources</li> <li>• FP182 - Knowledge Management and Innovation in Education</li> <li>• Master's Thesis</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>3</b>				

MAIN PROFESSORS				
Professor	CV Summary	Doctorate	Program	Courses taught
<b>Dr. Vanessa Anaya Moix</b>	<ul style="list-style-type: none"> <li>• Master's Degree in Teacher Training of Spanish as a Foreign Language, Universitat de Barcelona (2001).</li> <li>• Degree in Translation and Interpreting from Pompeu Fabra University (Spain).</li> <li>• Specialization courses in educational quality and teaching in virtual environments.</li> <li>• International stays of more than 3 years in France and Ireland.</li> <li>• Numerous publications in magazines.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Language and Literature Didactics from the University of Barcelona, Spain (2008)</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Teaching Spanish as a Foreign Language</li> <li>• Master in Teaching English as a Foreign Language</li> </ul>	<ul style="list-style-type: none"> <li>• FP011 - Task and Projects</li> <li>• FP015 - Curriculum and Course Design - Principles and Practice</li> <li>• FP018 - Observation and Research in the Classroom</li> <li>• Master's Thesis</li> </ul>
				<b>Academic load</b>
				<b>4</b>
				<b>Number of preparations</b>
<b>4</b>				
<b>Dr. Víctor Jiménez</b>	<ul style="list-style-type: none"> <li>• Degree in Civil Engineering from the Universidad Autónoma Metropolitana de México (Mexico).</li> <li>• Master's degree in Construction Engineering from the Universidad Nacional Autónoma de México (Mexico).</li> <li>• Head and responsible for Safety and Hygiene of the Emisor Oriente Tunnel Project (2009-2012)</li> <li>• Technical advisor to the Chamber of Deputies during the construction of the ASF building.</li> <li>• Has served as part of the teaching staff of 58 undergraduate and 65 graduate courses.</li> <li>• Has participated in the modification of the analytical programs of UEA's (UAM).</li> <li>• Has 5 specialized articles in national magazines. Has also performed the technical evaluation of a scientific book.</li> <li>• Participation in several national and international congresses.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Industrial Engineering from the Polytechnic University of Catalonia, Spain (2005)</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Strategic Management with a Specialty in Management</li> <li>• Master in Strategic Management with a Specialty in Telecommunication</li> <li>• Master in Strategic Management with a Specialty in Information Technologies</li> </ul>	<ul style="list-style-type: none"> <li>• DD1010 - Quality Care and Patient Safety</li> <li>• IP002 - Workplace Safety</li> <li>• IP003 - Industrial Hygiene</li> <li>• IP004 - Occupational Medicine</li> <li>• IP059 - Fundamentals of Occupational Risk Prevention</li> <li>• IP060 - Occupational Safety</li> <li>• IP076 - Workplace Hygiene</li> <li>• Master's Thesis</li> </ul>
				<b>Academic load</b>
				<b>8</b>
				<b>Number of preparations</b>
<b>8</b>				
<b>Dr. Viviane Brandão</b>	<ul style="list-style-type: none"> <li>• Master's Degree in Engineering and Knowledge Management, Federal University of Santa Catarina - UFSC. Brazil (2012)</li> <li>• Bachelor's Degree in Information Systems, Federal University of Santa Catarina - UFSC. Brazil (2006)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Production Engineering, Federal University of Santa Catarina - UFSC. Brazil (2019)</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Strategic Management with a Specialty in Management</li> <li>• Master in Strategic Management with a Specialty in Telecommunication</li> <li>• Master in Strategic Management with a Specialty in Information Technologies</li> </ul>	<ul style="list-style-type: none"> <li>• DD014 - Strategic Management and Planning</li> <li>• DD068 - Knowledge Management and Organizational Learning</li> <li>• Master's thesis</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>3</b>				
<b>Dr. Viviane Sartori</b>	<ul style="list-style-type: none"> <li>• Master's Degree in Engineering and Knowledge Management, Universidade Federal de Santa Catarina (2012).</li> <li>• Graduation in Pedagogy, Universidade Estadual de Maringá, UEM, Brazil (1994).</li> <li>• Visiting Professor at the Catholic Faculty of Santa Catarina, FACASC, Brazil.</li> <li>• PCADIS - Group of scientific research in distance education - 2012 - 2015.</li> <li>• Innovation and entrepreneurship rooms (Via Estação Conhecimento).</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Engineering and Knowledge Management from the Federal University of Santa (2017)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> <li>• Master in Education with a Specialty in the Organization and Management of Education Centers</li> </ul>	<ul style="list-style-type: none"> <li>• FP081 - Strategic Planning and Management</li> <li>• FP123 - Educational Guidance and Tutoring</li> <li>• FP176 - Professional Development and Reflective Practice of University Professors</li> <li>• Master's Thesis</li> </ul>
				<b>Academic load</b>
				<b>4</b>
				<b>Number of preparations</b>
<b>4</b>				
<b>Dr. Yaritza María Elba Ferreira</b>	<ul style="list-style-type: none"> <li>• Master's Degree in Advanced Management in Education, University of Carabobo, Venezuela (2006)</li> <li>• Bachelor's Degree in Psychology, Yacambú University, Venezuela (2018)</li> <li>• Bachelor's Degree in Education, Yacambú University, Venezuela (2003)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education, University of Carabobo, Venezuela (2010).</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Education with a Specialty in Higher Education</li> <li>• Master in Education with a Specialty in the Organization and Management of Education Centers</li> <li>• Master in Education with a Specialty in Teacher Training</li> <li>• Master in Education with a Specialty in ICT'S in Education</li> </ul>	<ul style="list-style-type: none"> <li>• Master's Thesis</li> </ul>
				<b>Academic load</b>
				<b>1</b>
				<b>Number of preparations</b>
<b>1</b>				

MAIN PROFESSORS				
Professor	CV Summary	Doctorate	Program	Courses taught
<b>Dr. Yini Miró</b>	<ul style="list-style-type: none"> <li>• Master's Degree in Design, Management and Direction of Architecture and Urbanism Projects, UNINI Puerto Rico (2014)</li> <li>• Architect, University of Los Andes, Merida - Venezuela (2009)</li> <li>• Architect, Elaboration of projects for interior design, Baobab Diseño y Manufactura C.A - Mérida Venezuela (2014-present)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctor in Projects. International Iberoamerican University (Mexico) (2020)</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Strategic Management with a Specialty in Management</li> <li>• Master in Strategic Management with a Specialty in Telecommunication</li> <li>• Master in Strategic Management with a Specialty in Information Technologies</li> <li>• Master In Project Design, Administration and Management</li> <li>• Master in Project Design, Administration and Management with a Specialty in Architecture and Urban Planning</li> <li>• Master in Project Design, Administration and Management with a Specialty in Architecture and Urban Planning</li> </ul>	<ul style="list-style-type: none"> <li>• AU004 - Contextual Components of a Project: Economic, Social, Institutional and Cultural</li> <li>• AU010 - Integral Management of Design and Product</li> <li>• AU016 - Product Design and Innovation Technology</li> <li>• AU017 - Profitable and Strategic Design</li> <li>• Master's Thesis</li> </ul>
				<b>Academic load</b>
				<b>5</b>
				<b>Number of preparations</b>
<b>5</b>				
<b>Dr. Yoanky Cordero</b>	<ul style="list-style-type: none"> <li>• Course in International Political Relations. Higher Institute of International Relations, Cuba (2005-2007).</li> <li>• Diploma in Social Worker Training. University of Havana, Cuba (2002-2003).</li> <li>• Bachelor's Degree in Education. University of Pedagogical Sciences (UCP), Cuba (1998-2002).</li> <li>• Collaborating researcher at Universidade Estadual Paulista (UNESP), Brazil and Universidade Estadual Paulista (UNESP), Brazil.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctor in Letters, Universidade Estadual Paulista (UNESP), Brazil (2012-2016).</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Education with a Specialty in Teacher Training</li> </ul>	<ul style="list-style-type: none"> <li>• FP091 - Content and Language Integrated Learning</li> <li>• Master's Thesis</li> </ul>
				<b>Academic load</b>
				<b>2</b>
				<b>Number of preparations</b>
<b>2</b>				

THESIS DIRECTORS				
Thesis Directors	CV Summary	Doctorates	Area	Courses taught
<b>Dr. Adrián Abrego</b>	<ul style="list-style-type: none"> <li>• Master's Degree in Humanism. Bonaterra University (2003).</li> <li>• Master's Degree in Business Administration. Pan American Institute of Business Administration (1983).</li> <li>• Biochemical Engineer. National Polytechnic Institute (1977).</li> <li>• Cuahtémoc University. Tutor and Coordinator of the Doctorate in Educational Sciences (2016-current).</li> <li>• Strategic Management Consultants. Founding partner (2004-2011).</li> <li>• Bodywear Mexicana, S.A. de C. V. Supply Manager (2000-2004).</li> <li>• International Sewing, S.A. de C. V. Plant Manager (1998-1999).</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education Sciences Universidad Cuauhtémoc (2014)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				

THESIS DIRECTORS				
Thesis Directors	CV Summary	Doctorates	Area	Courses taught
<b>Dr. Adriana Ferreira da Silva</b>	<ul style="list-style-type: none"> <li>Master's Degree in Aquaculture. Universidade Federal do Rio Grande, FURG, Brazil (2009)</li> <li>Bachelor's Degree in Animal Husbandry. State University of Maringá, Paraná, Brazil (2007)</li> <li>Professor Universidad Autónoma de Yucatán (UADY). (2013 - present)</li> <li>Professor at the National Autonomous University of Mexico (UNAM) (2010 and 2011)</li> <li>Founding partner of KAMER Eco Granja La Campechana S de R.L de CV (2014 - current)</li> <li>Founding Partner of Corium Fish Pieles Exóticas del Sureste SA de CV (2014 - current)</li> <li>Technical advisor at Padilla &amp; Silva Consulting (2014 - present)</li> <li>General Manager of Acuícola Garza Productora y Comercializadora S.A de C.V. (2014 - present)</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Marine Sciences and Limnology. National Autonomous University of Mexico (2017)</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Projects with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>DO008 - Thesis Proposal</li> <li>DO009 - Thesis Preparation</li> <li>DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. Adriana Matos Patron</b>	<ul style="list-style-type: none"> <li>Master in Infectomics and Molecular Pathogenesis. National Polytechnic Institute of Mexico (CINVESTAV-IPN), Mexico (2009)</li> <li>B.S. (Pharmaceutical Chemistry and Biology). Autonomous University of Campeche, Mexico (2006)</li> <li>Postdoctoral Research. NCE Molecular Discovery in the Drug Design and Selection Platform. GSK, Collegeville, PA. Research Advisor: Jim Clemens (2015-2017)</li> <li>Doctoral Research. Department of Virology, Regional Research Center Hideyo Noguchi, Autonomous University of Yucatan, Mexico. Research Advisor: Guadalupe Ayora-Talavera (2011-2014)</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Cellular and Molecular Virology. Autonomous University of Yucatan, Mexico (2014)</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Projects with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>DO008 - Thesis Proposal</li> <li>DO009 - Thesis Preparation</li> <li>DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. Aldo Álvarez Risco</b>	<ul style="list-style-type: none"> <li>Doctorate in Pharmacy and Biochemistry. Universidad Nacional Mayor de San Marcos, Mexico (2011)</li> <li>Master in Pharmacology with mention in Experimental Pharmacology. Universidad Nacional Mayor de San Marcos, Mexico (2004)</li> <li>Master's Degree in Pharmaceutical Care. University of Granada, Spain (2003)</li> <li>Pharmaceutical Chemist. Universidad Nacional Mayor de San Marcos, Mexico (1999)</li> </ul>	<ul style="list-style-type: none"> <li>Doctor of Philosophy (PhD) with specialization in Administration. Universidad Autónoma de Nuevo León, Mexico (2019)</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Projects with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>DO008 - Thesis Proposal</li> <li>DO009 - Thesis Preparation</li> <li>DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. Águeda Moreno Morenos</b>	<ul style="list-style-type: none"> <li>Degree in Philosophy and Letters - Philology section (1997) from the University of Granada; PhD in Philology (2003) from the University of Jaén; Master's Degree in Dictionary Development and Quality Control of the Spanish Lexicon (2010) from the UNED; Professor at the University of Jaén (2011).</li> <li>Full-time teaching experience developed within the Department of Spanish Philology, Spanish Language Area of the University of Jaén (from 2001-present) in the Degree of Hispanic Philology, Degree of Early Childhood Education, Diploma of Teacher Esp. Foreign Language; Diplomatura de Maestro Esp. Music Education and Bachelor's Degree in English Philology.</li> <li>Two CNEAI research tranches.</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Hispanic Philology, University of Jaén (2003)</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>DO008 - Thesis Proposal</li> <li>DO009 - Thesis Preparation</li> <li>DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. Agustín Locón</b>	<ul style="list-style-type: none"> <li>M.A. in Social Sciences, B.A. in History.</li> <li>Professor of postgraduate courses at Universidad Mariano Gálvez and Universidad Panamericana, both in Guatemala.</li> <li>Member of the Pan American History Commission of the Pan American Institute of Geography and History.</li> <li>Author of several publications including: Guatemala: education and development. The maras, violent minorities in Central America. Atavistic feelings and the formation of the national imaginary in Guatemala.</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Social Sciences. Latin American Faculty of Social Sciences. Guatemala Academic Headquarters (2009)</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>DO008 - Thesis Proposal</li> <li>DO009 - Thesis Preparation</li> <li>DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				



THESIS DIRECTORS					
Thesis Directors	CV Summary	Doctorates	Area	Courses taught	
<b>Dr. Alejandro Alonso García</b>	<ul style="list-style-type: none"> <li>• Post-doctorate at the Materials Unit of the Yucatan Scientific Research Center (2015-2016)</li> <li>• Master of Science in Mechanical Engineering, Specialty in the Energy Area (9.8/10)</li> <li>• Mechanical Engineer with specialization in Mechanical Design Instituto Tecnológico de Mérida 2005</li> <li>• 7 publications, 5 in JCR journals, has taught at the doctoral, Masters and undergraduate levels in subjects related to the physical mathematical areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctor of Science in Mechanical Engineering, Specialty in the Energy Area, School of Mechanical Engineering, National Polytechnic Institute Zacatenco Campus (honorable mention) (2015).</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Projects with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>	
				<b>Academic load</b>	<b>3</b>
				<b>Number of preparations</b>	<b>1</b>
<b>Dr. Alejandro Fuentes Penna</b>	<ul style="list-style-type: none"> <li>• Computer Systems Engineer from the Instituto Tecnológico de Cuautla.</li> <li>• Master's degree in Computer Science from the Instituto Tecnológico de Estudios Superiores Monterrey.</li> <li>• Refresher courses: Diploma in Competency-Based Education, Information Technology Project Management, Research Seminar with SPSS, ArcGIS 10.0, Digital Map of Mexico, Educational Technology, Java Developer 6.0 course.</li> <li>• Research Professor in Higher Education Institutions.</li> <li>• Professor per subject in graduate programs, online courses and blended learning programs</li> <li>• Researcher in Scientific, Intelligent and Bio-inspired Computing with indexed articles, JCR and congress in different areas.</li> <li>• Publication of scientific, popularization and teaching books. Undergraduate and graduate thesis direction.</li> <li>• Member of the State System of Researchers 2011 - 2012. Science and Technology Council of the State of Morelos.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Strategic Planning and Technology Management / Popular Autonomous University of the State of Puebla (2012)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Projects with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>	
				<b>Academic load</b>	<b>3</b>
				<b>Number of preparations</b>	<b>1</b>
<b>Dr. Alfonso Jesús Cruz Lendínez</b>	<ul style="list-style-type: none"> <li>• Higher Professional Degree in Nursing from Hoogeschool Zeeland (The Netherlands).</li> <li>• Higher Degree in Occupational Risk Prevention from the University of Alcalá de Henares (Spain)</li> <li>• Diploma in Nursing from the University of Granada (Spain).</li> <li>• 20 years of work experience in the field of hospital care.</li> <li>• 12 years of experience in the university teaching area.</li> <li>• 5 years as Dean of the Faculty of Health Sciences of the University of Jaén.</li> <li>• Currently Vice-Rector of Faculty and Academic Planning.</li> <li>• President of the AGEING LAB Foundation focused on quality of life in aging.</li> <li>• Member of several health management, geriatrics and gerontology associations.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Nursing and culture of citizens, University of Jaén, Spain (2007)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>	
				<b>Academic load</b>	<b>3</b>
				<b>Number of preparations</b>	<b>1</b>
<b>Dr. Alice Sacheska Martínez Rappa</b>	<ul style="list-style-type: none"> <li>• Master's Degree in Guidance and Counseling Interamerican University of Puerto Rico, Arecibo Campus (2005 - 2007).</li> <li>• Bachelor's Degree in Elementary Education (Kindergarten through Sixth Grade) Universidad de Puerto Rico, Arecibo Campus (2002 - 2005).</li> <li>• 15 credits approved in Administration and Supervision Caribbean University, Vega Baja Campus (2011).</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Counseling. Interamerican University of Puerto Rico, Metropolitan Campus (2014).</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Elaboration of the Thesis.</li> <li>• DO010 - Thesis Dissertation.</li> </ul>	
				<b>Academic load</b>	<b>3</b>
				<b>Number of preparations</b>	<b>1</b>

THESIS DIRECTORS				
Thesis Directors	CV Summary	Doctorates	Area	Courses taught
<b>Dr. Alma Torres Rivera</b>	<ul style="list-style-type: none"> <li>• Master's Degree in Public Administration. Center for Economic Research and Teaching (2007).</li> <li>• Bachelor's Degree in Administration. Universidad Autónoma Metropolitana Azcapotzalco Unit (1993).</li> <li>• Diploma in Teacher Training. National Polytechnic Institute (2013).</li> <li>• Head of the Graduate Department of the College of Business and Administration, St. Thomas Unit (2016 - present).</li> <li>• Head of the Department of Educational Innovation of the School of Business and Administration, Santo Tomás Unit, IPN (2016).</li> <li>• Responsible for the Bachelor's Degree in Business Administration and Development at the School of Business and Administration, Santo Tomás Unit, IPN (2012).</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education. University Center of Spain and Mexico (2016)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Projects with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. Almitra Medina</b>	<ul style="list-style-type: none"> <li>• Master in Spanish Linguistics. Georgetown University (2003).</li> <li>• B.A. in Spanish. University of North Carolina at Wilmington (2001).</li> <li>• Fast Forward Language. Institute in Maceió, Brazil (2003).</li> <li>• Division of Research and Graduate Studies, East Carolina University (2015-2018).</li> <li>• National Science Foundation (NSF), Division of Behavioral and Cognitive Sciences, Linguistics Program (2021).</li> </ul>	<ul style="list-style-type: none"> <li>• Ph.D. in Spanish Applied Linguistics, Georgetown University, with a major in: Second language acquisition (SLA) and psycholinguistics (2008)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Projects with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. Álvaro Pérez García</b>	<ul style="list-style-type: none"> <li>• Diploma of Advanced Studies of the Third Cycle by the University of Granada.</li> <li>• Degree in Pedagogy from the University of Granada.</li> <li>• Author of the book "Las instituciones educativas ante los retos tecnológicos y solidarios de la Sociedad del Conocimiento" (Educational institutions facing the technological and solidarity challenges of the Knowledge Society)</li> <li>• Author of several articles in magazines, oriented to didactic resources (cinema, video games) as means of learning.</li> <li>• Has participated in the coordination of different educational events.</li> <li>• Has served as Coordinator of Educational Projects at the International University Menéndez Pelayo, La Línea de la Concepción.</li> <li>• Since 2002, active communicator in presentations related to the pedagogical field and labor introduction of different groups of society, presented in national and international university events.</li> <li>• Has participated in different research projects related to visual communication in the academic field, peace education, promotion of multicultural dialog and adult education.</li> <li>• Teaching experience in various subjects at the Escuela Universitaria de Magisterio-SAFA, attached to the University of Jaén.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Pedagogy from the University of Granada (2005)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. Ana Fernández García</b>	<ul style="list-style-type: none"> <li>• Master in Innovation and Research in Education. National University of Distance Education (2012)</li> <li>• Degree in Pedagogy and Diploma in Social Education. UNED.</li> <li>• Assistant Professor Doctorate in the DPTO. OF RESEARCH AND DIAGNOSTIC METHODS IN EDUCATION (MIDE II - OEDIP) at the National University of Distance Education (Present)</li> <li>• Academic Secretary of the Master's Degree in Professional Guidance and Coordinator of the e-mentoring program within the Master's Degree (2017 - present)</li> <li>• Research: Analysis of the E-mentor profile in the framework of distance postgraduate studies (2019)</li> <li>• Research: Educational needs of Spanish Youths at risk of social exclusion. Future Challenges Before School Failure (2019)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education. UNED (2016)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				

THESIS DIRECTORS				
Thesis Directors	CV Summary	Doctorates	Area	Courses taught
<b>Dr. Anabell Fondón</b>	<ul style="list-style-type: none"> <li>• Master in Science, Technology and Society. University of Salamanca (2017)</li> <li>• Postgraduate in Training of Trainers. University of Extremadura (2017)</li> <li>• B.A. in Sociology, specializing in Education, Politics and Communication. University of Salamanca (2001)</li> <li>• Assistant Professor Doctorate. King Juan Carlos University, Madrid (present)</li> <li>• Collaborating teacher. International University of La Rioja (present)</li> <li>• Associate Professor, Substitute Professor. University of Extremadura (2009 - 2019)</li> <li>• Social Innovation Technician. School of Public Administration (2013 - 2014)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Psycho-Sociology, specializing in Education and Social Psychology. University of Extremadura (2012)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. Andrea Arreguin Coronado</b>	<ul style="list-style-type: none"> <li>• Master's Degree in Nutrigenomics and Personalized Nutrition from the University of the Balearic Islands (2013).</li> <li>• Master in Nutrition and Food with mention in Human Nutrition from the Institute of Nutrition and Food Technology, Santiago de Chile (2012).</li> <li>• Degree in Nutrition and Food Science from the Iberoamerican University León, Gto. Mexico (2009).</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Nutrigenomics and Personalized Nutrition from the University of the Balearic Islands (2017).</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Physical Activity: Sports Training and Management</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. Andresa Sartor Harada</b>	<ul style="list-style-type: none"> <li>• MIPE - Interuniversity Master in Educational Psychology, Universitat de Barcelona</li> <li>• Bachelor's Degree in Pedagogy, Universidade São Bernardo</li> <li>• Master's Degree Internship at La Caixa Center</li> <li>• Primary school teacher and assistant director of Escola Villare school</li> <li>• Assistant professor and assistant in the coordination of Colégio Augusto Laranja school</li> <li>• Professor and teacher project coordinator at Colégio Pueri Domus</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education from the International Iberoamerican University of Mexico (2018)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. Ángel L. Negrón Candelaria</b>	<ul style="list-style-type: none"> <li>• Master's Degree in Education with a specialization in Guidance and Educational Counseling. University of Turabo, Caguas, Puerto Rico.</li> <li>• Baccalaureate in Secondary Education with a major in History.</li> <li>• Pontifical Catholic University of Puerto Rico, Arecibo Campus.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Educational Management. Pontifical Catholic University of Puerto Rico, Ponce Campus (2008)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. Ángel Rojas Vistorte</b>	<ul style="list-style-type: none"> <li>• Master in Clinical Psychology. University of Havana, Cuba (2009)</li> <li>• General Psychology. University of Oriente, Cuba (2005)</li> <li>• Professor and director of master's and doctoral theses. European University of the Atlantic (2021 - present)</li> <li>• Professor of Psychology. Nove de Julho University (2020 - present)</li> <li>• Professor in the Specialization Course in Neurolearning, Psychomotor and Cognition. Instituto del Saber, São Paulo, Brazil (2020 - 2021)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctor in Psychiatry and Medical Psychology. Federal University of São Paulo (2018)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. Ángel G. Torres Maldonado</b>	<ul style="list-style-type: none"> <li>• Master in Business Administration with specialization in General Business Plan Management as final presentation in May 2008 (Best Choice Radiology Inc.). University of Este, Carolina, Puerto Rico (2005 - 2008).</li> <li>• Bachelor of Science in Public Health - Magna Cum Laude, concentration: Health Services Management. University of East Carolina, Puerto Rico.</li> <li>• Associate Degree in Radiology Technology. Central Caribbean University, Cayey, Puerto Rico (School of Medicine).</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education (Instructional Technology and Distance Education). Nova Southeastern University of Miami, Florida (2014).</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				

THESIS DIRECTORS				
Thesis Directors	CV Summary	Doctorates	Area	Courses taught
<b>Dr. Annery Serrano Rodríguez</b>	<ul style="list-style-type: none"> <li>• Master in zoology and animal ecology, University of Havana, Faculty of Biology.</li> <li>• Degree in Biology from the University of Havana, Faculty of Biology.</li> <li>• Professor Instructor. Department of Animal and Human Biology. Faculty of Biology. University of Havana.</li> <li>• Biology Journal Reviewer (Biological Sciences, University of Havana)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Biological Sciences (2017)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Projects with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. Antonio Álvarez Baz</b>	<ul style="list-style-type: none"> <li>• Degree in Translation and Interpreting in French and Italian from the University of Granada.</li> <li>• Diploma in E.G.B. in Spanish Language and French by the University of the Basque Country.</li> <li>• University Expert in Adult Education by the University of Granada.</li> <li>• Specialist in teaching ELE (Spanish as a Foreign Language) sub-specialty Sino-speakers.</li> <li>• 27 years of experience in teaching Spanish as a foreign language.</li> <li>• Professor at the Centro de Lenguas Modernas of the University of Granada.</li> <li>• Has been teaching teachers in different countries and in Spain since 2002.</li> <li>• Has several publications, all of them related to the teaching of Spanish as a foreign language.</li> <li>• Currently collaborating in three ELE masters (two at the UGR and one at the University of Jaén).</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Language and Literature Didactics from the University of Granada (2002)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. Antonio Cortés</b>	<ul style="list-style-type: none"> <li>• Teacher - Music Education Specialty. Faculty of Education Sciences. University of Malaga (1998)</li> <li>• Degree in Psychopedagogy. Faculty of Education Sciences University of Malaga (2000)</li> <li>• Master in Child Psychology: Clinical, Developmental and Educational Aspects. Spanish Association of Behavioral Psychology (AEPC) and Fundación Empresa Universidad de Granada (FEUGR) (2002-2004)</li> <li>• University Expert in Early Childhood Care. University of Malaga (2001)</li> <li>• Director of Atpsico Gabinete. Health Center with NICA: 43.266 (March 2002 - to present)</li> <li>• Lines of work and research: Early Care for children from 0 to 6 years old; Child and Juvenile Psychology; specialist in evaluation, diagnosis and treatment of children with Attention Deficit Hyperactivity Disorder and Behavioral Disorders, with interventions aimed at both children and parents through behavioral family therapy; High Intellectual Abilities; Epidemiology and Prevention of Child Psychopathology. Collaborating Center of the University of Malaga.</li> <li>• Teacher Training. Topics: Inclusion, Cooperative Learning, Students at Risk, Behavior Problems, ADHD, High Abilities, Curricular Counseling, etc. in collaboration with the Teacher Centers. Currently, two programs are being carried out in two public schools under the Motril Teachers' Center. Granada.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate (Program/ University) Doctoral program: "Research and Intervention in Developmental Contexts Program" Department of Developmental and Educational Psychology. Faculty of Psychology. University of Malaga (2016)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Elaboration of the Thesis.</li> <li>• DO010 - Thesis Dissertation.</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. Antonio Rafael Fernández Paradas</b>	<ul style="list-style-type: none"> <li>• Doctorate in History of Art. University of Malaga (2012)</li> <li>• Postgraduate Master's Degree in Social Development of Artistic Culture. University of Malaga (2011)</li> <li>• Expert in Document Management in Museums. University of Alcalá de Henares (2013)</li> <li>• Degree in Documentation. University of Granada (2007)</li> <li>• Diploma in Library Science and Documentation, University of Granada (2004)</li> <li>• Undergraduate and graduate teaching:                             <ul style="list-style-type: none"> <li>- Universidad Politécnica Salesiana, Ecuador (2020)</li> <li>- University of Vigo (2014 - 2022)</li> <li>- Federal University of Alfenas, Brazil (2016 - 2017)</li> <li>- International University of Andalusia (2014)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Educational Sciences. University of Malaga (2021)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				

THESIS DIRECTORS				
Thesis Directors	CV Summary	Doctorates	Area	Courses taught
Dr. Antonio Hernández Fernández	<ul style="list-style-type: none"> <li>Degree in Philosophy and Letters (Philosophy and Educational Sciences). University of Granada.</li> <li>Diploma in basic general education teaching. University of Granada.</li> <li>Speech therapy specialist. Polytechnic University of Madrid.</li> <li>Diploma in Speech Therapy. Complutense University of Madrid.</li> <li>Master's degree in speech therapy. University of Vic.</li> <li>Has been a labor associate professor at the University of Granada.</li> <li>Hearing and language teacher in the Junta de Andalucía.</li> <li>Assistant Professor. Department of Pedagogy of the University of Jaén.</li> <li>Associate Professor. Department of Pedagogy of the University of Jaén.</li> <li>Has several publications in scientific journals.</li> <li>Member of scientific committees and councils related to the area of Education and language.</li> <li>Lines of research related to: Diagnosis, identification of special educational needs and rehabilitation in hearing and language, speech therapy and integration support, Inclusive education: constituent aspects, inclusive environments and spaces, differential and normalizing facts, Communication disorders, language, speech and voice in: sensory, mental, motor and autism spectrum disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Pedagogy from the University of Granada (2001)</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>DO008 - Thesis Proposal</li> <li>DO009 - Thesis Preparation</li> <li>DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
Dr. Antonio Pantoja Vallejo	<ul style="list-style-type: none"> <li>Obtained the Distinguished Doctorate Award.</li> <li>Degree in Philosophy and Educational Sciences from the University of Granada.</li> <li>Full Professor at the University of Jaén.</li> <li>Head of the IDEO Research Group (HUM 660).</li> <li>Editor-in-Chief of the scientific journal "MLS-Educational Research".</li> <li>Has supervised 28 doctoral theses and dozens of Master's theses.</li> <li>Has published more than 50 articles, 29 books and 25 book chapters.</li> <li>His latest work is: Pantoja, A (Coord.) (2015). <i>Manual básico para la realización de tesinas, tesis y trabajos de investigación</i>. Madrid: EOS.</li> <li>Lines of research: Guidance, tutoring, ICT applied to guidance and tutoring, intercultural education.</li> <li>Currently the Principal Investigator of the Excellence R&amp;D Project approved in the 2016 call of the Spanish Ministry of Economy and Competitiveness (Ref. EDU2016-75892-P). Participants include the universities of Jaén and Granada (Spain), Instituto Politécnico de Coimbra (Portugal) and Queen Mary University of London (United Kingdom).</li> <li>Various courses taught in the different doctoral programs organized by the Department of Pedagogy of the University of Jaén and also of the departments of Didactics of Musical, Plastic and Corporal Expression and Didactics of Sciences.</li> <li>Has been Coordinator of different Doctorate Programs related to Education and Physical Activity at the University of Jaén.</li> <li>Has participated in different R&amp;D projects financed in public calls for proposals, both national and international.</li> <li>Visits to different centers for research and courses: Cuba, Argentina, Ecuador, France, Argentina, Brazil.</li> <li>From 1984 to the present, I have attended Congresses, Conferences, Seminars, Meetings, Workshops, etc., in the vast majority of which I have presented papers derived from my lines of research.</li> <li>Member of the Scientific Council of the Polytechnic Institute of Guarda (Portugal).</li> </ul>	<ul style="list-style-type: none"> <li>Doctor in Philosophy and Educational Sciences from the Faculty of Education, UNED (1997)</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>DO008 - Thesis Proposal</li> <li>DO009 - Thesis Preparation</li> <li>DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				

THESIS DIRECTORS				
Thesis Directors	CV Summary	Doctorates	Area	Courses taught
<b>Dr. Beatriz Berrios Aguayo</b>	<ul style="list-style-type: none"> <li>• Master's Degree in Research and Teaching in Physical Activity and Health Sciences. University of Jaén (2016)</li> <li>• Degree in Psychopedagogy. University of Jaén (2014)</li> <li>• Teaching given.                             <ul style="list-style-type: none"> <li>- University of Jaén (2018 - present)</li> <li>- Polytechnic Institute of Coimbra (2019)</li> <li>- International Iberoamerican University (Present)</li> <li>- Autonomous University of Madrid (2021)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Didactic Innovation and Teacher Training. University of Jaén (2020)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. Brenda Ribera Morales</b>	<ul style="list-style-type: none"> <li>• Graduate Certificate in Early Development Deficiencies and Intervention. Graduate School of Public Health. University of Puerto Rico (2017)</li> <li>• Master's Degree in Counseling Psychology. Ana G. Méndez University, Puerto Rico (2015)</li> <li>• Bachelor of Arts, Psychology. Ana G. Méndez University, Puerto Rico.</li> <li>• University Professor of Psychology. Tuskegee University, Alabama (2019)</li> <li>• Educational Coach. AT+ EDUCATION &amp; CONSULTING SOLUTION, LCC (2017 - PRESENT)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Special Education. Nova Southeastern University, Florida.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. Charles Da Silva Rodrigues</b>	<ul style="list-style-type: none"> <li>• Post-Doctorate in Philosophy in Anthropology. University of Lisbon, Portugal (2017)</li> <li>• Master's Degree in Speech-Language Psychology and Speech Therapy. Autonomous University of Lisbon, Portugal (2012)</li> <li>• Specialty in Neuropsychological Evaluation and Rehabilitation. CRIAP, Portugal (2012)</li> <li>• Bachelor's Degree in Clinical Psychology. Autonomous University of Lisbon, Portugal (2010)</li> <li>• Associate Professor at the University of Guanajuato (full time from 2016 to present).</li> <li>• Member of the Doctoral Senate of the University of Extremadura, UEx, Spain.</li> <li>• Researcher of the National System of Researchers. SNI, Level 1 of CONACYT (2017 - present)</li> <li>• Director of Postgraduate Thesis in Portuguese, Spanish and English language PhD at the International Iberoamerican University (UNINI) in Campeche, Mexico (2018 - present)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Psychology. University of Extremadura, Campus Badajoz, Spain (2014)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Projects with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. Daniel Martínez Romera</b>	<ul style="list-style-type: none"> <li>• Doctorate in Geography. University of Granada (2006)</li> <li>• International Postgraduate Degree in Geographic Information Systems (UNIGIS International Association - Headquarters University of Girona) (2005)</li> <li>• Certificate of Pedagogical Aptitude. University of Granada (2004)</li> <li>• Diploma of Advanced Studies in Geography. University of Granada (2003)</li> <li>• Bachelor's degree in Geography. University of Granada (2001)</li> <li>• Assistant Professor Doctorate. Didactics of Social Sciences. University of Malaga (2021 - present)</li> <li>• Assistant Professor Doctorate. Didactics of Social Sciences. University of Granada (2021)</li> <li>• Assistant Professor Doctorate. Didactics of Social Sciences. University of Cadiz (2018 - 2021)</li> <li>• Interim Substitute Professor. Social Science Didactics. University of Malaga (2009 - 2018)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Didactics of Social Sciences. University of Malaga (2019)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				

THESIS DIRECTORS					
Thesis Directors	CV Summary	Doctorates	Area	Courses taught	
<b>Dr. Edwin Bordoy Molina</b>	<ul style="list-style-type: none"> <li>• Certification in Physical Education, Elementary Level. Interamerican University of Puerto Rico Metropolitan Campus (2000)</li> <li>• Certificate in School Administration and Supervision in Secondary School. Interamerican University of Puerto Rico Metropolitan Campus (1996)</li> <li>• Master of Arts in Education, with a Concentration in Physical Education and Curriculum. Interamerican University of Puerto Rico Metropolitan Campus (1991)</li> <li>• Bachelor of Arts in Education, with a Concentration in Physical Education and Curriculum. Interamerican University of Puerto Rico Metropolitan Campus (1984)</li> <li>• Interim School Director:               <ul style="list-style-type: none"> <li>- Ricardo Rodriguez School, Florida PR (2012, 2015, 2016, 2017)</li> <li>- Augusto Cohen School, Manatí PR (2015-2015, 2016)</li> <li>- Agustín Balseiro School, Barceloneta PR (2013-2014)</li> <li>- Félix Córdova Dávila School, Manatí PR (2013-2014)</li> <li>- Elí Ramos Rosario School, Barceloneta PR (2013-2014, 2016)</li> <li>- Antonio Vélez School, Manatí PR (2012-2012)</li> <li>- Josefa Miranda School, Manatí PR (2011-2011)</li> <li>- Ernesto Valderas School, Ciales PR (2011-2011)</li> </ul> </li> <li>• School Director.               <ul style="list-style-type: none"> <li>- Dr. Cayetano Coll y Toste SU School, Arecibo Puerto Rico (2009-2010)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education, with a concentration in Educational Management and Leadership. Pontifical Catholic University of Puerto Rico, Ponce Campus (2017)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>	
				<b>Academic load</b>	<b>3</b>
				<b>Number of preparations</b>	<b>1</b>
<b>Dr. Elisangela Giroto Carelli</b>	<ul style="list-style-type: none"> <li>• Post-Doctorate in Linguistics. Universidade Estadual de Mato Grosso do Sul, UEMS, Brazil(2021)</li> <li>• Master in Health and Development in the Midwest Region. Universidade Federal de Mato Grosso do Sul, UFMS, Brazil (2015)</li> <li>• Specialization in Public Health. FIOCRUZ, Brazil (2002)</li> <li>• Improvement in Oral Myofunctional Disorder. Centro de Aperfeiçoamento e Assessoria Fonoaudiológica, CEAF, Brazil (1999)</li> <li>• Graduate in Speech Therapy. Universidade Católica Dom Bosco, UCDB, Brazil (1999)</li> <li>• Teacher. Universidade Anhanguera - Uniderp, UNIDERP, Brazil (2021 - present)</li> <li>• Teacher. Fundação Escola de Governo de MS, ESCOLAGOV, Brazil(2021 - present).</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Health and Development in the Midwest Region. Universidade Federal de Mato Grosso do Sul, UFMS, Brazil (2018)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>	
				<b>Academic load</b>	<b>3</b>
				<b>Number of preparations</b>	<b>1</b>
<b>Dr. Esther García López</b>	<ul style="list-style-type: none"> <li>• Master in Administration. Metropolitan University, Caracas, Venezuela (2000).</li> <li>• Advanced Professional Development Program in Integral Marketing Management. Metropolitan University, Caracas, Venezuela (1997).</li> <li>• Systems Engineer. Metropolitan University, Caracas, Venezuela (1987).</li> <li>• Coordinator of the Master in Technopedagogical Design (e-learning) (2019 - present).</li> <li>• Member of the Recognized Research Group (GIR): Humanities and Social Sciences in the Digital and Technological Era (2020 - present).</li> <li>• Professor in charge of subject (2020 - present).</li> <li>• Assistant professor of subject (2020).</li> <li>• Coordinator of the educational project. Omnia Infosys SLU (2019).</li> <li>• Area Director. Metropolitan University (2011 - 2015).</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Didactics and Organization of Educational Institutions. University of Seville, Spain (2010)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>	
				<b>Academic load</b>	<b>3</b>
				<b>Number of preparations</b>	<b>1</b>

THESIS DIRECTORS				
Thesis Directors	CV Summary	Doctorates	Area	Courses taught
<b>Dr. Esther Mena Rodríguez</b>	<ul style="list-style-type: none"> <li>Bachelor's Degree in Philosophy and Letters: Division in Philosophy and Educational Sciences - Section: Psychology, University of Malaga</li> <li>University Expert in e-Learning Technologies: Tools for online training by the University of Seville</li> <li>Master's Degree in Training and Technologies for e-Learning by the University of Seville</li> <li>14 years as associate professor in the Department of Research Methods and Educational Innovation at the University of Malaga</li> <li>Author of several publications on technology in education, environmental education, mentoring, professional skills, video games and education.</li> <li>Has carried out research stays in Peru for projects related to Education</li> <li>Lines of research: Guidance and tutoring in the educational system, Attention to diversity and inclusive education in the educational system, Educational technology, educational innovation with ICT, Learning and education: associated factors and strategies, organization and management of educational centers: curriculum design and counseling, Evaluation of centers and teachers for the quality of the teaching-learning process, Teacher training, Methodology of educational research, Education and emotional intelligence, multiculturalism and interculturalism, Labor competence, education and employment.</li> <li>It has three accreditations granted by ANECA</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Audiovisual Communication and Advertising: Technical and expressive processes by the University of Malaga (2013)</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>DO008 - Thesis Proposal</li> <li>DO009 - Thesis Preparation</li> <li>DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. Eugénie Eyeang</b>	<ul style="list-style-type: none"> <li>Baccalaureate of Secondary Education. Series B (Economics and Social). Mention: Remarkable.</li> <li>University Diploma in Literary Studies (DUEL), Faculty of Letters and Human Sciences (FLSH), Omar Bongo University, FLSH, Libreville, Gabon.</li> <li>Bachelor of Arts, Spanish Option, Omar Bongo University, Libreville, Gabon</li> <li>Diploma of Hispanic Studies (DEH), University of Salamanca, International Courses, Spain.</li> <li>Lecturer in Language Teaching at the Ecole Normale Supérieure de Libreville (Gabon)</li> <li>33 years of experience as a Spanish language, didactics and methodology teacher</li> <li>Publishing director of the scientific journal KRAAL.</li> <li>Director of the CRAAL (Applied Research Center for Art and Languages), ENS, Libreville.</li> <li>Has published several international publications on Spanish, learning methodologies, Gabonese society and foreign language learning.</li> <li>Member of the AULA Scientific Committee (University of Salamanca), Education Forum (University of Valladolid)</li> <li>Member of the Scientific Committee of the Symposium: Education and Development in Africa (University of Valladolid)</li> <li>Vice-Chairman of the Organizing Committee of the 1st Forum on Africa, Education and Development. Language, Literature and Educational Sciences in the Educational Systems of Sub-Saharan Africa (Universidad de Salamanca)</li> <li>Teaching lines: Foreign Language Didactics, Linguistics, Epistemology of Language Teaching, Community Practices, Textbook Design, Program Development, Sociocultural Construction of Knowledge, etc</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Linguistics and Language Didactics from the University Stendhal-Grenoble III- Grenoble-Alpes (2010)</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>DO008 - Thesis Proposal</li> <li>DO009 - Elaboration of the Thesis.</li> <li>DO010 - Thesis Dissertation.</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				



THESIS DIRECTORS					
Thesis Directors	CV Summary	Doctorates	Area	Courses taught	
Dr. Ferdinand Arce Santiago	<ul style="list-style-type: none"> <li>Master of Arts in Organizational Psychology Bayamon Central University (July 1999 to March 2001).</li> <li>Bachelor's Degree in Biology from the Interamerican University of Puerto Rico, Arecibo Campus (August 1984 - May 1996).</li> <li>Associate Degree in Police Science John Jay College of Criminal Justice - Gurabo, Puerto Rico (October 1994 - October 1995).</li> <li>Emergency Medical Technician Domingo Aponte Collazo High School, Lares, Puerto Rico (October 2003).</li> </ul>	<ul style="list-style-type: none"> <li>Doctor of Philosophy in Clinical Psychology Pontifical Catholic University of Puerto Rico (2010).</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>DO008 - Thesis Proposal</li> <li>DO009 - Thesis Preparation</li> <li>DO010 - Thesis Dissertation</li> </ul>	
				<b>Academic load</b>	<b>3</b>
				<b>Number of preparations</b>	<b>1</b>
Dr. Fernando Calahorra	<p>ACADEMIC:</p> <ul style="list-style-type: none"> <li>First Certificate English, B2 - "Grade B". Cambridge University 2011.</li> <li>Official Master's Degree in Research and Teaching in Physical Activity and Health Sciences, University of Jaén (2008-2009).</li> <li>Doctoral stay of 3 months duration at the Laboratory of Physical Exercise and Health, Faculty of Human Motricity (October - December 2013, Lisbon - Portugal).</li> <li>Research stay of 3 months at the Biodynamics and Body Composition Laboratory (University of Malaga; April-June 2014).</li> <li>Doctor in Science in Physical Activity and Sports with Mention of International Excellence, "Patterns, Fractionation and Guidelines of Physical Activity: the Relevance of School Physical Activity on Maximal Oxygen Consumption" - Outstanding Cum Laude unanimously - (2015).</li> <li>Accredited as Assistant Professor Doctor (ANECA, 2016).</li> </ul> <p>PROFESSIONAL:</p> <ul style="list-style-type: none"> <li>Physical Trainer of 3rd Division Soccer (2006-2009).</li> <li>Physical Trainer for the Spanish National Women's Kinball Team (2012-2013).</li> </ul> <p>TEACHING EXP:</p> <ul style="list-style-type: none"> <li>Professor in Early Childhood and Primary Education and in the specialty of Physical Education at the University School "Sagrada Familia" - Center attached to the University of Valencia. Jaén. Subject: Didactics of Physical Education (2011).</li> <li>Bilingual Physical Education Teacher in Secondary School. Junta Andalucía (2010-2016).</li> <li>Physical Education Teacher in the Medium Grade cycle (Technician in Conduction of Physical Activities in the Natural Environment) and Superior Grade (Technician in Physical Activities and Sports Animation). Subjects: Biological Fundamentals and Bases of Physical Conditioning; Individual Sports; Games and Physical-Recreational Activities; Driving groups on bicycles and Displacement, Stay and Safety in the Natural Terrestrial Environment (2011-2012 and 2014-2015) Junta Andalucía.</li> </ul>	<ul style="list-style-type: none"> <li>Doctor in Science in Physical Activity and Sports with Mention of International Excellence, University of Jaén (2015)</li> </ul>	<ul style="list-style-type: none"> <li>Master in Physical Activity: Sports Training and Management</li> </ul>	<ul style="list-style-type: none"> <li>DO008 - Thesis Proposal</li> <li>DO009 - Thesis Preparation</li> <li>DO010 - Thesis Dissertation</li> </ul>	
				<b>Academic load</b>	<b>3</b>
				<b>Number of preparations</b>	<b>1</b>

THESIS DIRECTORS				
Thesis Directors	CV Summary	Doctorates	Area	Courses taught
<b>Dr. Fidel Moreno Briceño</b>	<ul style="list-style-type: none"> <li>• Master's Degree in Human Resources Management. National Experimental University "Rafael María Baralt". Cabimas, Venezuela.</li> <li>• Geographer. Universidad de los Andes, Faculty of Forest Engineering, School of Geography, Mérida, Venezuela.</li> <li>• Associate Academician. Global School of Business Empowerment and Entrepreneurship (2020 - present).</li> <li>• Doctoral Thesis Jury. Universidad del Istmo Panama (2019 - present).</li> <li>• Division Chief and Director. Ministry of Environment and Renewable Natural Resources-Venezuela (1981-1989).</li> <li>• Trujillo Region Coordinator. Transparency International Venezuela Chapter (2017-2018).</li> <li>• Professor and Academic Vice-Rector. Universidad Politécnica Territorial del Estado Trujillo Dr. Mario Briceño Iragorri (1989-2007).</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Science, mention in Management. Rafael Beloso Chacín University, Maracaibo. Status. Zulia – Venezuela (1999)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Projects with a specialization in research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
				<b>1</b>
<b>Dr. Francisco de Paula Rodríguez Miranda</b>	<ul style="list-style-type: none"> <li>• Degree in Psychopedagogy from the University of Huelva.</li> <li>• Master's Degree in University Teaching from the University of Huelva.</li> <li>• Master's Degree in Intercultural Education from the University of Huelva.</li> <li>• Areas of knowledge: Theory and History of Education, Didactics and School Organization.</li> <li>• Lecturer at the University of Huelva and the Universidad Nacional de Educación a Distancia.</li> <li>• Has published several articles, books and professional presentations on education, university research, research-based learning, digital resources for teaching.</li> <li>• Lines of research: Attention to diversity and inclusive education in the educational system. Educational Technology, Educational Innovation with ICT. Organization and management of educational centers. Curriculum design and assessment. Evaluation of centers. Teacher training. Evaluation of centers and teachers for the quality of the teaching and learning process. Methodology of educational research. Multiculturalism and interculturalism.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctor in Education, Democracy and Diversity: Strategies and Resources for Research, by the University of Huelva (2009)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
				<b>1</b>
<b>Dr. Francisco Doval Naranjo</b>	<ul style="list-style-type: none"> <li>• Master in Bioethics. Catholic University of Valencia (2017).</li> <li>• Master of Science in Educational Research. Central Institute of Pedagogical Sciences (1996).</li> <li>• Degree in Physical Culture. Higher Institute of Physical Culture "Manuel Fajardo" (1981).</li> <li>• Physical Education Teacher.</li> <li>• Full Professor of the University of Physical Culture and Sports Sciences.</li> <li>• Full Professor at the University of Pedagogical Sciences. Enrique José Varona</li> <li>• Researcher at the Central Institute of Pedagogical Sciences.</li> <li>• General Director of the Euro-American Institute Humanitas. Oaxaca. Mexico.</li> <li>• Academic Director of Undergraduate Studies at Universidad "Hernan Cortés" Xalapa Veracruz.</li> <li>• Academic Director of postgraduate studies at Universidad "Hernan Cortés" Xalapa Veracruz.</li> <li>• Director of Projects and Research at the University "Hernan Cortés Xalapa Veracruz".</li> <li>• Teacher of Diploma in Teaching Skills Universidad "Hernan Cortés" Xalapa.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctor in Sciences of Physical Culture. Higher Institute of Physical Culture "Manuel Fajardo" (2001)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
				<b>1</b>

THESIS DIRECTORS				
Thesis Directors	CV Summary	Doctorates	Area	Courses taught
<b>Dr. Gladys Rincón</b>	<ul style="list-style-type: none"> <li>• Master's Degree in Operations Research. Central University of Venezuela (1986)</li> <li>• Chemical Engineer. Universidad Central de Venezuela (1983).</li> <li>• Homologated by the Spanish State (2008)</li> <li>• University professor and academic researcher. Escuela Superior Politécnica del Litoral, Faculty of Maritime Engineering and Marine Sciences (FIMCM), Ecuador (2016 - present)</li> <li>• Contracted university professor of the Master's Degree in Risk Prevention and Management. Universidad Técnica de Manabí, Ecuador (2019 - present)</li> <li>• Full Professor and academic researcher. Universidad Simón Bolívar, Dept. of Processes and Systems, Venezuela (2000 - 2015).</li> </ul>	<ul style="list-style-type: none"> <li>• Doctor of the Project Engineering program. Polytechnic University of Catalonia, Spain (2009)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. Gregorio Sánchez Oropeza</b>	<ul style="list-style-type: none"> <li>• Master's Degree in Higher Education. UNAM (2000)</li> <li>• Bachelor's degree in Sociology. UNAM (1982)</li> <li>• Center for Research and Higher Studies in Social Anthropology (CONACyT). Consultant researcher in educational design and evaluation (2020)</li> <li>• Facultad de Estudios Superiores (FES) Aragón, UNAM. Head of Bachelor's Degree in Sociology (2018 - 2020)</li> <li>• Inter-American Center for Social Security Studies (CIESS) attached to the Inter-American Conference on Social Security (CISS), an international organization. Coordinator and Curricular Researcher (2017 - 2018).</li> </ul>	<ul style="list-style-type: none"> <li>• Doctor in Pedagogy. UNAM (2018)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. Grisel Rivera</b>	<ul style="list-style-type: none"> <li>• Master's Degree in Health Sciences with specialization in Adult and Older Adult Curriculum and Teaching. University of Puerto Rico (1992)</li> <li>• Bachelor of Science. Interamerican University Metropolitan Campus, PR (1982)</li> <li>• Vocational Teacher of Trades (Health-Related Occupations) Lifetime Certification. PR Department of Education.</li> <li>• Master of Health-Related Occupations in Technological Institutes. PR Department of Education (2013-2019)</li> <li>• General Vocational Supervisor . PR Department of Education (2014-2020)</li> <li>• Associate Professor High School Teacher Preparation Program Nursing Program - Alternate. University of Puerto Rico PPMES (since 2009)</li> <li>• Director and coordinator of PPMES. University of PR (2010-2013)</li> <li>• Has offered several courses on Educational Philosophy, Human Growth and Development, Social Aspects of Education, among others.</li> <li>• Author of several publications and with participation in research with lines such as: Educational Aspects in the area of teaching and its professional development needs for the improvement of teaching and learning, and also in the area of health, focusing on the curricular aspects of Nursing Programs at the Bachelor and Master's level and their impact on the competencies needed in the profession.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Special Education and Transition Services. Inter-American University Metropolitan Campus (2006)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				

THESIS DIRECTORS				
Thesis Directors	CV Summary	Doctorates	Area	Courses taught
<b>Dr. Harold Torrez Meruvia</b>	<ul style="list-style-type: none"> <li>Diploma of Advanced Studies (DEA). Ramon Llull University (URL). Spain (2010)</li> <li>Master's Degree in Business Management. Bolivian Catholic University. Bolivia (2007)</li> <li>Postgraduate degree in Higher Education and Teaching. Bolivian Catholic University. Bolivia (2006)</li> <li>Postgraduate in Business Management and Competitiveness. Bolivian Catholic University. Bolivia (2006).</li> <li>Postgraduate Degree in Project Preparation and Evaluation. Bolivian Catholic University. Bolivia (2006).</li> <li>Degree in Business Administration and Management. Bolivian Catholic University. Bolivia (2005).</li> <li>EAE Business School. Barcelona, Spain. Director of the Evaluation Systems Area (2016 - present).</li> <li>Customer Focused Management. Technical Director of Audits (2015 - present).</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Business Administration and Management. Universitat Ramon Llull, Spain (2013)</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>DO008 - Thesis Proposal</li> <li>DO009 - Thesis Preparation</li> <li>DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. Horacio García Mata</b>	Teaching activity in: <ul style="list-style-type: none"> <li>Autonomous University of Tamaulipas, Doctorate in Education.</li> <li>Miguel Hidalgo Regional University, Master's Degree in Administration.</li> <li>Escuela Normal Superior de Tamaulipas, Master's Degree in Psychopedagogy.</li> <li>Escuela Normal Superior de Tamaulipas, Bachelor's Degree in Educational Psychology,</li> <li>Escuela Normal Superior de Tamaulipas, Bachelor's Degree in Physical Education.</li> <li>Specialist in the delivery of workshops and lectures related to: "corporate team building and educational area.</li> <li>Physical Education Coordinator at the Secretary of Education in Tamaulipas</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Education (2015)</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Projects with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>DO008 - Thesis Proposal</li> <li>DO009 - Thesis Preparation</li> <li>DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. Inmaculada García Martínez</b>	<ul style="list-style-type: none"> <li>Master's Degree in Research and Innovation in Curriculum and Training. University of Granada (2015)</li> <li>Degree in Early Childhood Education. University of Jaén (2020)</li> <li>Bachelor's Degree in Psychopedagogy. University of Jaén (2014)</li> <li>Faculty of Education Sciences. University of Granada (2016 - 2018)</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Pedagogical Coordination and Leadership distributed in secondary schools. University of Granada (2019)</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>DO008 - Thesis Proposal</li> <li>DO009 - Thesis Preparation</li> <li>DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. Innocentia Ankungha</b>	<ul style="list-style-type: none"> <li>DEA (Diplôme d'Etudes Approfondies): Anthropology of development: the resettlement villages of Nyos and Korup: between homelessness and self-determination. University of Yaoundé1. Supervisor: Professor Chinji Kouleh Ferdinand (2002)</li> <li>Maîtrise: The contribution of socio-economic institutions to the adaptation process of Lake Nyos resettlement villages. University of Yaoundé1. Dr. David Nkweti (2000)</li> <li>Facilitator of the Master of Arts in Organizational Leadership Program with Development Associates International (2015 - present)</li> <li>Part-time teacher: Pan-African Institute for Development WA, Yaoundé Learning Center (2015 - present)</li> <li>Part-time lecturer, Insitututut Supérieur de Sciences d'Entreprise, Yaoundé (2016 - 2018)</li> <li>Professor Department of International Development, LEAD Higher Institute Yaounde Cameroon (2012 - 2015)</li> <li>Part-time Professor, Department of Anthropology / Department of Archaeology and Cultural Heritage, University of Yaoundé (2005 - 2008)</li> <li>Assistant Professor and Graduate Monitor, Department of Sociology and Anthropology, Department of Archaeology and Cultural Heritage, University of Yaoundé (2000 - 2005)</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Anthropology of Development. University of Yaoundé (2010)</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>DO008 - Thesis Proposal</li> <li>DO009 - Thesis Preparation</li> <li>DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				

THESIS DIRECTORS				
Thesis Directors	CV Summary	Doctorates	Area	Courses taught
<b>Dr. Ivonne Quiñones Lanzó</b>	<ul style="list-style-type: none"> <li>• Master's Degree in Biology. University of Phoenix, PR</li> <li>• Master's Degree in Management and Supervision. University of Phoenix, PR (1981)</li> <li>• Bachelor's Degree in Nutrition and Dietetics. University of PR, Rio Piedra.</li> <li>• Baccalaureate in Secondary Education. University of PR, Rio Piedras (1966)</li> <li>• Independent consultant and academic affairs advisor.</li> <li>• Administrative Coach to School Principals. Ediciones Santillana, RAD Project -15</li> <li>• Design and Direction of Alternative School. Universal Foundation, Inc.</li> <li>• Director of Special Projects. Universal Career Community College, Inc.</li> <li>• Academic Director San Juan Campus. Universal Career Community College, Inc.</li> <li>• Regional Director DEPR - San Juan Education Region.</li> <li>• Department of Education PR Central Office (1976 - 1998).</li> </ul>	<ul style="list-style-type: none"> <li>• Doctor: PHD Education, Research. International Iberoamerican University, PR (2021)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. Javier Diz Casal</b>	<ul style="list-style-type: none"> <li>• Official Master's Degree in Psycho-socio-educational Research with Adolescents in School Contexts. University of Vigo (2013)</li> <li>• Master in clinical psychology, psychopathology and psychotherapy. European Institute of Dynamic Psychology (2012)</li> <li>• Master in Psychogerontology and Psychogeriatrics. European Institute of Dynamic Psychology (2012)</li> <li>• Degree in Psychology. Pontifical University of Salamanca, UPSA (2011)</li> <li>• Teaching and Research Staff. Universidad Internacional de la Rioja (UNIR) (2021 - 2022)</li> <li>• Tutor Professor National University of Distance Education (UNED)</li> <li>• Teaching and Research Staff Isabel I University in the areas of Psychology, Law, Criminology and Security Sciences, direction of TFG in Criminology, direction of TFG, TFG tribunals (2019 - 2021)</li> <li>• Psychology Degree Coordinator, Isabel I University (2020 - 2021)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Conflict Management and Resolution. University of Vigo (2017)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. Javier Labrada</b>	<ul style="list-style-type: none"> <li>• Assistant Professor. UCCFD Havana (2016)</li> <li>• Degree in Physical Culture and Sports UCCFD Havana (1992)</li> <li>• Methodologist of Training and Improvement, INDECAM, Directorate of Sports State of Campeche (2022)</li> <li>• Professor, tutor and member of the academic committee. UCCFD "Manuel Fajardo" Havana. Cuba (present)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctor in Pedagogical Sciences. Central Institute of Pedagogical Sciences, Havana (2012)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. Javier Pérez Lafont</b>	<ul style="list-style-type: none"> <li>• Master's Degree in Agricultural Economics. University of Puerto Rico, Mayagüez Campus (1997)</li> <li>• Bachelor of Science in Business Administration Concentration in Economics. University of Puerto Rico, Mayagüez Campus (1993)</li> <li>• Professor of Agricultural Economics at the University of Puerto Rico (1998 - Present)</li> <li>• Professor of Agricultural Finance at the University of Puerto Rico (1998 - Present)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctor in Projects. International Iberoamerican University, Mexico (2019)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Projects with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				

THESIS DIRECTORS				
Thesis Directors	CV Summary	Doctorates	Area	Courses taught
<b>Dr. Jean Bell</b>	<ul style="list-style-type: none"> <li>• Master of Science in Agroecconomics, Elite University of Göttingen, Germany (2006).</li> <li>• Bachelor of Science in Agriculture, Elite University of Göttingen, Germany (2005).</li> <li>• Training of trainers in environmental and social monitoring of PRODEL subprojects (present).</li> <li>• Review of CRESA training programs, (2019).</li> <li>• Training of Magistrates' Trainers (ENAM/ Yaoundé/2017 with the Scuola Superiore Sant'Anna, Pisa/Italy)</li> <li>• DEPFOR FASA-Dschang teacher training in pedagogical engineering and training (2017).</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Agro-environmental Sciences, Elite University of Göttingen, Germany (2010)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Projects with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. Jesús Sánchez</b>	<ul style="list-style-type: none"> <li>• MS in Computer Science, Information Systems, Pace University of New York, New York.</li> <li>• MS in Education, The City University of New York (CUNY), New York City.</li> <li>• Microsoft Certified Professional (MCP).</li> <li>• Coordinator of the Faculty of Technology, Professor of Computer Science at the Catholic University of Puerto Rico, Mayagüez (2011-present).</li> <li>• Director of Title V Activities, PUCPR Mayagüez PR Project (2007-2010).</li> <li>• Title V Faculty Coordinator, PUCPR Mayagüez PR Project (2005-2007).</li> <li>• Director of the School of Business Administration, Catholic University of PR, Mayagüez (1998-2000).</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Business Administration, Pontifical Catholic University of Puerto Rico, Ponce Puerto Rico Campus (2013)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Projects with a specialization in research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr Jordi García Farrero</b>	<ul style="list-style-type: none"> <li>• Màster universitari d'Història Contemporània i Món Actual. Universitat de Barcelona (2019).</li> <li>• Bachelor's Degree in Pedagogy. University of Barcelona (2006).</li> <li>• Teacher-tutor Social Education grade I, Pedagogy, National University of Distance Education (2014).</li> <li>• Coordinator of children's municipal equipment.</li> <li>• Barcelona Assembly (2010).</li> <li>• Consultant (resource processing</li> <li>• Virtual learning and alumni tutoring) Grau Social Education.</li> <li>• Universitat Oberta de Catalunya (2009).</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate from the University of Barcelona (2013)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. José Bastiani</b>	<ul style="list-style-type: none"> <li>• Teacher in Indigenous Education. Autonomous University of Chiapas (2002).</li> <li>• Full-time professor (2005 - 2015).</li> <li>• Research and Postgraduate Coordinator, Intercultural Education (2014 - 2015).</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Ecology and Sustainable Development. El Colegio de la Frontera Sur (2021)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. José Canto Ramírez</b>	<ul style="list-style-type: none"> <li>• Diploma: Teacher Training and Updating for a New Educational Model. Center for Educational Training and Innovation-National Polytechnic Institute. Campeche (2008)</li> <li>• Master's Degree in Pedagogy at UPN- AJUSCO (2002)</li> <li>• Institutional Tutoring Course. ANUIES Autonomous University of Campeche. (2003)</li> <li>• Bachelor's Degree in Psychology FES-ZARAGOZA, UNAM (1984)</li> <li>• Professor of the Course: Social and Labor Integration of Persons with Disabilities (2016 - 2017)</li> <li>• Professor of the Course: Mexican State and Educational Projects. (2016 - 2017)</li> <li>• Professor of the course: Globalization, Mexican State and Educational Projects (2017)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education. UPN (2015)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				

THESIS DIRECTORS				
Thesis Directors	CV Summary	Doctorates	Area	Courses taught
<b>Dr. José Hidalgo</b>	<ul style="list-style-type: none"> <li>Has a degree in Biological Sciences with a subsequent Doctorate from the University of Granada in Education, specifically in the Department of Didactics of Experimental Sciences. From 1999 onwards, full time professor in the Department of Didactics of Experimental Sciences of the University Center "Sagrada Familia" of Úbeda (attached to the University of Jaén) teaching various subjects related to this area.</li> </ul>	<ul style="list-style-type: none"> <li>Doctor in Population Biology, Aquaculture and Environment. University of Granada (2006)</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>DO008 - Thesis Proposal</li> <li>DO009 - Thesis Preparation</li> <li>DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. José A. Medina</b>	<ul style="list-style-type: none"> <li>MScE, Chemical Engineering, Concentration: Electrochemical Engineering, University of Puerto Rico, Mayagüez PR, 1975-1977.</li> <li>Team Leader, Certified Consultant TSR- IMB Puerto Rico, 1997-2010.</li> <li>Advisor, Sales Representative Advisory, IBM Puerto Rico, 1993-1996</li> <li>Pharmaceutical Industry Specialist/Consultant, IBM Puerto Rico 1989-1992.</li> <li>Systems Engineer Advisor Level, IBM Puerto Rico, 1985-1989.</li> <li>Research and Development (R&amp;D) Engineer, IBM Vermont, U.S. 1979-1985.</li> </ul>	<ul style="list-style-type: none"> <li>EdD, Education, Concentration: Instructional Technology and Distance Education, NOVA Southeastern University (2013)</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>DO008 - Thesis Proposal</li> <li>DO009 - Thesis Preparation</li> <li>DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. Jose Ronquillo</b>	<ul style="list-style-type: none"> <li>Master's Degree in Administration, Universidad de Guadalajara, (1996).</li> <li>Specialty in Clinical Psychology and Group Management, UNAM (1987).</li> <li>Diploma in Interactive Pedagogy, UNIVA, (2004).</li> <li>Degree in Psychology, Universidad Nacional Autónoma de México, (1982).</li> <li>General Manager. SERVICIOS INTEGRALES FERRI, S.C (1998 to present)</li> <li>Head of Training and Development. GRUPO INDUSTRIAL PLASTICO, S.A. (1996 - 1998)</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Occupational Health Sciences. University of Guadalajara (2013)</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Projects with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>DO008 - Thesis Proposal</li> <li>DO009 - Thesis Preparation</li> <li>DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. José Antonio Trigueros Pina</b>	<ul style="list-style-type: none"> <li>Degree in Economics and Business Administration from the University of Murcia. Business Branch.</li> <li>Assistant and full professor at the University of Alicante and Miguel Hernández University. Both at the undergraduate and doctoral levels.</li> <li>Member of the team promoting the Operations Research Center of the Miguel Hernández University</li> <li>Has published several books on Accounting and Auditing.</li> <li>Several published articles related to Auditing and Accounting.</li> <li>Director of the School of Economics of the Ite. College of Economists of Alicante.</li> <li>Director of the Master's Degree in Auditing and Business Management at the Miguel Hernández University.</li> <li>Director of the Financial Economics and Accounting Division of the Predepartmental Unit of Economic and Financial Studies, Miguel Hernández University.</li> <li>Coordinator of the "Experimental Center for Economic and Financial Studies" of the Faculty of Social and Legal Sciences.</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Economics and Business Administration from Universidad Complutense de Madrid (1995)</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Projects with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>DO008 - Thesis Proposal</li> <li>DO009 - Thesis Preparation</li> <li>DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				

THESIS DIRECTORS				
Thesis Directors	CV Summary	Doctorates	Area	Courses taught
<b>Dr. José Manuel Martos Ortega</b>	<ul style="list-style-type: none"> <li>Specialist in didactic and pedagogical methods.</li> <li>Researcher in Didactics and School Organization for the University of Granada</li> <li>Member of the editorial team of the journal "Profesorado, Revista de currículum y formación del profesorado".</li> <li>Papers presented at conferences, seminars, workshops and/or national or international courses on professional qualifications, socio-educational professionalization, social skills, school failure and educational exclusion, pedagogy in senior schools and residences.</li> <li>13 years of teaching activity</li> <li>Lines of research: Attention to diversity and inclusive education in the educational system. Learning and education. Associated factors and strategies. Organization and management of educational centers. Curriculum design and assessment. Evaluation of centers. Teacher training. Educational research methodology (Qualitative) Labor competence, education and employment.</li> </ul>	<ul style="list-style-type: none"> <li>Doctoral Program in Didactics and School Organization at the University of Granada (2014)</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>DO008 - Thesis Proposal</li> <li>DO009 - Thesis Preparation</li> <li>DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. Josué Pacheco Castillo</b>	<ul style="list-style-type: none"> <li>Bachelor of Science in Nursing from the University of Puerto Rico Medical Sciences Campus, School of Nursing.</li> <li>Master of Science in Nursing with specialization in nursing administration and nursing education from the University of Puerto Rico, Medical Sciences Campus, School of Nursing.</li> <li>Over 21 years of professional experience in nursing administration, education and research.</li> <li>Personnel administration and supervision.</li> <li>Personnel development and training.</li> <li>Development of policy and procedure manuals.</li> <li>Development of protocols.</li> <li>Bilingual Spanish and English.</li> <li>Skills in the use of MS Office (Word) and Internet Explorer.</li> <li>Preparation of reports and reports related to teaching and in the health area.</li> <li>Nurse practitioner with extensive experience in the care of adult and elderly patients in the areas of medicine, psychiatry and intensive care of the dying patient.</li> <li>Evaluation and management of medical records.</li> <li>Evaluation of educational programs and program accreditation processes.</li> <li>Verbal and written communication skills.</li> <li>Extensive experience in research and research ethics.</li> <li>Experience in the student learning assessment process.</li> <li>Lines of research: Didactics of physical education, health and performance, attention to diversity and inclusive education in the educational system, learning and education: Factors and associated strategies, organization and management of educational centers, educational technology, educational innovation with ICT, teacher training, evaluation of centers and teachers for the quality of the teaching-learning process, educational research methodology, education and health projects, education and emotional intelligence, management of cultural diversity, labor competence, education and employment.</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Education with a major in Educational Administration from the Inter-American University of Puerto Rico, Metropolitan Campus, San Juan, Puerto Rico (2007)</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>DO008 - Thesis Proposal</li> <li>DO009 - Thesis Preparation</li> <li>DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				



THESIS DIRECTORS				
Thesis Directors	CV Summary	Doctorates	Area	Courses taught
<b>Dr. Juan Cabello Eras</b>	<ul style="list-style-type: none"> <li>Undergraduate: Automotive Transportation Engineer at the University of Cienfuegos (1982)</li> <li>Master's Degree in Mechanical Design. Central University of Las Villas (1996)</li> <li>Post-doctoral studies in Academic Quality. University of Oviedo. Spain (2002)</li> <li>Post-Doctoral Training in Experimental Tribological Research. University of Oviedo. Spain (2009)</li> <li>Director of the Department of Energy, Universidad de la Costa (2016 - present)</li> <li>Full Professor at the Faculty of Engineering, Universidad de la Costa (2015 - 2016)</li> <li>Director of the Center for Energy and Environment Studies at the University of Cienfuegos (2013 - 2015)</li> <li>Director of International Projects and of the Master in Cleaner Production. University of Cienfuegos (2011 - 2013)</li> <li>Deputy Rector of the Instituto Veracruzano de Educación Superior. Xalapa. Mexico (2010 - 2011)</li> <li>Vice-Minister of Higher Education of the Republic of Cuba (2006 - 2009)</li> <li>Rector of the University of Cienfuegos (2002 - 2006)</li> <li>Dean of the Faculty of Mechanical Engineering of the University of Cienfuegos (2000 - 2002)</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Technical Sciences. Central University of Las Villas, Cuba (1999)</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Projects with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>DO008 - Thesis Proposal</li> <li>DO009 - Thesis Preparation</li> <li>DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. Juan Hernández Franco</b>	<ul style="list-style-type: none"> <li>Doctorate in Philosophy from Panamerican University (2004)</li> <li>Master in Legal Sciences from Panamerican University (2011)</li> <li>Law degree from UNAM (1997)</li> <li>Degree in Philosophy from UNAM (1994)</li> <li>Technical Secretary A of Judicial Competencies. Federal Judiciary Institute (2019 - 2020)</li> <li>General Director of Professional Training Office of the Attorney General of the Republic (PGR) (2018 - 2019)</li> <li>Deputy Director General of Legal Technical Support Undersecretary's Office for Regional Control (2018)</li> <li>General manager of technological instrumentation of the new operating system. Systemic Strategic Programs Unit Coordination of Planning, Development and Institutional Innovation (COPLADII) of the Attorney General's Office (2017 - 2018)</li> <li>Technical Secretary of the Federal Judiciary Council (2014 - 2016)</li> </ul>	<ul style="list-style-type: none"> <li>Doctor in Law. Panamerican University (2012)</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>DO008 - Thesis Proposal</li> <li>DO009 - Thesis Preparation</li> <li>DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				

THESIS DIRECTORS				
Thesis Directors	CV Summary	Doctorates	Area	Courses taught
<b>Dr. Juan Manuel Méndez Garrido</b>	<ul style="list-style-type: none"> <li>• Degree in Philosophy and Educational Sciences from the Universidad Nacional de Educación a Distancia (National University of Distance Education)</li> <li>• Diploma in Basic General Education Teaching</li> <li>• Diploma in Teaching</li> <li>• General Basic Education by the University of Seville</li> <li>• Full Professor at the University of Huelva, attached to the Department of Education in the</li> <li>• Area of knowledge of Research and Diagnostic Methods in Education of the University of California, Berkeley</li> <li>• University of Huelva,</li> <li>• Researcher of the "Grupo de Investigación en Orientación Educativa" (GIOE)</li> <li>• Has been a researcher for the "Grupo de Estudios e Investigaciones Educativas en Tecnologías de la</li> <li>• Communication, Guidance and Socio-Educational Intervention in Educational Research"</li> <li>• Since 1997, has published several books, magazines and conferences related to education, technology for learning, social development and interculturality.</li> <li>• Lines of research: Educational guidance, Professional guidance, Evaluative research, Program design, development and evaluation, Media and ICT education, Drug dependence prevention.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Psychopedagogy from the University of Huelva (2000)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. Juan Villanueva Roa</b>	<ul style="list-style-type: none"> <li>• Research Sexennial (2017)</li> <li>• Accredited as Full Professor of University (2016)</li> <li>• Degree in Philosophy and Letters, Hispanic Philology. University of Granada (1983)</li> <li>• Diploma in Primary Education Teacher, specialty: Spanish language and modern languages. University School of Basic General Education Teaching Staff of Granada (1980)</li> <li>• Professor at the University of Granada, Faculty of Education Sciences, Department of Language and Literature Didactics (2007 - present)</li> <li>• Teacher at the Adult Education Center of Zaidín, Granada (2007 - 2008)</li> <li>• Coordinator/Manager of the Consorcio Universitario de Enseñanza Abierta y a Distancia de Andalucía (University Consortium of Open and Distance Learning of Andalusia) (2000 - 2007)</li> <li>• Adult Education Teacher at the Almanjáyar-Beiro Adult Education Center, Granada (1996 - 2000)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Language and Literature Didactics (2000)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. Juliana Azevedo</b>	<ul style="list-style-type: none"> <li>• Master's degree in research in didactics, teacher training and educational evaluation, Universitat de Barcelona (2013).</li> <li>• Postgraduate degree in Educational Psychopedagogy, Universidade Luterana do Brasil (2012).</li> <li>• Bachelor's Degree in Pedagogy, Pontifícia Universidade Católica do Rio Grande do Sul (2010).</li> <li>• Teacher at Associação de Pais de Brasileirinhos da Catalunha.</li> <li>• Teacher at Escola de Educação Infantil Mundo Mágico.</li> <li>• Research collaborator in the GIAD group, University of Barcelona.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education and Society, Universitat de Barcelona (2017)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				

THESIS DIRECTORS					
Thesis Directors	CV Summary	Doctorates	Area	Courses taught	
<b>Dr. Julio González Morales</b>	<ul style="list-style-type: none"> <li>Bachelor's Degree in Psychology. University of Havana (1974)</li> <li>Coordinator of the Master's Degree in Sustainable Regional Tourism Management. El Colegio de Tlaxcala, A.C. (2013 - 2016)</li> <li>Education and Training Coordinator. Cecs-Colt. El Colegio de Tlaxcala, A.C. (2012)</li> <li>Coordinator of Tourism Training Programs in the State of Tlaxcala. El Colegio de Tlaxcala, A.C (2011 - 2014)</li> <li>Research Coordinator. El Colegio de Tlaxcala, A.C. (2011 - 2013)</li> <li>Academic Coordinator. Center for University Studies of Baja California (2010 - 2011)</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Pedagogical Sciences. Moscow Academy of Sciences (1986)</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>DO008 - Thesis Proposal</li> <li>DO009 - Thesis Preparation</li> <li>DO010 - Thesis Dissertation</li> </ul>	
				<b>Academic load</b>	<b>3</b>
				<b>Number of preparations</b>	<b>1</b>
<b>Dr. Laura Triviño Cabrera</b>	<ul style="list-style-type: none"> <li>Doctorate in Comparative Modernities. University of Minho.</li> <li>Doctorate in Geography, History and Art. UNED (2014)</li> <li>Master's Degree in Education and Museums: Heritage, Identity and Cultural Mediation (2017).</li> <li>Master's Degree in Advanced Methods and Techniques of Historical, Artistic and Geographical Research. UNED (2012)</li> <li>Master in Gender, Identity and Citizenship. University of Cadiz (2009).</li> <li>Master's Degree in Hispanic Studies. University of Cadiz (2008).</li> <li>Bachelor's Degree in Humanities. University of Cadiz (2006).</li> <li>Degree in Philosophy UNED (2009).</li> <li>Degree in Social and Cultural Anthropology. UNED (2012).</li> <li>Full university professor. University of Malaga (2021 - present).</li> <li>Associate Professor Doctorate in Social Sciences Didactics. University of Malaga (2020).</li> <li>Secretary of the Department of Didactics of Mathematics, Didactics of Social Sciences and Experimental Sciences. University of Malaga (2018).</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Education and Social Communication. University of Malaga</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>DO008 - Thesis Proposal</li> <li>DO009 - Thesis Preparation</li> <li>DO010 - Thesis Dissertation</li> </ul>	
				<b>Academic load</b>	<b>3</b>
				<b>Number of preparations</b>	<b>1</b>
<b>Dr. Lázaro Salomón Dibut Toledo</b>	<ul style="list-style-type: none"> <li>Master's Degree in Education. University of Cienfuegos, Cuba.</li> <li>Director of Research, Graduate and Continuing Education. University of the Gulf of California, Cabo San Lucas, Baja California Sur, Mexico.</li> <li>Director of Research and Graduate Studies, Universidad de las Californias Internacional, Tijuana, Mexico.</li> <li>Has been a guest professor at several universities in Mexico and Colombia.</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Pedagogy from the University of Oviedo, Spain. Program: Curriculum Design and Evaluation (2001)</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Projects with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>DO008 - Thesis Proposal</li> <li>DO009 - Elaboration of the Thesis.</li> <li>DO010 - Thesis Dissertation.</li> </ul>	
				<b>Academic load</b>	<b>3</b>
				<b>Number of preparations</b>	<b>1</b>
<b>Dr. Lizbeth Salgado Beltrán</b>	<ul style="list-style-type: none"> <li>Has taught courses on environment and marketing, market research and consumer behavior at UNISON, ITESM campus Sonora Norte and UST (Chile).</li> <li>Publications in the journals Universidad y Ciencia, Fuzzy Economic Review, Agroalimentaria, WOBI, International Journal of Management Science and Information Technology, British Food Journal, Interciencia, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Business Studies, University of Barcelona, Spain (2009)</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Projects with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>DO008 - Thesis Proposal</li> <li>DO009 - Thesis Preparation</li> <li>DO010 - Thesis Dissertation</li> </ul>	
				<b>Academic load</b>	<b>3</b>
				<b>Number of preparations</b>	<b>1</b>
<b>Dr. Lorena De Medina Salas</b>	<ul style="list-style-type: none"> <li>Doctorate in Science, specialization in Inorganic Chemistry. Pacific Western University (2004)</li> <li>Master's Degree in Business Administration. Instituto Universitario de Puebla, Mexico (2001)</li> <li>Bachelor's Degree in Pharmaceutical Biological Chemistry. Universidad Veracruzana, Mexico (1998)</li> <li>Tenured Professor. Universidad Veracruzana, Mexico (2007 - present)</li> <li>Teaching, Universidad Veracruzana (2006 - 2018)</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Environmental Management. International Iberoamerican University, Mexico (2018)</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Projects with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>DO008 - Thesis Proposal</li> <li>DO009 - Thesis Preparation</li> <li>DO010 - Thesis Dissertation</li> </ul>	
				<b>Academic load</b>	<b>3</b>
				<b>Number of preparations</b>	<b>1</b>

THESIS DIRECTORS				
Thesis Directors	CV Summary	Doctorates	Area	Courses taught
<b>Dr. Luis Acuña</b>	<ul style="list-style-type: none"> <li>Research professor at the Autonomous Universities of Chiapas and Querétaro (Mexico). Member of the National System of Researchers (2018). Member of the Consejo Mexicano de Investigación Educativa (COMIE) A.C.; active member of the Red Latinoamericana de Estudios Epistemológicos en Política Educativa (Argentina-Brazil), as well as of the Working Group of the Consejo Latinoamericano de Ciencias Sociales (CLACSO) Reformas y contrarreformas educativas en Nuestra América.</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Regional Studies. Autonomous University of Chiapas (2017)</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>DO008 - Thesis Proposal</li> <li>DO009 - Thesis Preparation</li> <li>DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. Luis Quintero Arango</b>	<ul style="list-style-type: none"> <li>Master's Degree in Marketing. University of Viña del Mar (2013)</li> <li>Specialization in International Business, Universidad Pontificia Bolivariana (2008)</li> <li>Bachelor's Degree in Business Administration. Cooperative University of Colombia (2002)</li> <li>Administrative Activities, Teaching. Luis Amigo Catholic University (2016 - present).</li> <li>Lecturer, American University Corporation (2013 - 2015)</li> <li>Teacher, Escolme University Institution (2013 - 2015)</li> </ul>	<ul style="list-style-type: none"> <li>Doctor in Projects. International Iberoamerican University (2019)</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Projects with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>DO008 - Thesis Proposal</li> <li>DO009 - Thesis Preparation</li> <li>DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. Manuel Pérez</b>	<ul style="list-style-type: none"> <li>Bachelor's Degree in Psychology, Bachelor's Degree in Pedagogy and Teacher. She has studied Social Education. Master's Degree in Educational Innovation Policies and Practices for the Knowledge Society. Doctorate in Educational Sciences, with the qualification of outstanding cum laude.</li> <li>Has worked as a teacher in different centers in the province of Malaga. Has worked ten years as a counselor and head of guidance department in different IES in the province of Malaga and another seven years as a school counselor in the EOE Malaga East, five of them as coordinator.</li> <li>Head of the guidance department of the Jardín de Málaga high school. Member of the Association of Counselors of Malaga (Aosma), of which he has been president.</li> <li>Has given courses, seminars, lectures, written articles and participated in congresses.</li> <li>Member of the Research Group of the University of Malaga HUM 365: "Training, Orientation, Employability, Entrepreneurship, Inclusion and Innovation."</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Educational Policies. University of Malaga (2017)</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>DO008 - Thesis Proposal</li> <li>DO009 - Elaboration of the Thesis.</li> <li>DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. María Calderón Roca</b>	<ul style="list-style-type: none"> <li>Master's Degree in Advanced Methods and Techniques of Historical, Artistic and Geographical Research. UNED (2017).</li> <li>Master's Degree in Heritage Restoration and Rehabilitation. University of Alcalá (1999).</li> <li>Expert for University Teacher Training. University of Córdoba (2012).</li> <li>Expert in Didactic Specialization in Social Sciences. University of Alcalá (1999).</li> <li>Degree in Geography and History (specialization: Art History) University of Malaga (1998).</li> <li>Assistant Professor Ph. University of Malaga (2008 - present).</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in History of Art with European Mention. University of Malaga, Spain (2010)</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>DO008 - Thesis Proposal</li> <li>DO009 - Thesis Preparation</li> <li>DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				

THESIS DIRECTORS					
Thesis Directors	CV Summary	Doctorates	Area	Courses taught	
<b>Dr. Maria del Carmen Rivera</b>	<ul style="list-style-type: none"> <li>• Master's Degree in Environmental Management and Audits: Environmental Education, Solid Waste Treatment and Reclamation of Contaminated Soils. University of Las Palmas de Gran Canaria, Spain (2006).</li> <li>• Bachelor of Science in Biology. Interamerican University of Puerto Rico (1986).</li> <li>• Environmental, Safety and Occupational Health Specialist / Member of the Emergency Management and Response Committee / Recycling Program Coordinator Polytechnic University of Puerto Rico (since 2007).</li> <li>• Part-time Professor and Lecturer, Solid Waste Management Course. School of Science and Technology at the graduate level. University of Turabo, Puerto Rico (2012-2013).</li> <li>• Part-time Lecturer Lecturer II and Instructor of laboratories General Biology and Environmental Microbiology courses / Environmental Education Fundamentals Course and science courses Graduate School Polytechnic University of Puerto Rico (since 2006).</li> <li>• Environmental, Safety and Occupational Health Specialist / Member of the Emergency Management and Response Steering Committee. Polytechnic University of Puerto Rico (2006-2012).</li> <li>• Various publications and certifications.</li> <li>• Assembly of online science courses under the Quality Matter Program (active).</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Project Engineering: Environment, Safety, Quality and Communication. Polytechnic University of Catalonia, Spain (2011)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Projects with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>	
				<b>Academic load</b>	<b>3</b>
				<b>Number of preparations</b>	<b>1</b>
<b>Dr. María Peña García</b>	<ul style="list-style-type: none"> <li>• Master in Social Intervention. Universidad Personal and Asociación Nacional de Centros de Enseñanza a Distancia, Spain (2006).</li> <li>• Degree in Pedagogy. University of Granada, Spain (2000).</li> <li>• Expert in intercultural relations and cultural diversity management. University of Cadiz, Spain (2010).</li> <li>• Expert in E-Learning. Confederation of Andalusian Businessmen, Spain (2008).</li> <li>• Lecturer in courses related to the topics: Pedagogy and Social Education. Didactics and school organization. Method of Investigation and Diagnosis in Education (MIDE). Social anthropology. Minorities and foreigners. Identity. Intercultural Education. Gender and intersectionality.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Social Sciences. University of Granada, Spain (2017)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>	
				<b>Academic load</b>	<b>3</b>
				<b>Number of preparations</b>	<b>1</b>
<b>Dr. María Suárez Sánchez</b>	<ul style="list-style-type: none"> <li>• Executive MBA. EAE Business School (2018)</li> <li>• Design Engineer. Technological University of the Mixteca (2001).</li> <li>• STAKEHOLDER in the European LAND-SEA Project: Sustainability of the LAND-SEA system for Eco-tourism strategies. Urban Ecology Agency of Barcelona, Spain (2017 - present).</li> <li>• INDEPENDENT RESEARCHER attached to the Department of Engineering Projects, UPC (2005 - 2015).</li> <li>• STOP ACCIDENTES, Association for Guidance and Assistance to those affected by traffic accidents, Barcelona and Madrid, Spain (2006 - 2013).</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Technological Innovation Projects in Product and Process Engineering. Polytechnic University of Catalonia (2015)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Projects with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>	
				<b>Academic load</b>	<b>3</b>
				<b>Number of preparations</b>	<b>1</b>
<b>Dr. María T. Antúnez de Mayolo L.</b>	<ul style="list-style-type: none"> <li>• Master's Degree in School Psychology. Interamerican University of Puerto Rico, San Germán Campus (2003 - 2006).</li> <li>• Master in Education; Irregular Behavior Lima- Peru Universidad Fem. del Sagrado Corazón (1986-1989).</li> <li>• Postgraduate in Clinical Neuropsychology Lima-Peru Universidad Federico Villarreal (1987).</li> <li>• Bachelor's Degree in Special Education Lima-Peru Universidad Fem. del Sagrado Corazón.</li> <li>• Computer skills: Word, Excel, SPSS, Web, PowerPoint, Publisher, etc (1979-1983).</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Curriculum and Learning. Interamerican University of Puerto Rico, San Germán Campus (2016).</li> <li>• Doctorate in School Psychology. Interamerican University of Puerto Rico, San Germán Campus (2010).</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>	
				<b>Academic load</b>	<b>3</b>
				<b>Number of preparations</b>	<b>1</b>

THESIS DIRECTORS				
Thesis Directors	CV Summary	Doctorates	Area	Courses taught
<b>Dr. María Ángeles Díaz</b>	Teaching in the following areas: <ul style="list-style-type: none"> <li>• Education for peace and improvement of coexistence</li> <li>• Intercultural, social and citizenship competences</li> <li>• Evaluation of centers</li> <li>• Secondary School Guidance Counselor</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Psychopedagogy, University of Jaén, Spain (2010)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
				<b>1</b>
<b>Dr. Mário Marques Durão</b>	<ul style="list-style-type: none"> <li>• Master's Degree in Education - personal and social formation, Instituto de Educação da Universidade de Lisboa (2012).</li> <li>• Specialized teacher of education and trainer in different institutions.</li> <li>• External evaluator at Agência de Avaliação e Acreditação do Ensino Superior, Lisbon.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education - Psychology of education, University of Lisbon (2017)</li> </ul>	<ul style="list-style-type: none"> <li>• Master's Degree in Education</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
				<b>1</b>
<b>Dr. M<sup>a</sup> Luisa Grande</b>	<ul style="list-style-type: none"> <li>• Degree in Political Science and Sociology, University of Granada (1997).</li> <li>• Diploma in Nursing, University of Granada (1983).</li> <li>• Professor of the Faculty of Political Science and Sociology, University of Jaén.</li> <li>• Participation in several research projects and R&amp;D projects for International Public Administrations and private companies.</li> <li>• Publication of several articles and lectures on immigration, gender, development cooperation, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Public Law and Special Private Law (2007)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
				<b>1</b>
<b>Dr. Martín Tamayo</b>	<ul style="list-style-type: none"> <li>• Master's Degree in Pedagogy, National Pedagogical University, Mexico (2000)</li> <li>• Bachelor's Degree in Sociology of Education, National Pedagogical University, Mexico (1992)</li> <li>• Professor at the National Pedagogical University, Mexico (2002-2016)</li> <li>• Professor of Humanities, Interamerican University for Development, Mexico (2012-2016)</li> <li>• Professor at the Hispano-American University Justo Sierra, Mexico (2016-2017)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Humanistic Education, Humanist Institute of Higher Studies, Mexico (2011)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> <li>• Master in Education with a Specialty in Higher Education</li> <li>• Master in Education with a Specialty in the Organization and Management of Education Centers</li> <li>• Master in Education with a Specialty in Teacher Training</li> <li>• Master in Education with a Specialty in ICT'S in Education</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
				<b>1</b>
<b>Dr. Miguel Ángel Torres Díaz</b>	<ul style="list-style-type: none"> <li>• Doctoral Research: Luis Muñoz Marín as creator of "Operación.</li> <li>• "Serenity" as a Project of Educational Philosophy and Sociological Plan for the Puerto Rican Society of the Future.</li> <li>• Doctoral studies in Sociology, Faculty of Political and Social Sciences, National Autonomous University of Mexico (1974-1977).</li> <li>• Master's Degree in Public Administration, Graduate School of Public Administration University of Puerto Rico, Río Piedras Campus Thesis: "El Desahorro en Puerto Rico 1968 al 1972" (1970-1974).</li> <li>• Bachelor of Arts in Social Sciences Achieving two major concentrations: Economics and Sociology, School of Social Sciences, University of Puerto Rico, Río Piedras Campus (1966-1970).</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in History: Emphasis on Sociology, Economics, Education and Politics in the historical context of social crises and globalization. Center for Advanced Studies of Puerto Rico and the Caribbean, San Juan, Puerto Rico (2015)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
				<b>1</b>

THESIS DIRECTORS				
Thesis Directors	CV Summary	Doctorates	Area	Courses taught
<b>Dr. Millie Pérez</b>	<ul style="list-style-type: none"> <li>• Master's Degree in Education (Special Needs) from the University of Central Bayamon (2007)</li> <li>• Master of Education (Educational Technology and Instructional Systems) from the University of Sacred Heart (2006)</li> <li>• B.A. in Secondary Education from the University of Puerto Rico (1997)</li> <li>• University training in education with specialization in occupational education, distance education and technology.</li> <li>• Has taught courses at the university level, teacher training, consulting for government agencies and universities. Certified in Moodle and Blackboard (in progress).</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education (Distance Education) from Nova Southern University, Florida, USA (2016)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. Mónica Améndola Pimenta</b>	<ul style="list-style-type: none"> <li>• Bachelor's Degree in Biological Sciences. Institute of Biology (1996).</li> <li>• Associate Researcher '2A' at the Department of Marine Resources of the Centro de Investigación y de Estudios Avanzados del I.P.N.-Unidad Mérida (2015 - present).</li> <li>• Postdoctoral Research Stay. Laboratory of Immunology and Molecular Biology at CINVESTAV-Unidad Merida (2011 - 2013).</li> <li>• Lecturer in postgraduate course (master's degree). CINVESTAV-Unidad Mérida, Yucatán (2012 - 2014, 2018).</li> <li>• Teacher in the refresher course "Science Academy - Environmental Education" (2008 - 2010).</li> <li>• Instructor in the workshop course "Field Ecology", directed to graduate students. Instituto de Ecología A.C., Xalapa, Veracruz (80 hours). May 2006.</li> <li>• Instructor in the course-workshop "Field Ecology II, Ecology of the Pantanal", directed to graduate students. Universidade Federal de Mato Grosso do Sul, Brazil (180 hours) (2003).</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Science. Institute of Ecology (2009)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Projects with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. Mónica Tovar Gutiérrez</b>	<ul style="list-style-type: none"> <li>• Master's Degree in Higher Education. Tangamanga University (2006).</li> <li>• Specialty in Higher Education. Tangamanga University (2003).</li> <li>• Bachelor's Degree in Secondary Education in the Spanish Area. Normal Superior del Magisterio Potosino (1998).</li> <li>• Teacher of Primary Education. Escuela Normal Patria, San Luis Potosi (1981).</li> <li>• Virtual Teacher, Marist University in San Luis Potosi (2020 - present).</li> <li>• Virtual Thesis Director, International Iberoamerican University (UNINI) (2019 - present).</li> <li>• Virtual teacher, LA RED ALIAT UNIVERSIDADES campus Axtla and campus Tequis in San Luis Potosi, S.L.P (2011 - present).</li> <li>• Classroom teacher at the Tangamanga University, Tequis Campus in San Luis Potosi, S.L.P. (2005 - present).</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education. Tangamanga University (2012)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. Nadosly De la Yncera Hernández</b>	<ul style="list-style-type: none"> <li>• Master's Degree in Clinical Psychology. University of Havana, Cuba (2012).</li> <li>• Bachelor's Degree in Psychology. University of Havana, Cuba (2000).</li> <li>• Assistant Research Professor, Associate A. Department of Medical Sciences. Health Sciences Division. University of Quintana Roo (2018 - present).</li> <li>• Subject teacher. Autonomous University of the State of Morelos (2016 - 2018).</li> <li>• Full-time professor, head of the Department of Humanities, head of the Bachelor's Degree Program in Psychology. University of Pinar del Río "Hermanos Saiz Montes de Oca", Cuba (2003 - 2015).</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Psychology. Autonomous University of the State of Morelos, Mexico (2019)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Projects with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				

THESIS DIRECTORS				
Thesis Directors	CV Summary	Doctorates	Area	Courses taught
<b>Dr. Nicolás Padilla Raygoza</b>	<ul style="list-style-type: none"> <li>• Master of Science in Epidemiology, Atlantic International University (2006).</li> <li>• Master's Degree in Social Gerontology International Iberoamerican University (2015).</li> <li>• Diploma in Learning Innovation. University of Guanajuato (2013).</li> <li>• Active Member of the Mexican Society of Pediatrics (1987 - present).</li> <li>• Founding member of the Association of Pediatricians of Celaya (1992 - present).</li> <li>• President of the Association of Pediatricians of Celaya, during the period 1992-1993.</li> <li>• Representative of the Faculty of Nursing and Obstetrics of Celaya, University of Guanajuato (2006 - present).</li> <li>• Coordinator of the Bachelor's Degree in Nutrition, Faculty of Nursing and Obstetrics of Celaya, University of Guanajuato (2007 - 2008).</li> </ul>	<ul style="list-style-type: none"> <li>• Doctor of Science with a focus on Epidemiology, Atlantic International University (2006)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Projects with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. Noelia Margarita Moreno Martínez</b>	<ul style="list-style-type: none"> <li>• Diploma of Advanced Studies (DEA) in the Doctoral Program: "Education Professionals in the Face of Social Change."</li> <li>• Diploma in Speech Therapy; Diploma in Teaching, specializing in Hearing and Language.</li> <li>• Degree in Pedagogy.</li> <li>• Researcher at the Edulnnovagogía Group (HUM971) of the Pablo de Olavide University (Seville). Has been a member of the MapEduca Group of the Department of Geography of the University of Malaga carrying out two Educational Innovation Projects on Geolocation tools and digital mapping in Education.</li> <li>• Member of a teaching team developing an Educational Innovation Project on Gamification, Augmented Reality and Video Annotations.</li> <li>• Specialist in ICT applied to Education: Emerging technologies: Augmented Reality, 3D Modeling, Geolocation, Mobile Learning, Gamification, Educational Robotics, Programming.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctor in Pedagogy from the University of Malaga, Spain (2014)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. Nuria Cantero Rodríguez</b>	<ul style="list-style-type: none"> <li>• Diploma in Social Education by the UNED (2011).</li> <li>• Degree in Psychopedagogy from the University of Jaén (2008).</li> <li>• Diploma in Music Teaching from the University of Jaén (2003).</li> <li>• Teacher as a civil servant (2005 - present).</li> <li>• Cycle coordinator at CEIP Padre Poveda in (2005).</li> <li>• Head of Studies at CEIP Padre Poveda (2006).</li> <li>• Principal at CEIP Santa María de Nazaret (2007 - 2009).</li> <li>• Principal at CEIP Navas de Tolosa (2009 - present).</li> <li>• Principal at CEIP Palacios Rubio (2018 - present).</li> <li>• Lecturer at the University of Jaén in the Master's Degree in ESO and Bachillerato, Vocational Training and Language Teaching (2017 - present).</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Pedagogy from the University of Jaén (2017)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. Óscar Casanova López</b>	<ul style="list-style-type: none"> <li>• Superior Degree in Music. Conservatory of Music (1992).</li> <li>• Faculty of Education. University of Zaragoza (2008 - present).</li> <li>• Secondary School Music Teacher (1993 - 2003).</li> </ul>	<ul style="list-style-type: none"> <li>• Doctor. University of Zaragoza (2007)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. Pastor Torres Lima</b>	<ul style="list-style-type: none"> <li>• Bachelor's Degree in Education, Specialty: Mathematics (1981) Acropolis University, Comalcalco Tabasco - Azteca University Educational System, Chiapas (2016 - present).</li> <li>• Latin American and Caribbean Pedagogical Institute, Havana, Cuba (2011 - 2016).</li> <li>• Embassy of the Republic of Cuba in the Commonwealth of the Bahamas (2006 - 2010).</li> <li>• Félix Varela University of Pedagogical Sciences, Villa Clara, Cuba (2000 - 2006).</li> <li>• Silverio Blanco University of Pedagogical Sciences, Sancti Spiritus, Cuba (1982 - 1999).</li> </ul>	<ul style="list-style-type: none"> <li>• Doctor in Pedagogical Sciences UCP (1998)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				



THESIS DIRECTORS				
Thesis Directors	CV Summary	Doctorates	Area	Courses taught
<b>Dr. Pedro Barros García</b>	<ul style="list-style-type: none"> <li>Degree in Philosophy and Letters, University of Granada (1969)</li> <li>More than 45 years of university teaching experience at the University of Granada in subjects related to Spanish Language and Spanish as a Foreign Language, at undergraduate, postgraduate and doctorate levels</li> <li>Participation in a large number of seminars and courses related to language teaching</li> <li>More than 40 years of research experience and participation in numerous research projects</li> <li>Numerous publications related to L1 and LE language teaching</li> <li>Direction of 11 doctoral theses</li> <li>Direction of 20 master's theses</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Romance Philology from the University of Granada, Spain (1975)</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>DO008 - Thesis Proposal</li> <li>DO009 - Thesis Preparation</li> <li>DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. Pereira Alfredo</b>	<ul style="list-style-type: none"> <li>Master's Degree in Environmental Management and Audits, University of León, Spain (2011)</li> <li>Post-graduation in Free Software by the Catholic University of Brasilia (2010)</li> <li>Professor at the Agostinho Neto Public University, Private Methodist University of Angola and the Higher Pedagogical School of Bengo in the Bachelor's, Master's in Entrepreneurship and Doctorate in Management programs.</li> <li>Professor of Marketing and Logistics; Information Systems; Computer Science; Environment and Sustainable Development.</li> <li>Experience in courts of Bachelor's and Doctorate degrees.</li> </ul>	<ul style="list-style-type: none"> <li>Doctor (Ph.D.) in Information Sciences, Specialty in Information Systems and Technologies, Fernando Pessoa University, (2015).</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Projects with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>DO008 - Thesis Proposal</li> <li>DO009 - Thesis Preparation</li> <li>DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. Práxedes Muñoz Sánchez</b>	<ul style="list-style-type: none"> <li>Professor. San Antonio Catholic University of Murcia (2011 - present).</li> <li>Degree in Philosophy and Letters. University of Murcia (2000).</li> <li>Degree in Philosophy and Letters. Specialty Geography. University of Murcia (1998).</li> <li>Graduate in Primary Education.</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Anthropology and Social Welfare. University of Murcia (2008)</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>DO008 - Thesis Proposal</li> <li>DO009 - Thesis Preparation</li> <li>DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. Rachid Marzoug</b>	<ul style="list-style-type: none"> <li>Post-Doctorate Laboratory of electrical energy control, renewable energies, nanotronics and applied computing. Autonomous University of the State of Morelos (2019)</li> <li>Master's Degree in Instrumentation and Telecommunications, Ibn Zohr University (2011)</li> <li>Bachelor of Science in Physical Matter, Ibn Zohr University (2009)</li> <li>Baccalaureate in Experimental Sciences, Smara, Morocco (2006)</li> <li>Professor at the University of Guadalajara (2019 - present)</li> <li>Direction and co-direction of doctoral and master's degree students. Condensed Matter and Interdisciplinary Sciences Laboratory. Mohamed V University, Faculty of Science, Rabat, Morocco (2016 - 2017)</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Computer Physics. Mohammed V University (2015)</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Projects with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>DO008 - Thesis Proposal</li> <li>DO009 - Thesis Preparation</li> <li>DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. Ramón Sánchez Noda</b>	<ul style="list-style-type: none"> <li>Bachelor's degree in History. University of Havana.</li> <li>Professor of the Master's Degree in Information Management in Higher Education at the University for Adults: Dominican Republic (2011, 2018).</li> <li>Doctorate in Political Economy. University of Havana. Cuba (2010, 2013).</li> <li>Professor of the Diploma in Higher Education Management for managers of the CNU Universities of Nicaragua (2012).</li> <li>Professor of Communication and Economics and faculty member at International Iberoamerican University (UNINI) Mexico (2016 - present).</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Economics. Lomonosov University, Moscow (2015)</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Projects with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>DO008 - Thesis Proposal</li> <li>DO009 - Thesis Preparation</li> <li>DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				

THESIS DIRECTORS				
Thesis Directors	CV Summary	Doctorates	Area	Courses taught
<b>Dr. Ricel Martínez Sierra</b>	<ul style="list-style-type: none"> <li>Degree in Psychology from University of Oriente, Cuba (2001).</li> <li>Director of Master's Thesis. International University of Valencia (2021 - present).</li> <li>Director of the Master's Thesis. International University of La Rioja (2020 - present).</li> <li>Faculty of Education. International University of La Rioja (2020 - present).</li> <li>Professor. International Iberoamerican University UNINI Mexico (2019 - present).</li> <li>Teaching Vice-Dean. University of Oriente (2005).</li> <li>University Professor. University of Oriente (2001).</li> </ul>	<ul style="list-style-type: none"> <li>Doctor in Pedagogical Sciences. Center for Higher Education Studies "Manuel F. Gran" (2008)</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>DO008 - Thesis Proposal</li> <li>DO009 - Thesis Preparation</li> <li>DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. Rita Sierra</b>	<ul style="list-style-type: none"> <li>Degree in Institutional and Curricular Management from National University of Cuyo (2005).</li> <li>Diploma in Education and New Technologies, Latin American Faculty of Social Sciences (2006).</li> <li>Senior Specialist in Education and New Technologies Latin American Faculty of Social Sciences (2008).</li> <li>Specialist in Virtual Learning Environments, OIE Virtual Educa Argentina and Centro de Altos Estudios Universitarios (2012).</li> <li>Teaching experience since 2008 in subjects related to the pedagogical use of ICT in didactic learning applications and virtual learning environments as a learning scenario.</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Management and Planning for Educational Quality in the 21st Century Society. University of Jaén. Spain (2011)</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>DO008 - Thesis Proposal</li> <li>DO009 - Thesis Preparation</li> <li>DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. Rocío Jiménez</b>	<ul style="list-style-type: none"> <li>Associate Professor (accredited as Full Professor) of the Research Methods Area of the University of Seville.</li> <li>Extraordinary Doctorate Award from the University of Seville.</li> <li>Research experience since 2005. Highlights her recent status as principal investigator in the R&amp;D project (2013-2016), "Women as weavers of social networks: Relational Strategies and Digital Inclusion" (EDU2013-45134-P) funded by the Ministry of Economy and Competitiveness in the framework of the State Program for the Promotion of Scientific and Technical Research of Excellence (2013-2016 (Spain)).</li> <li>University teaching experience of more than 10 years.</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Pedagogy: Educational research and intervention, University of Seville (2005)</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>DO008 - Thesis Proposal</li> <li>DO009 - Thesis Preparation</li> <li>DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. Roberto Fernando García Ramírez</b>	<ul style="list-style-type: none"> <li>Master's Degree in Government and Public Administration. Menéndez Pelayo International University, Spain (2015).</li> <li>Master in Social Studies (Social Economics). Autonomous Metropolitan University, Mexico (2010).</li> <li>Degree in Economics. Autonomous Metropolitan University, Mexico (2007).</li> <li>Courses: Introduction to distance learning and Introduction to the use of interactive platforms for distance education. National Distance University of Mexico, Mexico.</li> <li>Lecturer in courses related to economics, political economy, macroeconomics, microeconomics, markets and financial systems.</li> <li>Has extensive participation in research projects, seminars, workshops, thesis direction and tribunals. Has published in specialized and refereed books.</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Contemporary Latin America. Complutense University of Madrid, Spain (2017)</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Projects with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>DO008 - Thesis Proposal</li> <li>DO009 - Thesis Preparation</li> <li>DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. Romaric Quentin</b>	<ul style="list-style-type: none"> <li>Master's Degree in Sociology. Université Omar Bongo, Libreville (1999).</li> <li>Bachelor's degree in Sociology. Université Omar Bongo, Libreville (1998).</li> <li>Participation in the drafting of the Report on Priority Actions for Monitoring the Quality of Unesco's General Education Quality in Gabon (GEQAF) (2016).</li> <li>Participation in the drafting of the Report on the Implementation of Unesco's Diagnostic Evaluation of the Quality of General Education in Gabon (GEQAF) (2012).</li> <li>Professor-Researcher at the Ecole Normale Supérieure, Libreville (2007-2017).</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Educational Sciences. Université de Picardie Jules Verne, Amiens (2006)</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>DO008 - Thesis Proposal</li> <li>DO009 - Thesis Preparation</li> <li>DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				

THESIS DIRECTORS				
Thesis Directors	CV Summary	Doctorates	Area	Courses taught
<b>Dr. Rosa Casal de Altuve</b>	<ul style="list-style-type: none"> <li>Bachelor's Degree in Public Accounting. Civil Engineer. University of the Andes (1986).</li> <li>Head of the Accounting and Finance Department of FACES-ULA. University of the Andes (1998 - 2000).</li> <li>Director of the School of Administration and Public Accounting of FACES-ULA University of the Andes (2000 - 2001).</li> <li>Alternate Advisor to the Board of the School of Administration and Public Accounting of FACES-ULA. University of the Andes (2005 - 2007).</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Finance. National Distance University of Panama (2002)</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Projects with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>DO008 - Thesis Proposal</li> <li>DO009 - Thesis Preparation</li> <li>DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. Rosa Domínguez</b>	<ul style="list-style-type: none"> <li>Master's Degree in Higher Education. Autonomous University of Puebla (2009).</li> <li>Bachelor's Degree in Communication Sciences. Autonomous University of Américas-Puebla (1997).</li> <li>Diploma in: Administration in Institutional Strengthening and Fundraising with Indiana University and UDLAP.</li> <li>Full-time Research Professor of the School of Medicine (present).</li> <li>Founding member of the Latin American Network for the Study and Intervention in Happiness and Well-being.</li> <li>Chair of the Curriculum Design, Evaluation and Monitoring Committee (2014 - 2016).</li> <li>Member of the Curricular Evaluation Committee of the Academic Unit Council of the School of Medicine (2016 - present).</li> <li>Alumni Follow-up Coordinator of the School of Medicine (2016 - present).</li> <li>Secretary of Research and Graduate Studies of the School of Communication Sciences, being in charge of the Master's Degree in Strategic Communication (2010 - 2012).</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Psychology from the Carl Rogers University Institute (2013)</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>DO008 - Thesis Proposal</li> <li>DO009 - Thesis Preparation</li> <li>DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. Rosa Eva Valle</b>	<ul style="list-style-type: none"> <li>Master's Degree in Human Resources Management and Direction. Business Training Center. León Chamber of Commerce-ESIC Empresa (1993).</li> <li>Degree in Philosophy and Educational Sciences. Professor of the Faculty of Education. University of León (since 1990).</li> <li>Assistant Director of the Department of General and Specific Didactics and Theory of Education. University of León (since 2011).</li> <li>Coordinator of the Master in Educational Guidance (since 2014).</li> <li>Participation in several teaching innovation projects and R&amp;D projects financed in competitive calls for proposals from public and private administrations or entities.</li> <li>Collaboration as a researcher in non-competitive R&amp;D projects with public or private administrations or entities.</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Education in Philosophy and Educational Sciences. National Distance University (2004)</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>DO008 - Thesis Proposal</li> <li>DO009 - Thesis Preparation</li> <li>DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				

THESIS DIRECTORS					
Thesis Directors	CV Summary	Doctorates	Area	Courses taught	
<b>Dr. Salvador Doblas</b>	<ul style="list-style-type: none"> <li>• Professor in the Department of Audiovisual Communication and Advertising. University of Malaga. Málaga (2009- actualidad).</li> <li>• Research Stay European Doctorate Mention School of Communication and Education - School of Health of the University of Algarve - Faro - Portugal (2011).</li> <li>• Scholarship in the General Directorate of the Andalusian Institute of Public Administration for support in Communication and Institutional Image and Marketing. Sevilla (2007).</li> <li>• International Association of Researchers Award, Sevilla (2007).</li> <li>• Candidate for the Andalusian Health Quality Agency Awards. Sevilla (2006).</li> <li>• Candidate for the Spanish Network of Foundations Business-University Awards. Mallorca (2005).</li> <li>• Collaborator in the III Jornadas Doctorales de Andalucía. Málaga (2005).</li> <li>• Professor at Open Training Classroom for the Elderly. University of Malaga (2004-2005).</li> <li>• Company-University Agreement. 2005. Technological Park of Andalusia. P.T.A. Carlos Haya Regional University Hospital of Malaga. H.R.U.C.H. - University of Malaga U.M.A.</li> <li>• II Jornadas Doctorales de Andalucía Award, Sevilla (2004).</li> </ul>	<ul style="list-style-type: none"> <li>• D. in Audiovisual Communication, University of Malaga, Spain (2016)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>	
				<b>Academic load</b>	<b>3</b>
				<b>Number of preparations</b>	<b>1</b>
<b>Dr. Samuel Parra</b>	<ul style="list-style-type: none"> <li>• Undergraduate studies in Psychology. National University of Distance Education, Madrid (2015).</li> <li>• Diploma of Advanced Studies (DEA). University of Jaén (2006).</li> <li>• Degree in Psychopedagogy. University of Jaén (2004).</li> <li>• Diploma in Physical Education Teaching. University of Almería, Almería (2002).</li> <li>• Doctoral Assistant, Department of Pedagogy, Research and Diagnostic Methods in Education (MIDE). University of Jaén, Jaén (2017 - present).</li> <li>• Academic coordinator of the Master's Degree in Psychopedagogy. International University of La Rioja, La Rioja (2015 - 2017).</li> <li>• Academic coordinator of the Master's Degree in Psychopedagogy. International University of La Rioja in Mexico, Mexico DF (2016).</li> </ul>	<ul style="list-style-type: none"> <li>• Doctor in the European modality in Psychology. University of Jaén (2011)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>	
				<b>Academic load</b>	<b>3</b>
				<b>Number of preparations</b>	<b>1</b>
<b>Dr. Sergio Torres Zarco</b>	<ul style="list-style-type: none"> <li>• Master's Degree in Educational Research. University of Valle de Mexico (2007).</li> <li>• Bachelor's degree: Texcoco Normal School (1999).</li> <li>• 15 years of Service in the Elementary School "Benita Galena".</li> <li>• Professor at the Mexico City Graduate School of Education at the Master's level.</li> <li>• Professor of the Zumpango Psychopedagogical School at Master's level.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Educational Sciences. Mexico City Graduate School of Education (2013)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>	
				<b>Academic load</b>	<b>3</b>
				<b>Number of preparations</b>	<b>1</b>
<b>Dr. Sissiliana Vilchez de Rabanal</b>	<ul style="list-style-type: none"> <li>• Master's Degree in Public Administration. School of Public Administration EBAPE. Fundação Getúlio Vargas Rio de Janeiro (2000).</li> <li>• Master in Social Service. Pontificia Universidade Católica do Rio de Janeiro (1995).</li> <li>• Degree in Social Anthropology. National University of Trujillo, Peru (1990).</li> <li>• Coordinator of Human Resources Administration and Management courses. Augusto Motta University Center (2019 - present).</li> <li>• Coordinator of Administration and Accounting courses.</li> <li>• UNIESP S.A - Faculdade do Rio de Janeiro (2017 - 2018).</li> <li>• General Coordinator of Administration courses.</li> <li>• UNICARIOCA- Associação Carioca de Ensino Superior (2013 - 2017).</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Information Sciences. Instituto Brasileiro de Informação em Ciência e Tecnologia (IBICT) Universidade Federal do Rio de Janeiro- UFRJ (2018)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>	
				<b>Academic load</b>	<b>3</b>
				<b>Number of preparations</b>	<b>1</b>

THESIS DIRECTORS				
Thesis Directors	CV Summary	Doctorates	Area	Courses taught
<b>Dr. Susana Golçalves</b>	<ul style="list-style-type: none"> <li>• Degree in Psychology from the University of Coimbra, Portugal (1985).</li> <li>• Master's Degree in Psychology (Specialization Area in Psychology and Pedagogy) from the University of Coimbra, Portugal (1996).</li> <li>• More than 10 years of teaching experience at the university level.</li> <li>• Has a large number of publications related to: higher education, teaching in higher education, teacher training, intercultural education, education and citizenship and multiculturalism.</li> <li>• Participated in numerous conferences and seminars as a speaker in relation to his areas of expertise.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Psychology from the University of Coimbra, Portugal (2000)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. Tatiana de los Reyes Suárez Turrizza</b>	<ul style="list-style-type: none"> <li>• Post-doctorate in Humanities from the National Autonomous University of Mexico.</li> <li>• M.A. in Mexican literature from the Linguistic-Literary Research Institute of the Veracruzana University.</li> <li>• M.A. in Hispanic literature from the Center for Linguistic and Literary Studies of the Colegio de México.</li> <li>• Degree in Hispanic Language and Literature from the School of Spanish Literature, Veracruzana University</li> </ul>	<ul style="list-style-type: none"> <li>• D. in Hispanic Literature from the Center for Linguistic and Literary Studies of the Colegio de México (2014)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Projects with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. Víctor Robles Ramírez</b>	<ul style="list-style-type: none"> <li>• Master's Degree in Educational Informatics, specializing in Distance Education.</li> <li>• Interamerican University of Puerto Rico, Bayamón Campus (2009-2011).</li> <li>• Bachelor of Science in Computer Science. Interamerican University of Puerto Rico, Bayamón Campus (1983-1989).</li> <li>• Course in Computer Programming. Hudson County Community College Advanced (1984-1985).</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Distance Education Outstanding Grade. University of Jaén, Jaén, Spain (2017)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> <li>• Doctorate in Projects with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. Vilmar Alves Pereira</b>	<ul style="list-style-type: none"> <li>• Master in Education. Universidade de Passo Fundo, UPF, Brazil (1999).</li> <li>• Bachelor's Degree in Philosophy. Universidade de Passo Fundo, UPF, Brazil (1996).</li> <li>• Professor of graduate programs in Education (PPGEDU/FURG) (2010 - 2020).</li> <li>• Program Coordinator. PAIETS (2010 - 2020).</li> <li>• Professor. Universidade Internacional do Cuanza, UNIC, Angola (2020 - present).</li> <li>• Associate Professor. Universidade Federal do Rio Grande, FURG, Brazil (2009 - 2020).</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education. Universidade Federal do Rio Grande do Sul, UFRGS, Brazil (2008)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> <li>• Doctorate in Projects with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. Yasdeimi Ramírez González</b>	<ul style="list-style-type: none"> <li>• Specialization in Management of Continuing Education processes. Xalapa (2017).</li> <li>• Master's Degree in Education. University of Cienfuegos, Cuba (2007).</li> <li>• Bachelor's Degree in Physical Education, Sports and Recreation (Revalidation). Veracruzana University (2012).</li> <li>• Bachelor's Degree in Physical Culture. Cienfuegos. Cuba (2003).</li> <li>• Coordinator of Academic Development and Innovation. University of the Gulf of California, Cabo San Lucas (present).</li> <li>• Academic Assistant Director of the General High School IVES. Xalapa (2011 - 2017).</li> <li>• Vice-Dean for the Universalization of Physical Culture and Sport. Faculty of Physical Culture of Cienfuegos. Cuba (2007 - 2010).</li> <li>• Professor of Theory and Methodology of Physical Education. Faculty of Physical Culture of Cienfuegos. Cuba (2004 - 2010).</li> <li>• Head of the Department of Physical Education Didactics. University of Cienfuegos. Cuba (2004 - 2006).</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education: IVES University. Xalapa. Veracruz, México (2014)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Projects with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				

THESIS DIRECTORS				
Thesis Directors	CV Summary	Doctorates	Area	Courses taught
<b>Dr. Yolanda Alarcón</b>	<ul style="list-style-type: none"> <li>• Master of Arts. University of Phoenix, Arizona (1988).</li> <li>• Bachelor of Arts. Interamerican University of Puerto Rico (1986).</li> <li>• Consultant-Speaker on Educational Curriculum, Strategies and Federal Educational Proposal (since 2014).</li> <li>• Part-time lecturer in courses for instructors in Mentoring Curriculum, Mathematics and Management Education. Graduate School. Research Director of the M.A. Graduate Project. Caribbean University of Puerto Rico (since 2007).</li> <li>• Undergraduate and graduate associate professor. Graduate of Mathematics Programs, Educational Administration and Supervision. Caribbean University of Puerto Rico (since 2008).</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a specialization in Educational Administration. Interamerican University of Puerto Rico (2007)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. Zulay Atagua Díaz</b>	<ul style="list-style-type: none"> <li>• Master's Degree in Research and Development Management. Central University of Venezuela (2014)</li> <li>• Specialization in Research and Development Project Management. Central University of Venezuela (2011)</li> <li>• Bachelor's degree in Library Science. Central University of Venezuela (2002)</li> <li>• Independent reviewer and advisor on editorial bibliographic projects, PhD theses and scientific articles (2019 - present)</li> <li>• Accreditation and Curriculum (Assistant, Curriculist) and Teaching. Del Caribe University (Panama) (2017 - 2019)</li> <li>• Teacher. Euroamerican University (UEA) (2017 - 2019)</li> <li>• Teacher. Central University of Venezuela (2014 - 2016)</li> </ul>	<ul style="list-style-type: none"> <li>• PhD in Research and Development Management Central University of Venezuela (2015)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Projects with a Specialty in Research</li> </ul>	<ul style="list-style-type: none"> <li>• DO008 - Thesis Proposal</li> <li>• DO009 - Thesis Preparation</li> <li>• DO010 - Thesis Dissertation</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>1</b>				

TUTORS				
Professor	CV Summary	Doctorate	Program	Courses taught
<b>Dr. (c) Andrea Gutiérrez</b>	<ul style="list-style-type: none"> <li>• Master in Human Resources and Knowledge Management, International Iberoamerican University in agreement with the University of León, Barcelona, Spain (2010)</li> <li>• Psychologist, Pontifical Javeriana University, Cali, Colombia (1998)</li> <li>• Organizational Psychology Coordinator, Integrated Massive Transportation Group Git Masivo S.A. (July 2009 - December, 2010)</li> <li>• Consultant for the Human Development Assessment project, Ingacon Ltd (April - July 2008)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education, International Iberoamerican University (Mexico) [in progress].</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Strategic Management with a Specialty in Management</li> <li>• Master in Strategic Management with a Specialty in Telecommunication</li> <li>• Master in Strategic Management with a Specialty in Information Technologies</li> <li>• Master In Project Design, Administration and Management</li> <li>• Master in Project Design, Administration and Management with a Specialty in Architecture and Urban Planning</li> <li>• Master in Project Design, Administration and Management with a Specialty in Innovation and Product</li> </ul>	<ul style="list-style-type: none"> <li>• TR026 - Business Administration and Management</li> </ul>
				<b>Academic load</b>
				<b>1</b>
				<b>Number of preparations</b>
<b>1</b>				

TUTORS				
Professor	CV Summary	Doctorate	Program	Courses taught
<b>Dr. (c) Arlette Zárate</b>	<ul style="list-style-type: none"> <li>• Master's degree in Organizational Psychology from the Institute of University Studies, Mexico.</li> <li>• Master's Degree in Educational Administration with emphasis in Basic Education from the Monterrey Institute of Technology and Higher Education (ITESM).</li> <li>• Bachelor's Degree in Educational Psychology from the Autonomous University of Campeche.</li> <li>• Expert in Psychology by the Mexican Forensic Society.</li> <li>• Has experience in school management at the pre-school, preschool and elementary school levels, as well as in the application of personnel recruitment processes, organizational development and work environment.</li> <li>• Trainer certified by the National Council for Standardization and Certification of Labor Competencies and recognized as External Training Agent at the Ministry of Labor and Social Welfare.</li> <li>• Experience as an undergraduate and graduate teacher in the areas of education and psychology, as well as a counselor applying competency-based vocational and career guidance processes.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education, International Iberoamerican University (Mexico) [in progress].</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Strategic Management with a Specialty in Management</li> </ul>	<ul style="list-style-type: none"> <li>• DD030 - Job Analysis, Description and Evaluation</li> <li>• DD031 - Recruitment, Selection and Promotion</li> <li>• DD032 - Performance Evaluation and Management by Competencies</li> <li>• DD033 - Compensations and Incentives</li> <li>• DD034 - Training and Career Plans</li> <li>• DD040 - Conflict Resolution and Negotiation Techniques</li> <li>• DD045 - Emotional Intelligence</li> <li>• DD043 - Stress and Burnout</li> </ul>
				<b>Academic load</b>
				<b>8</b>
				<b>Number of preparations</b>
<b>8</b>				
<b>Dr. (c) Beatriz Suárez</b>	<ul style="list-style-type: none"> <li>• Degree in Philology from the University of Vigo (Spain).</li> <li>• Master's Degree in Spanish as a Foreign Language Teacher Training from the University of Jaén (Spain)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Philology from the University of Vigo (Spain) [in progress].</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Teaching Spanish as a Foreign Language</li> </ul>	<ul style="list-style-type: none"> <li>• FP020 - Individual Factors in Learning</li> <li>• FP028 - Development of Skills in the Classroom</li> <li>• FP032 - Evaluation of the Learning Process</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>3</b>				
<b>Dr. (c) Carina Pérez Dib</b>	<ul style="list-style-type: none"> <li>• Professor of Education Sciences at the National University of Entre Ríos.</li> <li>• Teacher in Primary Education with specialization in Special Education. PEPC/e CGE. Entre Ríos.</li> <li>• Specialist in Social and Human Sciences. Virtual University of Quilmes. Argentina.</li> <li>• Master's Degree in Education with Specialization in Higher Education (International Iberoamerican University): Specialization in "Organization and Management of Educational Centers".</li> <li>• Master's Degree in Education from the European University of the Atlantic, Spain.</li> <li>• Educational and institutional coach. School of Ontological Communication. Buenos Aires. Argentina.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education, Universidade Federal de Santa Catarina (in progress)</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Education with a Specialty in Higher Education</li> <li>• Master in Education with a Specialty in the Organization and Management of Education Centers</li> <li>• Master in Education with a Specialty in Teacher Training</li> <li>• Master in Education with a Specialty in ICT'S in Education</li> </ul>	<ul style="list-style-type: none"> <li>• Master's Thesis</li> </ul>
				<b>Academic load</b>
				<b>1</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dr. (c) Cristina Arazola</b>	<ul style="list-style-type: none"> <li>• . Master in Research and Teaching of Physical Activity and Health Sciences, University of Jaén, Spain (2017)</li> <li>• . Master in Early Childhood Education, University of Jaén, Spain, (2016)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Teaching Innovation and Teacher Training, University of Jaén (Spain) and University of Boras (Sweden) [in progress]</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Education with a Specialty in Higher Education</li> <li>• Master in Education with a Specialty in the Organization and Management of Education Centers</li> <li>• Master in Education with a Specialty in Teacher Training</li> <li>• Master in Education with a Specialty in ICT'S in Education</li> </ul>	<ul style="list-style-type: none"> <li>• FP087 - Learning Factors</li> </ul>
				<b>Academic load</b>
				<b>1</b>
				<b>Number of preparations</b>
<b>1</b>				

TUTORS				
Professor	CV Summary	Doctorate	Program	Courses taught
Dr. (c) Daniela Torrico	<ul style="list-style-type: none"> <li>Master's Degree in Marketing and Commercial Distribution, Polytechnic University of Catalonia, Barcelona, Spain (2008 - 2009)</li> <li>Master's Degree in Business Administration (International MBA), La Salle School of Business Engineering, Barcelona, Spain (2007 - 2008)</li> <li>Finance and Expansion Department Assistant, HOTUSA, Barcelona, Spain (2008 - 2009)</li> <li>Account Executive, ENTEL S.A., La Paz, Bolivia (2006 - 2007)</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Projects, Marketing Research International Iberoamerican University [in progress]</li> </ul>	<ul style="list-style-type: none"> <li>Master in Strategic Management with a Specialty in Management</li> <li>Master in Strategic Management with a Specialty in Telecommunication</li> <li>Master in Strategic Management with a Specialty in Information Technologies</li> </ul>	<ul style="list-style-type: none"> <li>DD004 - Marketing</li> <li>DD159 - Introduction to New Marketing</li> <li>DD161 - Consumer-Buyer Behavior</li> <li>DD170 - Services Marketing</li> <li>DD1009 - Health Marketing</li> <li>TI014 - Electronic Marketing and Commerce</li> </ul>
				<b>Academic load</b>
				6
				<b>Number of preparations</b>
6				
Dr. (c) Elena Caixal	<ul style="list-style-type: none"> <li>Master's Degree in Linguistics Applied to the Teaching of English as a Foreign Language, University of Jaén (2011)</li> <li>Master's Degree in Linguistics Applied to the Teaching of Spanish as a Foreign Language, University of Jaén (2010)</li> <li>Complementary preparation:                             <ul style="list-style-type: none"> <li>Training Course for Thesis Directors - FUNIBER (2015).</li> <li>Course on Teaching in Virtual Environment - FUNIBER (2015).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Education. International Iberoamerican University (Mexico) [in progress].</li> </ul>	<ul style="list-style-type: none"> <li>Master in Teaching Spanish as a Foreign Language</li> <li>Master in Teaching English as a Foreign Language</li> </ul>	<ul style="list-style-type: none"> <li>FP017 - Modes of Directing the Classroom</li> </ul>
				<b>Academic load</b>
				1
				<b>Number of preparations</b>
1				
Dr. (c) Eliana Bonczók	<ul style="list-style-type: none"> <li>Master's Degree in Environmental Engineering and Technology by the European University of the Atlantic (UNEATLANTICO)</li> <li>Master's Degree in Environmental Management and Audits by the European University of the Atlantic (UNEATLANTICO)</li> <li>Degree in Environmental Management from Blas Pascal University (2011)</li> </ul>	<ul style="list-style-type: none"> <li>Doctoral student in Projects, International Iberoamerican University, Mexico [in progress]</li> </ul>	<ul style="list-style-type: none"> <li>Master's Degree in Climate Change</li> </ul>	<ul style="list-style-type: none"> <li>MA245 - Climate Change Agreements, Negotiations and Instruments</li> <li>MA246 - Vulnerability and Adaptation to Climate Change</li> <li>MA247 - Climate Change Mitigation</li> <li>MA248 - Climate Change Science and Policy</li> <li>MA282 - Climate Change Mitigation</li> </ul>
				<b>Academic load</b>
				5
				<b>Number of preparations</b>
5				
Dr. (c) Emmanuel Tomanek	<ul style="list-style-type: none"> <li>Master's Degree in Environmental Engineering and Technology from the European University of the Atlantic.</li> <li>Engineer in Natural Resources and Environment from the National University of Salta.</li> <li>University Diploma in Design, Management and Administration of Externally Financed Projects, National University of San Martín.</li> </ul>	<ul style="list-style-type: none"> <li>Doctoral student in Projects, International Iberoamerican University, Mexico [in progress]</li> </ul>	<ul style="list-style-type: none"> <li>Master in Environmental Management and Audits</li> </ul>	<ul style="list-style-type: none"> <li>MA004 - Waste Management</li> <li>MA014 - Environmental Law</li> </ul>
				<b>Academic load</b>
				2
				<b>Number of preparations</b>
2				



TUTORS				
Professor	CV Summary	Doctorate	Program	Courses taught
Dr. (c) Erik Simoes	<ul style="list-style-type: none"> <li>• Master's Degree in Aquaculture from the Graduate Program in Aquaculture of the Federal University of Santa Catarina (2011).</li> <li>• Degree in Aquaculture Engineering, Federal University of Santa Catarina, UFSC, Brazil (2009).</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Projects, International Iberoamerican University, Mexico [in progress]</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Environmental Management and Audits</li> </ul>	<ul style="list-style-type: none"> <li>• MA028 - Potentially Contaminated Marine Ecosystems</li> <li>• MA029 - Environmental factors that Affecting Pollutants</li> <li>• MA030 - Pollutant Agents</li> <li>• MA031 - Toxicology</li> <li>• MA073 - Natural Areas in the Context of Societies</li> <li>• MA078 - The Management of Natural Spaces</li> <li>• MA079 - Ecological Restoration and Landscaping</li> <li>• MA080 - Case Studies of Management and Conservation of Natural Spaces</li> <li>• MA109 - Marine Cultures</li> <li>• MA136 - Marine Aquaculture Technology</li> <li>• MA140 - Fishery Management</li> </ul>
				<b>Academic load</b>
				<b>11</b>
				<b>Number of preparations</b>
				<b>11</b>
Dr. (c) Estrella de la Rosa	<ul style="list-style-type: none"> <li>• Holds a teaching degree in Social Sciences and Early Childhood Education from the University of Jaén, Spain (1984).</li> <li>• Degree in Education Sciences from the University of Granada, Spain.</li> <li>• Master's Degree in Research and Teaching in Physical Activity and Health Sciences from the University of Jaén, Spain.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education. International Iberoamerican University (Mexico) [in progress].</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Education with a Specialty in Higher Education</li> <li>• Master in Education with a Specialty in the Organization and Management of Education Centers</li> <li>• Master in Education with a Specialty in Teacher Training</li> <li>• Master in Education with a Specialty in ICT'S in Education</li> </ul>	<ul style="list-style-type: none"> <li>• FP079 - Tutorial Action in the Educational System</li> </ul>
				<b>Academic load</b>
				<b>1</b>
				<b>Number of preparations</b>
				<b>1</b>
Dr. (c) Eugenia Falabella	<ul style="list-style-type: none"> <li>• Master's Degree in Linguistics Applied to the Teaching of English as a Foreign Language. University of Jaén (official degree) (2010).</li> <li>• Postgraduate/Specialization in Teaching in Virtual Learning Environments. National University of Quilmes. Quilmes Virtual University (2016).</li> <li>• Bachelor's Degree in English Teaching, Catholic University of La Plata (UCALP) (2016).</li> <li>• Professional experience in face-to-face (primary, secondary and tertiary/university), blended and distance education.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education. International Iberoamerican University (Mexico) [in progress].</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Teaching English as a Foreign Language</li> </ul>	<ul style="list-style-type: none"> <li>• FP003 - Second Language Acquisition</li> <li>• FP006 - Methodological Approaches</li> </ul>
				<b>Academic load</b>
				<b>2</b>
				<b>Number of preparations</b>
				<b>2</b>

TUTORS				
Professor	CV Summary	Doctorate	Program	Courses taught
Dr. (c) Fabricio De Paula	<ul style="list-style-type: none"> <li>• Master in Project Design, Management and Direction, University of León, Spain (2013).</li> <li>• Architect, School of Architecture, University of the Republic, mvd (2006)</li> <li>• Project Management Competencies Certification. IPMA, Level D. AGPA, IPMA. Buenos Aires, Argentina (2016).</li> <li>• Training professor - Internal training, Iberoamerican University Foundation (December, 2015).</li> <li>• Course on teaching in virtual environment - 175h, Iberoamerican University Foundation (June, 2015).</li> <li>• Teaching professional employment practice, Faculty of Architecture, University of the Republic mvd (2009-2012).</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Projects. International Iberoamerican University (Mexico) [in progress]</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Project Design, Administration and Management with a Specialty in Architecture and Urban Planning</li> <li>• Master In Project Design, Administration and Management</li> <li>• Master in Project Design, Administration and Management with a Specialty in Architecture and Urban Planning</li> </ul>	<ul style="list-style-type: none"> <li>• AU014 - Object Theory</li> <li>• AU015 - Relationships between Innovation, Creativity, Productivity and Competitiveness</li> <li>• DD050 - Introduction to Projects</li> <li>• DD051 - Project System Design</li> <li>• DD052 - Analysis of Provision of Services</li> <li>• DD053 - Functional Analysis of the Project</li> <li>• DD054 - Project Ergonomics</li> <li>• DD055 - Project Security and Reliability</li> <li>• DD056 - Environment in a Project</li> <li>• DD057 - Project Specifications</li> <li>• DD058 - Project Draft Preparation</li> </ul>
				<b>Academic load</b>
				<b>11</b>
				<b>Number of preparations</b>
				<b>11</b>
Dr. (c) Helvecia Mercedes del Rocío Velázquez	<ul style="list-style-type: none"> <li>• Master's Degree in Teacher Training from the European University of the Atlantic.</li> <li>• Master in Education in Teacher Training from the International Iberoamerican University.</li> <li>• Master's degree in didactics and pedagogy of music education from the Technological University TECH.</li> <li>• Master in Education with specialization in Educational Practices from the National University of Quilmes.</li> <li>• Master's Degree in University Teaching from TECH Technological University.</li> <li>• Degree in Management of Educational Institutions from Blas Pascal University.</li> <li>• Degree in Education Sciences from the University of the Cuenca del Plata.</li> <li>• Other formations:                             <ul style="list-style-type: none"> <li>- Diploma "Fundamentals and Strategies of the Pedagogical Unit Format" by Blas Pascal University.</li> <li>- Post-graduate teaching degree "Teaching for Higher Education", granted by the Adventist Higher Institute of Misiones.</li> <li>- Higher Specialization in "Art and games applied to teaching" by the Ituzaingó Higher Training Institute.</li> <li>- Higher Diploma in "Production of Academic Texts" by the Higher Institute for Teacher Training "Gdor. Virasoro"</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education from the International Iberoamerican University</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Education with a Specialty in Higher Education</li> <li>• Master in Education with a Specialty in the Organization and Management of Education Centers</li> <li>• Master in Education with a Specialty in Teacher Training</li> <li>• Master in Education with a Specialty in ICT'S in Education</li> </ul>	<ul style="list-style-type: none"> <li>• FP109 - ICT in Education and Learning Theories</li> <li>• FP114 - Educational Quality, Evaluation and Innovation</li> <li>• FP115 - Work Team Techniques</li> <li>• FP088 - Creation, Adaptation and Evaluation of Materials</li> <li>• FP173 - Educational Quality, Evaluation, and Innovation in Higher Education</li> <li>• FP180 - Learning Assessment in the University Context</li> </ul>
				<b>Academic load</b>
				<b>6</b>
				<b>Number of preparations</b>
				<b>6</b>
Dra.(c) Johanna Loaiza	<ul style="list-style-type: none"> <li>• Master in Economic and Financial Administration, Technological University of Pereira.</li> <li>• Industrial Engineer, Technological University of Pereira.</li> <li>• Experience in planning, execution and management of socially based projects with public and private entities.</li> <li>• Advisor in administrative and financial areas for technology-based ventures, in the discovery phase, for the formulation of proposals, projects, resource management, preparation and analysis of budgets.</li> <li>• Trainer in technological education processes with young people belonging to the public and private education system, promoting scientific, creative and innovative thinking.</li> <li>• Leader in the management of processes and strategies for innovation, science, technology and entrepreneurship in the public sector.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Education, International Iberoamerican University [in progress].</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Strategic Management with a Specialty in Management</li> </ul>	<ul style="list-style-type: none"> <li>• DD012 - Management and Administration of Operations</li> <li>• DD013 - Logistics</li> <li>• DD121 - International Taxation and Financing</li> <li>• DD123 - Financial Statement Analysis</li> <li>• DD128 - Administration and Planning of Audits</li> <li>• DD130 - Auditing Procedures by Area</li> <li>• DD131 - Auditing reports</li> <li>• DD152 - Economics</li> <li>• DD154 - Internal Control</li> </ul>
				<b>Academic load</b>
				<b>9</b>
				<b>Number of preparations</b>
				<b>9</b>

TUTORS				
Professor	CV Summary	Doctorate	Program	Courses taught
<b>Dr. (c) Kathilça Lopes de Souza</b>	<ul style="list-style-type: none"> <li>Mestrado em Educação com especialização em Formação de professores, UNINI (2018).</li> <li>Graduação em Licenciatura Plena em Pedagogia, Universidade Federal de Santa Catarina (2015).</li> <li>External tutor at Centro Universitário Leonardo da Vinci, UNIASSELVI, Brazil</li> <li>Professor at Prefeitura Municipal de Florianópolis, PMF, Brazil.</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Education. Universidad Internacional Iberoamericana (Mexico) [in progress]</li> </ul>	<ul style="list-style-type: none"> <li>Master in Education with a Specialty in Higher Education</li> <li>Master in Education with a Specialty in the Organization and Management of Education Centers</li> <li>Master in Education with a Specialty in Teacher Training</li> <li>Master in Education with a Specialty in ICT'S in Education</li> </ul>	<ul style="list-style-type: none"> <li>FP101 - Learning Theories and Methodological Bases of Training</li> <li>Portfolio I, II, III</li> </ul>
				<b>Academic load</b>
				<b>2</b>
				<b>Number of preparations</b>
<b>2</b>				
<b>Dr. (c) Leonardo de Jesús Hernández Cruz</b>	<ul style="list-style-type: none"> <li>Master in Physical Activity (2010).</li> <li>Postgraduate specialist in Handball for high performance by the University of Physical Culture and Sport Sciences, Huguin Faculty, Cuba (2012).</li> <li>Degree in Physical Culture (1997).</li> <li>Diploma in sports training (2005).</li> <li>Professor at the Universidade Internacional do Cuanza.</li> </ul>	<ul style="list-style-type: none"> <li>Doctoral student in Education, International Iberoamerican University (Mexico) [in progress]</li> </ul>	<ul style="list-style-type: none"> <li>Master in Physical Activity: Sports Training and Management</li> </ul>	<ul style="list-style-type: none"> <li>FP092 - Methodology of Scientific Research</li> <li>SN039 - Structure and Function of the Human Body</li> <li>SN048 - Training Theory and Practice</li> <li>SN049 - Sports Planning</li> <li>SN155 - Contextualization of Physical Activity and Exercise in the Health Framework</li> <li>SN229 - Case Study and Resolution for Management Skills</li> </ul>
				<b>Academic load</b>
				<b>6</b>
				<b>Number of preparations</b>
<b>6</b>				
<b>Dr.(c) Leonel Menna</b>	<ul style="list-style-type: none"> <li>Master in Personal Coaching and Organizational Leadership by the International Iberoamerican University Mexico - European University of the Atlantic. October 2019.</li> <li>Master in Integrated Management: Environment, Quality and Occupational Risk Prevention by the International Iberoamerican University Puerto Rico - European University of the Atlantic. July 2019.</li> <li>Master in Human Resources and Knowledge Management by the International Iberoamerican University UNINI Puerto Rico (UNINI) - European University of the Atlantic. September 2016.</li> <li>Bachelor's Degree in Tourism. Specialty: Business Administration and Hotel Management. Blas Pascal University, Cordoba, July 2002</li> </ul>	<ul style="list-style-type: none"> <li>Doctoral student in Projects, International Iberoamerican University, (Mexico) [in progress]</li> </ul>	<ul style="list-style-type: none"> <li>Master in Strategic Management with a Specialty in Management</li> </ul>	<ul style="list-style-type: none"> <li>IP065 - OHSAS 18001 and Auditing</li> <li>IP092 - ISO 45001</li> </ul>
				<b>Academic load</b>
				<b>2</b>
				<b>Number of preparations</b>
<b>2</b>				

TUTORS				
Professor	CV Summary	Doctorate	Program	Courses taught
Dr. (c) María E. Luna Borgaro	<ul style="list-style-type: none"> <li>• Master in Human Resources and Knowledge Management, University of León, Spain (2009)</li> <li>• Bachelor's Degree in Psychology, University of Guadalajara, (1987)</li> <li>• Teacher in the Master of Management Skills, Universidad UNIVER (2010)</li> <li>• Complementary preparation:                             <ul style="list-style-type: none"> <li>- Teacher Training Course - FUNIBER (2015).</li> <li>- Training Course for Thesis Directors - FUNIBER (2015).</li> <li>- Course on Teaching in Virtual Environment - FUNIBER (2015).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Doctoral student in Education, International Iberoamerican University (Mexico) [in progress].</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Physical Activity: Sports Training and Management,</li> <li>• Master in Strategic Management with a Specialty in Management</li> <li>• Master in Strategic Management with a Specialty in Telecommunication</li> <li>• Master in Strategic Management with a Specialty in Information Technologies</li> <li>• Master In Project Design, Administration and Management</li> <li>• Master in Project Design, Administration and Management with a Specialty in Architecture and Urban Planning</li> <li>• Master in Project Design, Administration and Management with a Specialty in Architecture and Urban Planning</li> </ul>	<ul style="list-style-type: none"> <li>• DD022 - Organizational Structure and Change</li> <li>• DD039 - Interpersonal Communication Techniques</li> <li>• DD041 - Management Techniques for Sports Team</li> <li>• DD042 - Time Management and Conducting Meetings</li> <li>• DD044 - Public Presentation Techniques</li> <li>• DD047 - Intellectual Capital</li> <li>• DD048 - Quality as a Management Tool for Human Resources</li> <li>• DD1021 - Strategic Human Resources Management</li> <li>• TR024 - Management Techniques and Organizational Leadership</li> <li>• TR046 - Strategic Human Resources Management</li> </ul>
				<b>Academic load</b>
				<b>10</b>
				<b>Number of preparations</b>
<b>10</b>				
Dr. (c) María Fernanda Figueroa Calderón	<ul style="list-style-type: none"> <li>• Master's Degree in Strategic Sports Management, University of Barcelona (2011-2013).</li> <li>• Bachelor's Degree in Sports Management and Bachelor's Degree in Business Administration, Iowa Wesleyan College (2010).</li> <li>• Complementary preparation:                             <ul style="list-style-type: none"> <li>- Teacher Training Course - FUNIBER (2015).</li> <li>- Training Course for Thesis Directors - FUNIBER (2015).</li> <li>- Course on Teaching in Virtual Environment - FUNIBER (2015).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Physical Education [in progress]</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Physical Activity: Sports Training and Management</li> <li>• Master in Strategic Management with a Specialty in Management</li> <li>• Master in Strategic Management with a Specialty in Telecommunication</li> <li>• Master in Strategic Management with a Specialty in Information Technologies</li> </ul>	<ul style="list-style-type: none"> <li>• DD046 - Personal Marketing</li> <li>• DP001 - Administration and Management of Sport Entities</li> <li>• DP002 - Strategic Management and Planning of Sport Organizations</li> <li>• DP003 - Sport Marketing. Applications</li> <li>• DP004 - Management Techniques for Sports Team</li> <li>• DP006 - Techniques for Management and Leadership in Sports</li> <li>• DP007 - Information Society and Sports</li> <li>• TI011- Society of Change and Information</li> <li>• TI017 - Integration of Business Management Systems</li> <li>• TI018 - Innovation, Culture and Work Management in the Communication Society</li> <li>• SN228 - Case Study and Resolution for Sports Training</li> </ul>
				<b>Academic load</b>
				<b>11</b>
				<b>Number of preparations</b>
<b>11</b>				
Dr. (c) Mariana Gómez Vicario	<ul style="list-style-type: none"> <li>• Interuniversity Master's Degree in Human Rights, Education, Conflicts and Culture of Peace from the University of Malaga.</li> <li>• Graduated in Social Education from the University of Malaga, Spain.</li> <li>• Superior Technician in Social Integration from the IES Pérez de Guzmán Institute in Malaga, Spain.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctoral student in didactic innovation and teacher training at the University of Jaén, Spain</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Education with a Specialty in Higher Education</li> <li>• Master in Education with a Specialty in the Organization and Management of Education Centers</li> <li>• Master in Education with a Specialty in Teacher Training</li> <li>• Master in Education with a Specialty in ICT'S in Education</li> </ul>	<ul style="list-style-type: none"> <li>• FP102 - Strategic Learning and Professional Development</li> </ul>
				<b>Academic load</b>
				<b>1</b>
				<b>Number of preparations</b>
<b>1</b>				

TUTORS				
Professor	CV Summary	Doctorate	Program	Courses taught
<b>Dr. (c) Mariela Rodríguez</b>	<ul style="list-style-type: none"> <li>• Master in Project Design, Administration and Management with a Specialty in Architecture and Urban Planning(2014).</li> <li>• Architect (2010).</li> <li>• Lecturer in the Architecture course at the Catholic University of Santa Fe, Posadas (2013-Present).</li> <li>• Project Management Competencies Certification. IPMA, Level D. AGPA, IPMA. Buenos Aires, Argentina (2016).</li> <li>• Postgraduate course in contemporary architecture in historical contexts. Catholic University of Santa Fe, Posadas (2009).</li> <li>• Postgraduate course "Identity and architecture: Postmodernity and Heritage". Catholic University of Santa Fe, Posadas (2011).</li> <li>• Course on "Tutor Training for Distance Learning Academic Proposals". Catholic University of Santa Fe, Posadas (2016).</li> <li>• Training course for professionals in the teaching profession" course. Catholic University of Santa Fe, Posadas (2011).</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Projects, International Iberoamerican University (Mexico) [in progress]</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Project Design, Administration and Management with a Specialty in Architecture and Urban Planning</li> <li>• Master in Project Design, Administration and Management with a Specialty in Architecture and Urban Planning</li> <li>• Master In Project Design, Administration and Management</li> </ul>	<ul style="list-style-type: none"> <li>• AU006 - Urban Architectural Project Theory</li> <li>• DD050 - Introduction to Projects</li> <li>• DD051 - Project System Design</li> <li>• DD052 - Analysis of Provision of Services</li> <li>• DD053 - Functional Analysis of the Project</li> <li>• DD054 - Project Ergonomics</li> <li>• DD055 - Project Security and Reliability</li> <li>• DD056 - Environment in a Project</li> <li>• DD057 - Project Specifications</li> <li>• DD058 - Project Draft Preparation</li> <li>• DD077 - Project Communication</li> </ul>
				<b>Academic load</b>
				<b>11</b>
				<b>Number of preparations</b>
<b>11</b>				
<b>Dr. (c) Mauricio Pulgarín</b>	<ul style="list-style-type: none"> <li>• Master's Degree in Economic and Financial Management, Technological University of Pereira (2008 - present)</li> <li>• Public Accounting, Universidad Libre (2004)</li> <li>• High School, Pereira Diocesan School (1996)</li> <li>• Accounting and Finance Advisor, Comdinamica LTDA, (February 2010 - present)</li> <li>• Accountant-Finance Ecociudad Association (June 2008 - present)</li> <li>• Fiscal Evaluator, Society of St. Vincent de Paul (January 2007 - present)</li> <li>• Santo Tomas University - Open and Distance Education (January-December 2008)</li> <li>• Metropolitan Polytechnic (January 2008-December 2008)</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Projects. International Iberoamerican University (Mexico) [in progress]</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Strategic Management with a Specialty in Management</li> <li>• Master in Strategic Management with a Specialty in Telecommunication</li> <li>• Master in Strategic Management with a Specialty in Information Technologies</li> </ul>	<ul style="list-style-type: none"> <li>• DD002 - Cost Control and Management</li> <li>• DD120 - Financial Mathematics</li> <li>• DD122 - International Accounting Standards</li> <li>• DD124 - Management Accounting</li> <li>• DD126 - Budget and Public Accounting</li> <li>• DD153 - Financial Valuation for IAS</li> <li>• TR047 - Financial Management</li> </ul>
				<b>Academic load</b>
				<b>7</b>
				<b>Number of preparations</b>
<b>7</b>				
<b>Dr. (c) Nelson Yepes</b>	<ul style="list-style-type: none"> <li>• Master in Design and Project Management, Bogotá D.C., International Iberoamerican University UNINI, Polytechnic University of Catalonia Iberoamerican University, (2008 - 2010).</li> <li>• Professor of Industrial Engineering, University Uniagustiniana, Bogotá D.C. (2011 - present).</li> <li>• CVIac (Colciencias) Research Professor Antonio Nariño University, UAN, (2004 - present).</li> <li>• Complementary preparation: <ul style="list-style-type: none"> <li>- Training Courses for Thesis Directors, FUNiBER (December 2015).</li> <li>- FUNiBER Teacher Training Courses (December 2015).</li> <li>- Course on "Teaching in virtual environments", FUNiBER, 175 hours (June 2015).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Project with Specialization in Industrial Technology, Bogotá D.C, 2014 International Iberoamerican University UNINI, Mexico [in progress]</li> </ul>	<ul style="list-style-type: none"> <li>• Master In Project Design, Administration and Management</li> </ul>	<ul style="list-style-type: none"> <li>• DD050 - Introduction to Projects</li> <li>• DD051 - Project System Design</li> <li>• DD052 - Analysis of Provision of Services</li> <li>• DD053 - Functional Analysis of the Project</li> <li>• DD054 - Project Ergonomics</li> <li>• DD055 - Project Security and Reliability</li> <li>• DD056 - Environment in a Project</li> <li>• DD057 - Project Specifications</li> <li>• DD058 - Project Draft Preparation</li> <li>• DD072 - Computing Tools for Project Management</li> <li>• DD075 - Trust Management: risk and quality</li> </ul>
				<b>Academic load</b>
				<b>11</b>
				<b>Number of preparations</b>
<b>11</b>				

TUTORS				
Professor	CV Summary	Doctorate	Program	Courses taught
Dr. (c) Rosana Oddone	<ul style="list-style-type: none"> <li>Master in Design, Direction and Project Management (2008-2010)</li> <li>Architect, University of the Republic, School of Architecture (2006)</li> <li>Construction Manager, Stiler S.A. Construction Company (August, 2015 - present)</li> <li>Construction Manager, Stiler S.A. Construction Company (February - July 2015)</li> <li>Complementary preparation:                             <ul style="list-style-type: none"> <li>Course: "Training for Thesis Directors," FUNiBER (December, 2015).</li> <li>Course: "Training for Teachers", FUNiBER December, 2015).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Projects. International Iberoamerican University (Mexico) [in progress]</li> </ul>	<ul style="list-style-type: none"> <li>Master in Project Design, Administration and Management with a Specialty in Architecture and Urban Planning</li> </ul>	<ul style="list-style-type: none"> <li>AU003 - Impact of Technology on Urban Architectural Projects</li> <li>DD050 - Introduction to Projects</li> <li>DD051 - Project System Design</li> <li>DD052 - Analysis of Provision of Services</li> <li>DD053 - Functional Analysis of the Project</li> <li>DD054 - Project Ergonomics</li> <li>DD055 - Project Security and Reliability</li> <li>DD056 - Environment in a Project</li> <li>DD057 - Project Specifications</li> <li>DD058 - Project Draft Preparation</li> </ul>
				<b>Academic load</b>
				<b>10</b>
				<b>Number of preparations</b>
<b>10</b>				
Dr. (c) Sara Moza	<ul style="list-style-type: none"> <li>Master's Degree in Teacher Training University of Seville (2014)</li> <li>Master's Degree in Human Resources. Granada Legal Studies Centers (2013)</li> <li>HR Technician, GFI IT (August-November 2015)</li> <li>Complementary preparation:                             <ul style="list-style-type: none"> <li>Teacher Training, FUNiBER (December 2015).</li> <li>Thesis Director Training, FUNiBER (December, 2015).</li> <li>Teaching in virtual environment, FUNiBER, 175 hours (July 2015)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Education. International Iberoamerican University (Mexico) [in progress].</li> </ul>	<ul style="list-style-type: none"> <li>Master in Strategic Management with a Specialty in Management</li> <li>Master in Strategic Management with a Specialty in Telecommunication</li> <li>Master in Strategic Management with a Specialty in Information Technologies</li> </ul>	<ul style="list-style-type: none"> <li>DD036 - Human Resources Audit</li> <li>DD102 - Conflict Resolution/Transformation in the Community</li> <li>DD103 - Conflict Resolution/Transformation in the Organization</li> <li>DD138 - Principles and Processes of Conflict Resolution/Transformation</li> </ul>
				<b>Academic load</b>
				<b>4</b>
				<b>Number of preparations</b>
<b>4</b>				
Dr. (c) Sonia Pérez	<ul style="list-style-type: none"> <li>Master in Music Therapy, National University of Colombia, Bogotá 2010.</li> <li>Psychologist, National Open and Distance University, Bogotá 2015.</li> <li>Anthropologist, University of Los Andes, Bogotá 2007.</li> <li>Professor of Business Ethics, Granacolombiano Polytechnic University Institution, Bogotá 2016-present.</li> <li>Teacher of Professional Ethics and Research Methodology for all professional technical programs. Methodological advisor for undergraduate projects, Universitaria Taller 5, design center 2014-present.</li> <li>High competence for the development of educational, social and therapeutic processes from the capacity of understanding, analysis and proactive vision, from a viewpoint that combines the strategic with the operational-functional.</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Education, International Iberoamerican University Mexico [in progress].</li> </ul>	<ul style="list-style-type: none"> <li>Master in Strategic Management with a Specialty in Management</li> <li>Master in Strategic Management with a Specialty in Telecommunication</li> <li>Master in Strategic Management with a Specialty in Information Technologies</li> </ul>	<ul style="list-style-type: none"> <li>DD090 - Business Ethics and Corporate Social Responsibility</li> <li>DD101 - Conflict Resolution/Transformation in the Family</li> <li>FP092 - Methodology of Scientific Research</li> </ul>
				<b>Academic load</b>
				<b>3</b>
				<b>Number of preparations</b>
<b>3</b>				

TUTORS				
Professor	CV Summary	Doctorate	Program	Courses taught
<b>Dr. (c) Stephen Bonilla</b>	<ul style="list-style-type: none"> <li>Master's degree in Engineering and Science of Non-Conventional Materials from the University of São Paulo (2015).</li> <li>Environmental Engineer, graduated from National University (2008).</li> <li>Quality and project manager - Proteins and Energetics of Colombia (PROTEICOL), Bogota (2010- 2013).</li> <li>Environmental Advisor - Perkins Biological Products LTDA, (2009 -2010).</li> <li>Undergraduate thesis researcher - National University of Colombia, Palmira Campus (2007-2008).</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Projects. International Iberoamerican University (Mexico) [in progress]</li> </ul>	<ul style="list-style-type: none"> <li>Master in Environmental Management and Audits</li> </ul>	<ul style="list-style-type: none"> <li>IP082 - Quality Management: ISO 9001</li> <li>MA007 - Noise Pollution</li> <li>MA009 - Soil Contamination</li> <li>MA010 - Business Environmental Management</li> <li>MA013 - Economy and the Environment</li> <li>MA074 - Biodiversity</li> <li>MA075 - Natural Spaces: Typology and Processes</li> <li>MA077 - The Conservation of Species and Natural Areas</li> <li>MA105 - Seawater</li> <li>MA107 - Seawater Chemistry</li> </ul>
				<b>Academic load</b>
				<b>10</b>
				<b>Number of preparations</b>
<b>10</b>				
<b>Dr.(c) Thomas Prola</b>	<ul style="list-style-type: none"> <li>Master's Degree in Teaching and Learning Environments Mediated by Digital Technologies, Universitat de Barcelona, Spain (2018)</li> <li>Master's Degree in Social Anthropology, Université de Nice, France (2007)</li> <li>Degree in Social Anthropology, Université de Nice, France (2005)</li> <li>Professor at the European University of the Atlantic, Spain, since 2018.</li> <li>Associate Professor at the Universitat de Barcelona, Spain, since 2015.</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Education and Society, University of Barcelona [in progress]</li> </ul>	<ul style="list-style-type: none"> <li>Master's Degree in Education</li> </ul>	<ul style="list-style-type: none"> <li>FP077 - ICT in the Classroom. Teaching Applications and Use of Resources</li> </ul>
				<b>Academic load</b>
				<b>1</b>
				<b>Number of preparations</b>
<b>1</b>				
<b>Dra.(c) Tulassy Rico</b>	<ul style="list-style-type: none"> <li>Master's degree in animal biology from the Universidade Federal do Rio Grande do Sul, Porto Alegre (Brazil).</li> <li>Degree in Biology from Francisco José de Caldas District University, Bogotá (Colombia).</li> <li>Field assistant in herpetology, data analysis and environmental impact assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Projects. International Iberoamerican University (Mexico) [in progress]</li> </ul>	<ul style="list-style-type: none"> <li>Master in Environmental Management and Audits</li> </ul>	<ul style="list-style-type: none"> <li>MA002 - Ecology</li> <li>MA076 - Uses of Natural Spaces</li> <li>MA111 - Energy and Mineral Resources</li> <li>MA137 - Management of Biological Contamination</li> <li>MA243 - Management of Water Pollutants</li> </ul>
				<b>Academic load</b>
				<b>5</b>
				<b>Number of preparations</b>
<b>5</b>				
<b>Dr. (c) Vanessa Yélamos</b>	<ul style="list-style-type: none"> <li>Master in Integral Coaching by the Instituto Superior de Coaching and Grupo Motivat Barcelona. CCP Accreditation ADESCO (Spanish Coaching Association) (2018).</li> <li>Master in Systemic Coaching by the Autonomous University of Barcelona and the Systemic Institute of Barcelona (2013).</li> <li>Specialist in coaching techniques by the Instituto Superior de Coaching. ICF (International Coach Federation) ACSTH Accreditation (2018).</li> <li>Degree in Psychology from the University of Barcelona (2011).</li> <li>Currently pending official examination to obtain ACC Accreditation by ICF.</li> <li>Specialist Course in Coaching Techniques. Program with ACSTH Accreditation by ICF (International Coach Federation).</li> <li>Classroom course taught by Gonzalo Silió. Digital Transformation in the classroom: a fact to be incorporated.</li> <li>Presential Course Systemic Coaching - Family Constellations. Module II. Barcelona.</li> <li>Online training courses for thesis directors.</li> <li>Online training course for teachers/tutors.</li> <li>Online Course on Social and Educational Interventions. IL3 University of Barcelona.</li> <li>Presential Course Systemic Coaching - Family Constellations. Module I Barcelona.</li> <li>Personal-Integral Coach. Through a systemic, ontological and transformational approach.</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Social and Legal Sciences from the University of Cordoba, Spain [in progress]</li> </ul>	<ul style="list-style-type: none"> <li>Master in Strategic Management with a Specialty in Management</li> </ul>	<ul style="list-style-type: none"> <li>DD049 - Neurolinguistic Programming</li> <li>DD100 - Conflict Resolution/ Transformation in the School</li> <li>DD107 - Online Dispute Resolution (ODR)</li> <li>DD372 - Organizational Leadership and Coaching</li> </ul>
				<b>Academic load</b>
				<b>4</b>
				<b>Number of preparations</b>
<b>4</b>				

TUTORS				
Professor	CV Summary	Doctorate	Program	Courses taught
<b>Dr. (c) Verónica Andrea Cabañas de Romero</b>	<ul style="list-style-type: none"> <li>Professor of English language and literature, graduated from the Faculty of Philosophy and Letters of the National University of Cuyo.</li> <li>Sworn translator of English for the Supreme Court of Justice</li> <li>Specialist in university teaching, degree awarded by the Faculty of Philosophy and Letters, National University of Cuyo (2004)</li> <li>Assistant professor and tutor through the virtual platform of the School of Sciences Applied to Industry, National University of Cuyo,</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Education. International Iberoamerican University (Mexico) [in progress].</li> </ul>	<ul style="list-style-type: none"> <li>Master in Teaching English as a Foreign Language</li> <li>Master in Teaching Spanish as a Foreign Language</li> </ul>	<ul style="list-style-type: none"> <li>FP011 - Tasks &amp; Projects</li> <li>FP014 - Learning Strategies</li> <li>FP015 - Curriculum &amp; Course Design</li> <li>FP030 - Educational Technology in Language Learning</li> </ul>
				<b>Academic load</b>
				<b>4</b>
				<b>Number of preparations</b>
<b>4</b>				
<b>Dr. (c) Vivian Lipari</b>	<ul style="list-style-type: none"> <li>Master in Public Health - Chile, University of Chile (March, 2009-January, 2012)</li> <li>Master's Degree (c) in Public Health Administration - Peru, Federico Villarreal National University (March, 2006-March, 2008)</li> <li>Dental Surgeon, San Martin de Porres Private University - School of Dentistry (2005)</li> <li>Professor, Department of Dentistry, Health Humanization Program, Finis Terrae University (July 2012 - present)</li> <li>Complementary preparation:                             <ul style="list-style-type: none"> <li>Course "Teaching in Virtual Environment" FUNIBER, 175 hours (September, 2014)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Projects. International Iberoamerican University (Mexico) [in progress]</li> </ul>	<ul style="list-style-type: none"> <li>Master in Strategic Management with a Specialty in Management</li> </ul>	<ul style="list-style-type: none"> <li>DD1004 - Health Economics</li> <li>DD1007 - Health Planning</li> <li>DD1008 - Health Care Services Management</li> <li>DD1010 - Quality Care and Patient Safety</li> <li>DD1012 - Health Care Systems</li> <li>DD1013 - Clinical Epidemiology</li> </ul>
				<b>Academic load</b>
				<b>6</b>
				<b>Number of preparations</b>
<b>6</b>				

PROFESSORS HIRED UNDER EXCEPTIONAL MERIT CONDITIONS				
Professor	CV Summary	Doctorate	Program	Courses taught
<b>Dr. (c) Luis Miguel Becerra</b>	<ul style="list-style-type: none"> <li>Master's Degree in Biological-Naturopathic Studies, European University of the Atlantic. Barcelona, Spain (2014).</li> <li>Specialist in Clinical Nutrition and Advanced Food Science, University of Barcelona (2016).</li> <li>Specialist in Immunonutrition, Catholic University of Valencia, Spain (2015).</li> <li>Clinical Training Stay in High Specialty Metabolic and Nutritional Support, Regional Hospital "Lic. Adolfo López Mateos", Mexico City, Mexico (2017).</li> <li>Nutritionist-Dietician, National University of Colombia, Bogotá (2010).</li> <li>Clinical-Pediatric Nutrition course coordinator, Hospital Universitario del Valle (2015 - present).</li> <li>Postgraduate Professor, Gastroenterology and Pediatric Clinical Nutrition Section, Hospital Universitario del Valle (2015 - 2016).</li> <li>Tutor teacher Natural Health (2016 - present).</li> <li>Occasional lecturer specializing in Nutrition.</li> <li>Clinic, University of Buenos Aires (2018).</li> <li>Exceptional Merit Sheet. UNINI.</li> </ul>	<ul style="list-style-type: none"> <li>Doctorate in Nutrition, International Iberoamerican University (Mexico) [in progress]</li> </ul>	<ul style="list-style-type: none"> <li>Master in Naturopathic Sciences</li> </ul>	<ul style="list-style-type: none"> <li>MN015 - Massage, Reflexology and Kinesiology</li> <li>SN086 - Biological Vision of Organic Dysfunction</li> <li>SN087 - Naturopathic Diet and Dietary Sensibility</li> <li>SN089 - Biologic-Naturopathic Therapies of Common Diseases</li> <li>SN093 - Pulsed Magnetic Wave and Hyperthermia</li> <li>SN094 - Anti-Aging Therapy, Free Radicals and Antioxidants</li> <li>SN098 - Kousmine Method</li> <li>SN099 - Colon Hydrotherapy</li> <li>SN101 - Constitutional Types in Naturopathy</li> <li>SN136 - Voll Electroacupuncture and Bioresonance</li> <li>Master's Thesis</li> </ul>
				<b>Academic load</b>
				<b>11</b>
				<b>Number of preparations</b>
<b>11</b>				



PROFESSORS HIRED UNDER EXCEPTIONAL MERIT CONDITIONS				
Professor	CV Summary	Doctorate	Program	Courses taught
Dr. (c) Sandra Jarrin	<ul style="list-style-type: none"> <li>• Master in Biological-Naturalistic Studies, University of León, Spain (2010).</li> <li>• Professional career in Nutrition and Dietetics, Southern Scientific University, Peru (2006).</li> <li>• Bilingual Diploma of the <i>International Baccalaureate Diploma Programme</i>, Colegio Sir Isaac Newton, Peru (2000).</li> <li>• Exceptional Merit Sheet. UNINI.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Health Education, International Iberoamerican University in Mexico [in progress]</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Naturopathic Sciences</li> </ul>	<ul style="list-style-type: none"> <li>• MN005 - Homeopathic Basics and Principles</li> <li>• MN018 - Schüssler Salts</li> <li>• MN019 - Supervised Extracurricular Work Placement</li> <li>• SN088 - Aromatherapy</li> <li>• SN096 - Orthomolecular and Trace Element Therapy</li> <li>• SN104 - Bach Flowers</li> <li>• SN105 - Spagyria</li> <li>• SN097 - Neuraltherapy and Neurofocality</li> <li>• SN100 - Hydrology, Mineral-Medicinal Waters and Balneotherapy</li> <li>• SN091 - Heliotherapy, Thalassotherapy, Aerotherapy and Geotherapy</li> <li>• Master's Thesis</li> </ul>
				<b>Academic load</b>
				11
				<b>Number of preparations</b>
				11
Dr. (c) Viviana Carolina Zetina Chuc	<ul style="list-style-type: none"> <li>• Psychology of Physical Activity and Sport by the Autonomous University of Madrid (2009).</li> <li>• Master's Degree in Education from the Interamerican University for Development Campeche Campus (2021).</li> <li>• Degree in Psychology from the Autonomous University of Campeche (2008).</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate in Physical Activity and Sport, International Iberoamerican University (Mexico) [in progress]</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Naturopathic Sciences</li> <li>• Master in Physical Activity: Sports Training and Management</li> </ul>	<ul style="list-style-type: none"> <li>• SN047 - Eating Disorders in Sport</li> <li>• SN050 - Sports Psychology</li> <li>• SN097 - Neuraltherapy and Neurofocality</li> <li>• SN103 - Sophrology</li> <li>• SN156 - Psychosocial Aspects of Physical Activity for Health</li> </ul>
				<b>Academic load</b>
				5
				<b>Number of preparations</b>
				5

## GLOSSARY

- **Evaluated activity.** A graded activity of a given type that recognizes the appropriate use and/or mastery of a set of topics.
- **Asynchronous.** Non-simultaneous or non-coincidental event in time.
- **Author.** One who can credit a complete work or part of it, thus receiving protection from copyright laws.
- **Grade.** Quantitative value obtained after undergoing an evaluated activity. The grade can be any of the following qualitative values with their quantitative values:

Quantitative Values			Values Qualitative
0-10	Grade Point Average (GPA)	%	
10	4.00 – 3.50	100	A
8.5	3.49 – 2.50	89	B
6.9	2.49 – 1.60	79	C
4.4	1.59 – 0.80	69	D
0	0.79 – 0.00	49	F

The narrative equivalences of the qualitative values are:

- A: Outstanding.
- B: Good.
- C: Sufficient.
- D: Deficient.
- F: Insufficient.
- T: Transferred.

All grades must be provided to the student and known before proceeding to the next evaluated activity.

- **Candidate.** Person interested in pursuing a study program at the university.
- **Academic load.** A measure of effort the professor considers that a student must undergo in order to study and pass their subject.
- **University community.** Professors, students and administrative and service personnel.
- **Contents.** Didactic material for the study of a course or subject.
- **Password.** A secret code used to operate a mechanism or access certain computer functions.
- **Credit.** Quantitative measure of the academic work done by the student. One credit is equivalent to 15 hours of study with the professor and 30 hours of autonomous work in total during an academic period.
- **Course or subject.** A set of contents, evaluated educational activities and learning experiences whose objective is for the student to acquire knowledge, skills, behaviors and specific attitudes in certain areas of knowledge based on previously acquired others. The course demands an effort on the part of the student to achieve the objective, expressed in terms of credits.

- **Printed course or subject.** A set of chapters of the subject content that define a body of knowledge for a specific topic.
- **Professor.** University staff in an academic role.
- **Student.** Generic term associated with a person who enrolls in a Study Program.
- **Active student.** Candidate who has fulfilled admission requirements, is up to date with academic, administrative and financial obligations, and is pursuing a study program.
- **Student “on leave”.** Active student or student on partial withdrawal who has been eliminated from the study program due to academic, administrative or economic issues or by their own decision.
- **Egressed student.** Active student who has completed all their subjects but has not registered a Thesis.
- **Graduate student.** Thesis student who has successfully completed study program and received their diploma.
- **Thesis student.** Graduate student who has registered their Thesis.
- **Student ID (DNI).** Each active student will have a unique identification code. This code will give them access to their confidential information.
- **Module.** One or more printed subjects grouped into a single body of knowledge.
- **Academic period.** Time during which a student must start and finish one or more subjects. For example, semester, quarter, etc.
- **Plagiarism.** Use of another person's work, ideas, or words as if they were one's own, without explicitly crediting where the information came from.
- **Syllabus.** Defines the set of subjects, evaluated educational activities and learning experiences through which the student must achieve the competencies understood as knowledge, skills and attitudes that enable them to receive the corresponding professional degree or academic degree. The Studies Program must at least contain the list of compulsory subjects, their prerequisites, and organization, in an advance grid or program of studies, including at the very least, the value in credits of each subject and the sum of credits of each academic period or module of studies.
- **Studies Programming.** Sequence of evaluated subjects and activities. Each active student at the time of starting or resuming their studies receives their own study schedule.
- **Synchronous.** Event occurring at the same time.
- **Appraisal techniques.** Any activity that measures what a student has learned for the purpose of awarding a grade or providing information about the student's academic achievement.
- **Vol.** Folder that stores a part or several printed subjects and is sent to active students as they progress through their studies program. A physical storage unit.
- **User.** A person who uses a computer and performs multiple operations for the purpose of learning.
- **Academic life.** Academic life is the time during which a student has active status. The sum of the periods in this status must not exceed the duration of the studies program. The maximum academic life is stipulated by the program's duration. Academic life begins from the official date

of enrollment in the University until the date of submission of the final work required for graduation.

- **University life.** Time during which a student remains linked to the University as part of a program, changing their status. Academic life is contained within university life, but does not imply the student's graduation. University life begins from the official date of enrollment until the date of delivery of the final work required for graduation or total withdrawal due to exceeding deadlines, sanctions, or other reason.



# **APPENDIX:**

## **Subject Description**

### **by Academic Department**



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# SUBJECT DESCRIPTION BY ACADEMIC DEPARTMENT

## 1. DEPARTMENT OF LANGUAGE, EDUCATION AND COMMUNICATION SCIENCES

### 1.A. DOCTORATE IN EDUCATION WITH A SPECIALTY IN RESEARCH

#### **D0005 - Research Methodology I. Fundamentals**

Research is fundamental for doctoral students, given that it is essential for them to acquire the basic knowledge necessary for completing their doctoral thesis with the highest possible quality. This subject introduces the student to the basic concepts and fundamentals of research.

#### **D00014 - Research Methodology II. Paradigms and Methods**

This subject presents the paradigms and methods of research within education, providing the student with an approach to the scientific method and facilitating the production of contributions within their field of work. The student will analyze paradigms and research methods in education.

#### **D0011 - Research Seminar (doctoral file)**

This subject enables the student to actively participate in a doctoral research seminar during which they will analyze and show the initial structure of the research work they wish to develop. To do so, the student should start by consulting and reviewing specialized sources. The student will also develop a research protocol (doctoral file), in which they must define a tentative topic.

#### **FP117 – Learning Theories and Methodological Bases of Training**

This subject offers students the study and analysis of teacher training models to provide answers to quality mechanisms, as well as knowledge of teaching methodologies to guide teaching practice, and to build a teaching and learning process that develops professional competencies. This subject presents the most complete training models, as well as the knowledge of teaching methods based on self-learning and collaborative learning, strategies that develop the personal and professional competencies necessary for the teaching profession. Students will conduct research to understand the structure of social phenomena and explain their functioning and arrive at their control and transformation, developing learning methodologies for the classroom.

#### **FP118 - Curricular Planning and Design**

The competence needed to plan teaching-learning situations has been considered one of the most fundamental teaching competencies. This subject presents the current state of programming and curriculum design, as well as the basic concepts of curriculum programming, in order to help the

student to distinguish and define them. Studies linked to evaluative research and case studies are presented to test the impact of teacher innovations regarding teaching methods, curriculum adaptations and various components of the didactic program that vary with student diversity. Furthermore, the student will develop teaching-learning programs considering the paradigms of curricular research by applying different curricular theories.

### **FP119 - Learning Factors**

This subject introduces the factors that affect teaching and learning in the classroom and the different learning strategies. The student will apply the models and theoretical frameworks in curricula that correspond to the problems of the information and knowledge society, the school, and the classroom. Students conduct research to analyze the factors that determine learning processes and, consequently, academic performance.

### **FP120 - Creation, Adaptation and Evaluation of Materials**

Teaching materials are one of the most important instruments of a teacher's pedagogical approach. In this sense, this subject develops research components that contribute to educational innovation in the search for improving teaching and learning processes. Its research nature integrates both quantitative and qualitative approaches to evaluate the quality of teaching materials, to identify the benefits of their use in learning, and to facilitate decision-making on instructional design, the creation of teaching materials, and the implementation of pedagogical models.

### **FP121 - Skills Development**

This subject enables the student to distinguish between contents, objectives and competencies. The student will learn the importance of skills when organizing the teaching process and apply the knowledge when organizing teaching processes based on skills, after conducting research on learning as seen from all angles.

### **FP122 - Special Education Foundations: Processes of Attention to Diversity**

This subject studies the pedagogical and educational aspects of Special Education with the aim of introducing students to the nature and foundations of this discipline through the analysis of the Special Education background, the different educational conceptions that currently shape it, knowledge regarding attention to diversity through the legal provisions in force, educational planning within the curriculum and by identifying the specific educational support needs associated with different disabilities and disorders.

### **FP123 - Educational Consultation and Tutoring**

This subject introduces the different concepts and models of guidance and psycho-pedagogy. The student will design and develop a Tutorial Action Plan where they will apply the knowledge acquired from classes and through research, considering the context, resources and tutorial roles, among others.

### **FP124 - Applied Didactics**

This doctoral subject aims to: "*Applied Didactics*" provides a reference for teachers beginning their educational research career in learning how to do research within the field of Didactics. In this way,

students, will consequently articulate this science in the teaching and learning processes. Students will acquire knowledge on the nature of Didactics to inquire and, therefore, innovate, and to integrate theory and practice in a cyclical and continuous process, in which practice provides theory with real situations that will enable students to devise effective ways of approaching teaching. Theory also provides practice with the rules and guidelines to approach the aforementioned processes according to the nature of Didactics.

### **FP125 - Physical Activity Applied to Health Education and Performance**

The contents of this subject relate to the fundamental physiological principles for understanding the adjustments and adaptation of the human body to physical exercise, the parameters that make up prescribing physical exercise, the characteristics of exercise in improving cardiovascular endurance, and the correct evaluation of fitness, as well as the analysis of the starting points for starting and planning all research in physical activity and health sciences (discovery of the scientific problem, study variables, scientific explanation, the hypothesis, types of research, etc.). The main objectives of this subject are related to the planning and development of research within the field of Physical Activity and Health, such as the fundamental principles of research planning, differentiating the types of research in this field, learning about empirical research in Physical Activity and Health Sciences, applying scientific information classification procedures to one's own research plan and developing research plans adapted to each subject. The predominant paradigm is quantitative, with a broad commitment to experimental, quasi-experimental and correlational methods.

### **FP126 - ICT in Education and Learning Theories**

The course proposes to study the history of didactic means and resources as a framework for research work, delving into curricular and learning theories. Within a curricular approach, the line of research on the teacher's knowledge of ICT, its application to the educational context and the processes created by the integration of ICT within the different areas of work are all explored in depth. Studies in this field have both quantitative and qualitative components, although a greater number of studies are related to the former, especially those that refer to levels of mastery, use and satisfaction with the different technological tools and applications.

### **FP127 - Organization and Management of Educational Centers**

The central contents of this subject are centered on research that aims to demonstrate the real situation of centers from different points of view, prioritizing the curricular, and the evaluation methodologies of centers and teachers within a socio-critical paradigm, in which the results of the teaching activity and the organizational functioning of the centers prevail. It also analyzes the following: the configuration of the educational system, school typology, the managerial role and its evolution, school management models, the types of responsibility exercised within educational management, student admission procedures and their influence on school life, the organization and participation of families in schools, as well as the organization and use of space and time.

### **D0006 - Research Work I**

An activity of relevant importance in a student's education within the doctoral program is conducting a research project, which represents the application of learned theoretical concepts, a personal vision and a research methodology applied to a defined line of work.

Once the student has completed and passed the general and core subjects according to the evaluation system, they will carry out a research project supervised by the Thesis Director. This work will be carried out according to a specific line of research.

### **DD007 - Research Work II**

Once the student has completed and passed the general and core subjects according to the evaluation system, they will carry out a research project supervised by the Thesis Director. This work will be carried out according to a determined line of research and subsequent and/or related to Research Work I, according to the chosen line of research.

### **DD008 - Doctoral Thesis Proposal**

Once the student has passed the general and core subjects, as well as the directed research work, they will write and defend a Doctoral Thesis proposal, applying all the knowledge acquired up to that moment. This work will be directed by the Thesis Director assigned by the Doctoral Director in accordance with a specific line of research.

### **DD009 - Doctoral Thesis Preparation**

The doctoral thesis is a written work on original research on a given topic and, in this case, on a defined line of research supervised by the Thesis Director assigned by the Doctoral Director. The work must be individual and above all original, focused on a topic of scientific research in the area of education deriving and based on line of research according to social, economic and technological development.

### **DD010 - Doctoral Thesis Dissertation**

The scientific dissertation is a written work aimed at a reasoned exposition, in this case, of the results obtained and systematized from the doctoral research work carried out, which will be presented orally afterwards; this will be done through a doctoral degree exam that will be sustained according to the mechanics described for the Doctoral Thesis Project. The doctoral candidate will request the defense of the doctoral thesis before a relevant panel authorized by the Doctoral Committee.

Once the student has passed the exam, they will complete the credits required by the program, enabling them to obtain the degree of *Doctor in Education with a Specialty in Research*.

The Doctoral Thesis dissertation is part of the program's formative activities. It evaluates the results obtained from the research in quantitative and qualitative aspects based on defined hypotheses, the methodological criteria used to carry it out, its applicability, as well as the synthesis, writing and communication skills of the doctoral candidate. This last part is essential for the formation of a doctorate whose specialty is research.

## **1.B. MASTER IN TEACHING SPANISH AS A FOREIGN LANGUAGE**

### **FP017 - Modes of Directing the Classroom**

Identifying the basic characteristics of classroom management such as classroom language, the manner in which to correct, group work and the use of L1 (first language). Analyzing current theories on teaching groups with diverse abilities and classroom discipline. The subject covers an important task of the teacher in detail: reflection in action. (3 credits)

### **FP018 - Observation and Research in the Classroom**

Most influential traditional forms of research and the philosophy of knowledge that supports them. Current approaches to classroom research such as, for example, the thesis that all observation is selective and is a cultural construct. This subject provides a solid foundation of knowledge and techniques that enable focusing the Report and the Research Project. (3 credits)

### **FP019 - Second Language Acquisition**

Main models of second language acquisition and their influence in the classroom. The acquisition of the first language is taken into account and the parallels between both processes is demonstrated. Analysis of the influence of context on second language acquisition. Incentives in reflecting on the factors that can affect the acquisition of a language by students within the real context of classrooms where the teacher carries out their work. (3 credits)

### **FP020 - Individual Factors in Learning**

All classrooms are made up of groups of individuals, each with their own life experience, language patterns, emotional and intellectual development and learning style. Recent research underscores the role of individual factors in learner language development. This subject investigates the cognitive, affective, physical, and psychological factors that influence individual learning, critically examining concepts such as intelligence, aptitude, motivation, and personality. (3 credits)

### **FP021 - Learning Strategies**

Analysis of current research in the field of learning strategies and ways to encourage learners to develop them. Classification of the various learning strategies and their relationship to current trends in textbooks. (3 credits)

### **FP022 - Communication and Pragmalinguistic Proficiency**

Communication as an animal and human phenomenon. Communicative functions. Components: participants, context, code. The communicative process as a model of interaction. Basic concepts of Pragmatics and sociolinguistic appropriateness. (3 credits)

### **FP023 - Language, Culture and Bilingualism**

Language and culture: cultural component factors. Historical perspective. Interculturality. Intercultural communication. Contrastive analysis: methodology. Bilingualism: psycholinguistic and linguistic aspects. Bilingualism and education. Educational policy and bilingual education programs. (3 credits)

### **FP038 - Spanish Grammar for Spanish as a Foreign Language Professors**

The role of grammar in the E/LE classroom. Basic grammar topics for E/LE teachers: present and past indicative, future and conditional, imperative, subjunctive, indirect style, ser and estar, and personal pronouns. (3 credits)

### **FP025 - Spanish and its Varieties**

Current situation of Spanish in the Hispanic world: unity and diversity. Spanish or Castilian: terminology issues? Characterization of the diatopic varieties of Spanish. Description of sociocultural and diaphasic varieties. Exemplary Spanish as a model for teaching Spanish as a foreign language. (3 credits)

### **FP026 - Teaching Lexicon**

About words: some fundamental notions of lexicology: the lexical unit, its relations and structure. What words to teach: “fundamental” lexicon, “aerolith” words, levels and registers. How to teach these words: play with the lexicon; correcting and evaluating them. More than words: idiomatic expressions. Use of the dictionary in E/LE teaching. Other mediums: cinema, television, songs, Internet. (3 credits)

### **FP027 - Methodological Foundations**

Main methodological approaches in language teaching and their historical evolution: Grammatical, Audiolingual and Direct Translation methods. Modern approaches such as the humanistic, communicative, lexical and learner-centered approaches are discussed, with the concept of method analyzed in detail. (3 credits)

### **FP028 - Development of Skills in the Classroom**

Detailed analysis of the different approaches to teaching the macro-skills of listening, reading, speaking and writing. Current research on these skills and the evaluation of various classroom activities and teaching techniques in developing a student’s use of the Spanish language. (3 credits)

### **FP029 - Creation, Adaptation and Evaluation of Materials and Resources**

Evaluation of Spanish teaching materials (textbooks and supplementary materials) currently in use. Their qualities and defects in relation to the characteristics of each context and curricular design. Principles of materials evaluation and priorities in its application. Process of creating, testing and revising materials in specific teaching contexts. (3 credits)

### **FP030 - Educational Technology in Language Learning**

Ways of using computers for language skills development and the relationship of technology to teaching methods. Implications of using computers as a learning tool. Software evaluation is encouraged, including innovations in multimedia software and Internet applications. (3 credits)

### **FP031 - Projects and Tasks**

Project and task-based teaching. Examining the structure of a learning task and its components. Structuring a didactic unit based on tasks. Criteria for task evaluation and current debate on the need

to focus on form in those examined tasks. Analyzing the implications of task-based teaching in curriculum design and programming, especially within a project work. (3 credits)

### **FP032 - Evaluation of the Language Learning Process**

Basics of evaluation: formal and informal evaluation; language learning; phases and components of evaluation. Central questions: what to evaluate: prospective, perfective and perfect variables; to whom; when; for whom (audiences). Means of evaluation: observation, test. Criteria for evaluating the instruments. Data collection. Data analysis. Conclusions and proposals.  
(3 credits)

### **FP033 - Curriculum Design and Programming Theory and Practice**

Language curriculum design. E/LE curriculum design. Analyzing the situation and establishing the objectives: at the ministerial level, the international level (the Cervantes Institute curriculum), and the local level. Programming: methodology at the three levels. Evaluation. (3 credits)

### **FP034 - Prácticum**

Although the Practicum and the Final Project are listed separately in the program, both are two distinct phases of the same process that culminates in the presentation of a single work. Broadly speaking, the process consists of the student selecting a topic of study that is of special interest to them and carrying out a monographic work. The practicum part corresponds to the field study, analysis or design phase. (5 credits)

### **MFP**

The project can have a classroom application, professionalizing character (e.g., student teachers who want to improve their teaching practice) or research character (e.g., especially interesting for student teachers who want to engage in academic research on aspects of applied linguistics within the field of didactics of Spanish as a foreign language). It can also be a combination of both optional modules.  
(10 credits)

## **1.C. MASTER IN TEACHING ENGLISH AS A FOREIGN LANGUAGE**

This program is offered in English only.

### **FP003 - Second Language Acquisition**

This subject introduces the main models of second language acquisition and explores their implications for classroom teaching. First language acquisition is also explored with similarities drawn between the two processes. The influence of context on second language acquisition is explored, and students are encouraged to reflect on the factors that may affect the language acquisition. (3 credits)

### **FP005 - Teaching Pronunciation**

This subject provides a formal introduction to phonetics and phonology in English. Aspects of phonology such as stress, intonation and sounds are examined in some detail. Current debates over teaching phonology are reviewed, as well as the practical implications for the teaching of pronunciation in the classroom. (3 credits)

### **FP004 - Individual Factors in the Learner's Development**

All classrooms are made up of groups of individuals each with their own life experience, patterns of language, emotional and intellectual development, and learning styles. Research has recently put an emphasis on the role of individual factors in the learner's language development. This subject looks at the cognitive, affective, physical and psychological factors, which influence the individual's language learning. Constructs such as intelligence, aptitude, motivation and personality are critically examined. (3 credits)

### **FP002 - Observation and Research in the Language Classroom**

This subject introduces the major research traditions and the views of knowledge that underpin them. Current approaches to classroom research, for example, assuming that all observation is selective and culturally constructed. This subject provides a solid base of knowledge and techniques for the Practicum and Final Project. (3 credits)

### **FP001 - Approaches to Language in the Classroom Context**

This subject provides an introduction to the most important current psycholinguistic and sociolinguistic theories. We examine how perceptions towards the nature of learner language have changed over the last few decades. The concept of interlanguage is explored in depth, and research into classroom interaction is critically reviewed. We also look at the role of input in language learning, and the current psycholinguistic notions of "noticing" and "restructuring". (3 credits)

### **FP037 - Content & Language Integrated Learning**

CLIL (Content & Language Integrated Learning) looks like a good candidate for the next revolution in language teaching, although its growing tentacles reach out into other areas of the curriculum and force us to consider more seriously the role of content, how we define that content, how we choose it and how we can teach it more effectively. CLIL also raises interesting questions about the relationship between language and cognition that are too often neglected at classroom level. This subject looks at its brief history, its theoretical bases, and how it might represent the future of language teaching. (3 credits)

### **FP006 - Methodological Approaches**

This subject covers the main methodological approaches in ELT. Methods such as Grammar-Translation, the Audio-lingual Method and the Direct Method etc. are reviewed historically. Contemporary approaches such as humanistic, communicative, lexical and learner-centred approaches are discussed, and the notion of "method" is analysed in depth. (3 credits)

### **FP008 - Developing Language Skills in the Classroom**

This subject looks in detail at approaches to the teaching of macro skills of listening, speaking, reading and writing in ELT. It presents current views based on recent research of these skills, and the teaching of grammar and vocabulary. A range of practical classroom activities and teaching techniques for developing a student's use of the language are evaluated. (3 credits)



### **FP009 - Materials and Resources in EFL - Design, Creation, Adaptation and Evaluation**

This subject includes an examination of EFL materials (textbooks and supplementary materials) that are currently used in the profession, and explores their strengths and weaknesses in relation to features of context and curricula. Principles of materials evaluation are identified and prioritised. The process of materials design, creation, trial and error in specific teachings contexts is highlighted. (3 credits)

### **FP007 - Classroom Management - Techniques and Reflections on Practice**

This subject identifies some of the key features of management in classrooms, such as classroom discussion, corrective feedback, group work and the use of L1. Current views on teaching skills and discipline are also covered. The important area of teachers' beliefs, known as 'teaching thinking', is covered thoroughly. (3 credits)

### **FP010 - Computer Assisted Language Learning**

This subject introduces students to the ways in which computer software can be used to develop a student's language skills and examines how CALL relates to teaching methodologies. Students will study the issues involved in using computers to assist language learning. Students will also evaluate software, including developments in multimedia software and Internet applications. (3 credits)

### **FP036 - Teaching English Through Translation**

This subject, written by the University of Vigo, starts with a brief history of translation as an introduction to how translation can be used in the EFL classroom. The differences between teaching translation as a subject per se and as a tool in the teaching of a foreign language are also explored, and different approaches to how translation can be used to enhance the learning process, even in communicative classrooms, are considered. (3 credits)

### **FP011 - Tasks and Projects**

This subject presents an approach to teaching structured around tasks and projects. We examine the structure of a learning task, its components, and the effective sequencing of different types of tasks within units of work (teaching units). The criteria for the evaluation of tasks, and the current debate on the need to focus on task methods. Students will also analyze the implications of task-based teaching for syllabus and curriculum design, specifically in the context of project work. (3 credits)

### **FP014 - Learning Strategies**

This subject examines research into learning strategies, and considers how we can encourage our students to develop these further. It also presents the taxonomies of learning strategies and the current learning strategies trends in ELT course books. (3 credits)

### **FP013 - English in the Community**

This subject on sociolinguistics looks at the social and cultural context in which language is situated and in which it is learned. The global position of English will be explored to gain a better understanding of its future status. Students will examine how gender and race affect language use, as well as the notion of language shift. Important current issues such as the social implications of bilingualism are also explored. (3 credits)

### **FP012 - Assessment and Testing in the Classroom**

This subject looks at the purposes of assessment and describes current practices and trends in assessment and evaluation in ELT. The fundamental principles of evaluation, and its formal and informal approaches. (3 credits)

### **FP015 - Curriculum and Course Design - Principles and Practice**

This subject looks at models of curriculum and course design, and their planning, implementation and evaluation in different national contexts. Two main paradigms of curricula are presented, and the principles of syllabus design are examined in depth. An outline of the most significant syllabus types is provided. (3 credits)

### **FP034 - Practicum**

Even though it seems that the Practicum and the Research Project are not related, they are two different stages of one project. Broadly speaking, the process consists of choosing a topic in which the student is interested and doing a monographic project on it. The Practicum in the work field camp and the analysis and design is the research. (5 credits)

### **MFP**

This project can be a practical piece of research (e.g. teachers that want to improve their teaching methodology), a theoretical one (e.g. teachers that want to research applied linguistics in the TELF field) or a combination of both. (10 credits)

## **1.D. MASTER IN EDUCATION WITH A SPECIALTY IN HIGHER EDUCATION**

### **FP101 - Learning Theories and Methodological Bases of Training**

This subject offers students the study and analysis of teacher training models to provide answers to quality mechanisms, as well as knowledge of teaching methodologies to guide teaching practice, and to build a teaching and learning process that develops professional competencies. (3 credits)

### **FP102 - Strategic Learning and Professional Development**

This material contains some statements related to reflective learning, understood as genuine, relevant and necessary learning for a learner's life.

The prevailing idea in its design has been the desirability of providing student teachers with learning opportunities similar to those desirable in developing the dispositions and expertise necessary to enable them to act as agents of change and leaders of reform in the institutions in which they work. (3 credits)

### **FP087 - Learning Factors**

This subject aims to improve those actions carried out in the educational field. It is based on the search for answers to questions such as what we want to communicate, why, what for, and how we will achieve it. (3 credits)

### **FP079 - Tutorial Action in the Educational System**

Tutorial action is a very important part of the teaching function, not only because legal regulations state so, but also because, more than ever, attention to aspects related to the person and the group are of vital importance. The social reality surrounding schools makes this clear through various issues that affect education, such as, coexistence and personal relationships or equal opportunities. (3 credits)

### **FP077 - ICT in the Classroom. Teaching Applications and Use of Resources.**

Nowadays, the educational system demands more and more professionals trained in Information and Communication Technologies (ICT), since we are immersed in a new knowledge society.

This society is mainly characterized by unlimited access to information, but not all information generates knowledge. Education professionals are the ideal people to transform this information into knowledge for their students. (3 credits)

### **FP078 - Interculturality and Education**

This subject deals with the different perspectives that arise from the arrival of immigrants to educational centers. The social changes brought about by immigration are addressed, since population movements inexorably provoke the relationship between cultures. This is shown in its different ways, both on a personal level, as well as in customs or language. The problem lies in the fact that understanding cultural codes that are far removed from one's own is a very complex task. (3 credits)

### **FP080 - Conflict Resolution/Transformation in the School**

The aim of this subject is to provide sufficient elements to understand a global model of coexistence for educational centers as a paradigm capable of transforming the elements that make up the current education system.

Likewise, students will be able to acquire a theoretical-practical vision from a comparative perspective of the different tools used in the various processes of conflict resolution in the school. That is, communication skills, negotiation processes, school mediation, informal mediation in the classroom, class assemblies and positive discipline. Thus, the aim is to publicize the development of conflict resolution, mediation and positive discipline programs implemented in the field of coexistence and conflict transformation within education. (3 credits)

### **FP084 - Environmental Education in Formal Education**

From an eminently practical approach, this subject addresses the topic as a daily way of doing education, facilitating teachers the incorporation of environmental contents in basic education, without forgetting that it is a process that enables people's development in an integral manner.

The subject aims to train professionals able of designing, promoting and directing environmental educational processes for sustainable development in various fields of social activity from global, regional and local perspectives. The structure focuses on four fields of action: conceptual and philosophical foundations, environmental education for sustainability, environmental management towards sustainable development and, finally, national and local experiences. (3 credits)

### **FP103 - Special Education Foundations: Processes of Attention to Diversity**

This subject studies the pedagogical and educational aspects of Special Education with the aim of introducing students to the nature and foundations of this discipline through the analysis of the Special Education background, the different educational conceptions that currently shape it, knowledge regarding attention to diversity through the legal provisions in force, educational planning within the curriculum and by identifying the specific educational support needs associated with different disabilities and disorders. (3 credits)

### **FP104 - Organization and Management of Educational Centers**

This subject contributes to favorably establishing the profile of the teacher, pedagogue, or psychopedagogue, considering as a priority role in designing and the educational action. As a scientific discourse, it requires adherence to the patterns of science (systematization of content, working methods, terminology, etc.). For this reason, from the beginning of its study it is essential to know and understand its concepts, principles, structure, terminology, etc. However, it has an eminently practical rather than speculative character, since theory arises from the educational practice itself and from the legislation that regulates it. (3 credits)

### **FP105 - Portfolio I**

The formative portfolio is a didactic tool or learning instrument whose main objective is to stimulate reflection on the student's part as a means of creating more competent professionals. In this case, teachers of education. (1 credit)

### **FP092 - Methodology of Scientific Research**

This subject presents the stages of the research process and its techniques to provide students with an approach to the scientific method and facilitate their contributions within their field of work. (3 credits)

### **FP173 - Educational Quality, Evaluation, and Innovation in Higher Education**

This subject contains aspects related to quality management and its importance for education, including those factors that favor educational quality such as training, leadership, and development of guidance in higher education.

It also deals with the different models of quality evaluation for programs, the teaching staff and educational centers, as well as innovation, planning and educational quality. (3 credits)

### **FP171 - Educational modalities in the university context: face-to-face, blended learning and distance learning**

Some of the topics covered in this subject are the face-to-face modality within the university environment, as well as blended learning, Mentoring, and MOOCs distance modality. (3 credits)

### **FP176 - Professional Development and Reflective Practice of University Professors**

This subject aims to emphasize improvement programs for the faculty, as well as professional development and educational change.

Another point that it aims to improve is the issue of action research to innovate practice in the university. (3 credits)

### **FP179 - Teaching Methodologies and Strategies in the University Classroom**

This subject describes the different methodologies and strategies and their importance in the university classroom. These include project- and problem-based learning, which actively involve students in learning knowledge and skills through the approach of a problem or complex situation.

Service learning and cooperative learning are of great pedagogical significance with a supportive character, being one of social utility. They combine learning and community service processes in a single well-articulated project in which participants are trained by getting involved in the real-world needs of the environment to improve it.

Other methodologies covered in this subject are mentoring, role-playing, gamification and flipped classroom, and PLE through mobile and ubiquitous learning. (2 credits)

### **FP180 - Learning Assessment in the University Context**

The subject covers such topics as the conceptual framework on the assessment of learning, as well as the different approaches and trends in assessment: competency-based assessment, assessment by competencies, and the different approaches and trends in assessment.

The importance of quality and procedures for learning assessment and evidence of learning, evaluation techniques, and instruments will be discussed. (2 credits)

### **FP108 - Portfolio II**

The formative portfolio is a didactic tool or learning instrument whose main objective is to stimulate reflection on the student's part as a means of creating more competent professionals. In this case, teachers of education. (1 credit)

### **FP116 - Portfolio III**

The formative portfolio is a didactic tool or learning instrument whose main objective is to stimulate reflection on the student's part as a means of creating more competent professionals. In this case, teachers of education. (2 credits)

### **FPEE01 - Master's Final Project**

The project can have a classroom application, professionalizing character (e.g., student teachers who want to improve their teaching practice) or research character (e.g., especially interesting for student teachers who want to engage in academic research on aspects of applied linguistics within the field of didactics of Spanish as a foreign language). It can also be a combination of both optional modules. (10 credits)

## **1.E. MASTER IN EDUCATION WITH A SPECIALTY IN THE ORGANIZATION AND MANAGEMENT OF CENTERS**

### **FP101 - Learning Theories and Methodological Bases of Training**

This subject offers students the study and analysis of teacher training models to provide answers to quality mechanisms, as well as knowledge of teaching methodologies to guide teaching practice, and to build a teaching and learning process that develops professional competencies. (3 credits)

### **FP102 - Strategic Learning and Professional Development**

This material contains some statements related to reflective learning, understood as genuine, relevant and necessary learning for a learner's life.

The prevailing idea in its design has been the desirability of providing student teachers with learning opportunities similar to those desirable in developing the dispositions and expertise necessary to enable them to act as agents of change and leaders of reform in the institutions in which they work. (3 credits)

### **FP087 - Learning factors**

This subject aims to improve those actions carried out in the educational field. It is based on the search for answers to questions such as what we want to communicate, why, what for, and how we will achieve it. (3 credits)

### **FP079 - Tutorial Action in the Educational System**

Tutorial action is a very important part of the teaching function, not only because legal regulations state so, but also because, more than ever, attention to aspects related to the person and the group are of vital importance. The social reality surrounding schools makes this clear through various issues that affect education, such as coexistence and personal relationships or equal opportunities. (3 credits)

### **FP077 - ICT in the Classroom. Teaching Applications and Use of Resources.**

Nowadays, the educational system demands more and more professionals trained in Information and Communication Technologies (ICT), since we are immersed in a new knowledge society.

This society is mainly characterized by unlimited access to information, but not all information generates knowledge. Education professionals are the ideal people to transform this information into knowledge for their students. (3 credits)

### **FP078 - Interculturality and Education**

This subject deals with the different perspectives that arise from the arrival of immigrants to educational centers. The social changes brought about by immigration are addressed, since population movements inexorably provoke the relationship between cultures. This is shown in its different ways, both on a personal level, as well as in customs or language. The problem lies in the fact that understanding cultural codes that are far removed from one's own is a very complex task. (3 credits)

### **FP080 - Conflict Resolution/Transformation in the School**

The aim of this subject is to provide sufficient elements to understand a global model of coexistence for educational centers as a paradigm capable of transforming the elements that make up the current education system.

Likewise, students will be able to acquire a theoretical-practical vision from a comparative perspective of the different tools used in the various processes of conflict resolution in the school. That is, communication skills, negotiation processes, school mediation, informal mediation in the classroom, class assemblies and positive discipline. Thus, the aim is to publicize the development of conflict resolution, mediation and positive discipline programs implemented in the field of coexistence and conflict transformation within education. (3 credits)

### **FP084 - Environmental Education in Formal Education**

From an eminently practical approach, this subject addresses the topic as a daily way of doing education, facilitating teachers the incorporation of environmental contents in basic education, without forgetting that it is a process that enables people's development in an integral manner.

The subject aims to train professionals able of designing, promoting and directing environmental educational processes for sustainable development in various fields of social activity from global, regional and local perspectives. The structure focuses on four fields of action: conceptual and philosophical foundations, environmental education for sustainability, environmental management towards sustainable development and, finally, national and local experiences. (3 credits)

### **FP103 - Special Education Foundations: Processes of Attention to Diversity**

This subject studies the pedagogical and educational aspects of Special Education with the aim of introducing students to the nature and foundations of this discipline through the analysis of the Special Education background, the different educational conceptions that currently shape it, knowledge regarding attention to diversity through the legal provisions in force, educational planning within the curriculum and by identifying the specific educational support needs associated with different disabilities and disorders. (3 credits)

### **FP104 - Organization and Management of Educational Centers**

This subject contributes to favorably establishing the profile of the teacher, pedagogue, or psychopedagogue, considering as a priority role in designing and the educational action. As a scientific discourse, it requires adherence to the patterns of science (systematization of content, working methods, terminology, etc.). For this reason, from the beginning of its study it is essential to know and understand its concepts, principles, structure, terminology, etc. However, it has an eminently practical rather than speculative character, since theory arises from the educational practice itself and from the legislation that regulates it. (3 credits)

### **FP105 - Portfolio I**

The formative portfolio is a didactic tool or learning instrument whose main objective is to stimulate reflection on the student's part as a means of creating more competent professionals. In this case, teachers of education. (1 credit)

### **FP092 - Methodology of Scientific Research**

This subject presents the stages of the research process and its techniques to provide students with an approach to the scientific method and facilitate their contributions within their field of work. (3 credits)

### **FP108 - Portfolio II**

The formative portfolio is a didactic tool or learning instrument whose main objective is to stimulate reflection on the student's part as a means of creating more competent professionals. In this case, teachers of education. (1 credit)

### **FP081 - Strategic Planning and Management**

This subject is designed for those who manage educational organizations or for those preparing for these roles in the future. All those who have a high sensitivity for the professionalism of the work of the people who lead teams and feel respect for what they do, will have a real opportunity in this subject, to grow and train themselves in current aspects applied to the educational sector. (3 credits)

### **FP082 - Project Planning and Management**

Finding a solution to a specific problem is the mission of any project. But solving problems efficiently and effectively requires that the project manager and their team structure the task and use mental schemes and strategies that both, facilitate the systematic and systemic resolution of the problem, and guarantee the continuous improvement of the activities developed for future projects.

In order to learn the concepts, strategies and techniques necessary for the professional management of any project, this subject presents and delves into the planning and programming processes of the different phases that make up a project. This subject specifically discusses the meaning, nature and scope that these two processes have for the design, implementation and successful closure of any project. (3 credits)

### **FP113 - e-Business and its Integration with Corporate Management Systems**

The subject explains all the fundamentals of corporate integration within the field of education through 4 systems (ERP, HR, SCM and CRM) and their technologies. To achieve this, systems are studied in detail, reviewing the available technologies to achieve full integration at the enterprise level for an organization to become competitive regardless of its size, geographic location or size of its operations. (3 credits)

### **FP114 - Educational Quality, Evaluation and Innovation**

This subject provides students with the theoretical and practical knowledge necessary to evaluate and manage quality in educational institutions. It also stresses the importance of knowing the factors that determine this quality (both positive and negative) and the characteristics of effective centers. (2 credits)

### **FP115 - Team Management Techniques**

Management and leadership has been a subject of interest since the emergence of civilization, when soothsayers, oracles, and chieftains existed. In modern times they are called administrators,



executives, directors, managers and leaders. Entering the 21st century, in a global village, in a changing world of globalized people, the phenomenon continues to be studied given its implications in the economic, business, political and other spheres of social life. (2 credits)

### **FP116 - Portfolio III**

The formative portfolio is a didactic tool or learning instrument whose main objective is to stimulate reflection on the student's part as a means of creating more competent professionals. In this case, teachers of education. (2 credits)

## **1.F. MASTER IN EDUCATION WITH A SPECIALTY IN TEACHER TRAINING**

### **FP101 - Learning Theories and Methodological Bases of Training**

This subject offers students the study and analysis of teacher training models to provide answers to quality mechanisms, as well as knowledge of teaching methodologies to guide teaching practice, and to build a teaching and learning process that develops professional competencies. (3 credits)

### **FP102 - Strategic Learning and Professional Development**

This material contains some statements related to reflective learning, understood as genuine, relevant and necessary learning for a learner's life. The prevailing idea in its design has been the desirability of providing student teachers with learning opportunities similar to those desirable in developing the dispositions and expertise necessary to enable them to act as agents of change and leaders of reform in the institutions in which they work. (3 credits)

### **FP087 - Learning Factors**

This subject aims to improve those actions carried out in the educational field. It is based on the search for answers to questions such as what we want to communicate, why, what for, and how we will achieve it. (3 credits)

### **FP079 - Tutorial Action in the Educational System**

Tutorial action is a very important part of the teaching function, not only because legal regulations state so, but also because, more than ever, attention to aspects related to the person and the group are of vital importance. The social reality surrounding schools makes this clear through various issues that affect education, such as coexistence and personal relationships or equal opportunities. (3 credits)

### **FP077 - ICT in the Classroom. Teaching Applications and Use of Resources.**

Nowadays, the educational system demands more and more professionals trained in Information and Communication Technologies (ICT), since we are immersed in a new knowledge society. This society is mainly characterized by unlimited access to information, but not all information generates knowledge. Education professionals are the ideal people to transform this information into knowledge for their students. (3 credits)

### **FP078 - Interculturality and Education**

This subject deals with the different perspectives that arise from the arrival of immigrants to educational centers. The social changes brought about by immigration are addressed, since population movements inexorably provoke the relationship between cultures. This is shown in its different ways, both on a personal level, as well as in customs or language. The problem lies in the fact that understanding cultural codes that are far removed from one's own is a very complex task. (3 credits)

### **FP080 - Conflict Resolution/Transformation in the School**

The aim of this subject is to provide sufficient elements to understand a global model of coexistence for educational centers as a paradigm capable of transforming the elements that make up the current education system. Likewise, students will be able to acquire a theoretical-practical vision from a comparative perspective of the different tools used in the various processes of conflict resolution in the school. That is, communication skills, negotiation processes, school mediation, informal mediation in the classroom, class assemblies and positive discipline. Thus, the aim is to publicize the development of conflict resolution, mediation and positive discipline programs implemented in the field of coexistence and conflict transformation within education. (3 credits)

### **FP084 - Environmental Education in Formal Education**

From an eminently practical approach, this subject addresses the topic as a daily way of doing education, facilitating teachers the incorporation of environmental contents in basic education, without forgetting that it is a process that enables people's development in an integral manner.

The subject aims to train professionals able of designing, promoting and directing environmental educational processes for sustainable development in various fields of social activity from global, regional and local perspectives. The structure focuses on four fields of action: conceptual and philosophical foundations, environmental education for sustainability, environmental management towards sustainable development and, finally, national and local experiences. (3 credits)

### **FP103 - Special Education Foundations: Processes of Attention to Diversity**

This subject studies the pedagogical and educational aspects of Special Education with the aim of introducing students to the nature and foundations of this discipline through the analysis of the Special Education background, the different educational conceptions that currently shape it, knowledge regarding attention to diversity through the legal provisions in force, educational planning within the curriculum and by identifying the specific educational support needs associated with different disabilities and disorders. (3 credits)

### **FP104 - Organization and Management of Educational Centers**

This subject contributes to favorably establishing the profile of the teacher, pedagogue, or psychopedagogue, considering as a priority role in designing and the educational action. As a scientific discourse, it requires adherence to the patterns of science (systematization of content, working methods, terminology, etc.). For this reason, from the beginning of its study it is essential to know and understand its concepts, principles, structure, terminology, etc. However, it has an eminently practical rather than speculative character, since theory arises from the educational practice itself and from the legislation that regulates it. (3 credits).

### **FP105 - Portfolio I**

The formative portfolio is a didactic tool or learning instrument whose main objective is to stimulate reflection on the student's part as a means of creating more competent professionals. In this case, teachers of education. (1 credit)

### **FP092 - Methodology of Scientific Research**

This subject presents the stages of the research process and its techniques to provide students with an approach to the scientific method and facilitate their contributions within their field of work. (3 credits)

### **FP106 - Curriculum Design, Planning and Outcome Development**

Developing the necessary competence to plan teaching-learning situations is considered one of the most fundamental teaching competencies.

This issue has become even stronger in recent years due to the role that new educational laws have given teachers. From the point of view of the current legal regulations, a teacher is not only a professional who limits themselves to teaching programs prepared by the Administration, but someone who must specify the general lines emanating from the current curricular decrees in order to define their classroom proposals. Therefore, if programming has always been a need, it is both basic and essential nowadays. (3 credits)

### **FP090 - Learning Evaluation**

Evaluating is one of the curricular elements unanimously recognized by the vast majority of treatises that discuss these issues. Evaluation is, therefore, an issue to be taken into account both when planning and implementing curricular projects of any kind. Curriculum and evaluation go hand in hand in which one cannot be understood without referring to the other. (3 credits)

### **FP107 - Classroom learning methodologies**

To speak of methodology in education is to seek answers to the question of how to teach, that is, to structure the teaching/learning activities to achieve the proposed objectives with the selected contents through an intentional, systematic and planned action. (3 credits)

### **FP088 - Creation, Adaptation and Evaluation of Materials**

Didactic resources support the educational contents, enabling the application of teaching-learning techniques. The fact that they have a direct impact on educational results means that their selection, implementation and development require adequate technopedagogical knowledge. Didactic resources are the mediators between the subject and reality, as well as having a direct impact on motivation and the environment created within the different educational contexts. (2 credits)

### **FP091 - Content and Language Integrated Learning**

This subject introduces those new perspectives that the CLIL approach offers, by which a student can analyze its strengths and possible weaknesses and assess its true validity as a didactic approach for the 21st century. (2 credits)

### **FP108 - Portfolio II**

The formative portfolio is a didactic tool or learning instrument whose main objective is to stimulate reflection on the student's part as a means of creating more competent professionals. In this case, teachers of education. (1 credit)

### **FP116 - Portfolio III**

The formative portfolio is a didactic tool or learning instrument whose main objective is to stimulate reflection on the student's part as a means of creating more competent professionals. In this case, teachers of education. (2 credits)

### **FPEE01 - Master's Final Project**

The project can have a classroom application, professionalizing character (e.g., student teachers who want to improve their teaching practice) or research character (e.g., especially interesting for student teachers who want to engage in academic research on aspects of applied linguistics within the field of didactics of Spanish as a foreign language). It can also be a combination of both optional modules. (10 credits)

## **1.G. MASTER IN EDUCATION WITH A SPECIALTY IN ICT'S IN EDUCATION**

### **FP101 - Learning Theories and Methodological Bases of Training**

This subject offers students the study and analysis of teacher training models to provide answers to quality mechanisms, as well as knowledge of teaching methodologies to guide teaching practice, and to build a teaching and learning process that develops professional competencies. (3 credits)

### **FP102 - Strategic Learning and Professional Development**

This material contains some statements related to reflective learning, understood as genuine, relevant and necessary learning for a learner's life.

The prevailing idea in its design has been the desirability of providing student teachers with learning opportunities similar to those desirable in developing the dispositions and expertise necessary to enable them to act as agents of change and leaders of reform in the institutions in which they work. (3 credits)

### **FP087 - Learning Factors**

This subject aims to improve those actions carried out in the educational field. It is based on the search for answers to questions such as what we want to communicate, why, what for, and how we will achieve it. (3 credits)

### **FP079 - Tutorial Action in the Educational System**

Tutorial action is a very important part of the teaching function, not only because legal regulations state so, but also because, more than ever, attention to aspects related to the person and the group are of vital importance. The social reality surrounding schools makes this clear through various issues

that affect education, such as, coexistence and personal relationships or equal opportunities. (3 credits)

### **FP077 - ICT in the Classroom. Teaching Applications and Use of Resources.**

Nowadays, the educational system demands more and more professionals trained in Information and Communication Technologies (ICT), since we are immersed in a new knowledge society.

This society is mainly characterized by unlimited access to information, but not all information generates knowledge. Education professionals are the ideal people to transform this information into knowledge for their students. (3 credits)

### **FP078 - Interculturality and Education**

This subject deals with the different perspectives that arise from the arrival of immigrants to educational centers. The social changes brought about by immigration are addressed, since population movements inexorably provoke the relationship between cultures. This is shown in its different ways, both on a personal level, as well as in customs or language.

The problem lies in the fact that understanding cultural codes that are far removed from one's own is a very complex task. (3 credits)

### **FP080 - Conflict Resolution/Transformation in the School**

The aim of this subject is to provide sufficient elements to understand a global model of coexistence for educational centers as a paradigm capable of transforming the elements that make up the current education system.

Likewise, students will be able to acquire a theoretical-practical vision from a comparative perspective of the different tools used in the various processes of conflict resolution in the school. That is, communication skills, negotiation processes, school mediation, informal mediation in the classroom, class assemblies and positive discipline. Thus, the aim is to publicize the development of conflict resolution, mediation and positive discipline programs implemented in the field of coexistence and conflict transformation within education. (3 credits)

### **FP084 - Environmental Education in Formal Education**

From an eminently practical approach, this subject addresses the topic as a daily way of doing education, facilitating teachers the incorporation of environmental contents in basic education, without forgetting that it is a process that enables people's development in an integral manner.

The subject aims to train professionals able of designing, promoting and directing environmental educational processes for sustainable development in various fields of social activity from global, regional and local perspectives. The structure focuses on four fields of action: conceptual and philosophical foundations, environmental education for sustainability, environmental management towards sustainable development and, finally, national and local experiences. (3 credits)

### **FP103 - Special Education Foundations: Processes of Attention to Diversity**

This subject studies the pedagogical and educational aspects of Special Education with the aim of introducing students to the nature and foundations of this discipline through the analysis of the Special Education background, the different educational conceptions that currently shape it, knowledge regarding attention to diversity through the legal provisions in force, educational planning within the curriculum and by identifying the specific educational support needs associated with different disabilities and disorders. (3 credits)

### **FP104 - Organization and Management of Educational Centers**

This subject contributes to favorably establishing the profile of the teacher, pedagogue, or psychopedagogue, considering as a priority role in designing and the educational action. As a scientific discourse, it requires adherence to the patterns of science (systematization of content, working methods, terminology, etc.). For this reason, from the beginning of its study it is essential to know and understand its concepts, principles, structure, terminology, etc. However, it has an eminently practical rather than speculative character, since theory arises from the educational practice itself and from the legislation that regulates it. (3 credits).

### **FP105 - Portfolio I**

The formative portfolio is a didactic tool or learning instrument whose main objective is to stimulate reflection on the student's part as a means of creating more competent professionals. In this case, teachers of education. (1 credit)

### **FP092 - Methodology of Scientific Research**

This subject presents the stages of the research process and its techniques to provide students with an approach to the scientific method and facilitate their contributions within their field of work. (3 credits)

### **FP108 - Portfolio II**

The formative portfolio is a didactic tool or learning instrument whose main objective is to stimulate reflection on the student's part as a means of creating more competent professionals. In this case, teachers of education. (1 credit)

### **FP109 - ICT in Education and Learning Theories**

This subject presents different key aspects regarding the background of e-learning in the current educational landscape and in relation to the main learning theories. The subject has a mostly conceptual approach in which the different existing conceptions of distance education are identified. (3 credits)

### **FP111 - Analysis of Technological Resources and Creative Activities Design**

This subject has an eminently practical character that consists of offering students the criteria and tools for the analysis of technological resources, presenting them with different real-world cases of creative activities with the objective of training them in this sense. (3 credits)

### **FP110 - Teaching in Virtual Learning Environments (VLE)**

It is becoming rare nowadays for an educational institution not to include in its educational offer, in addition to face-to-face courses, blended learning or online distance learning. Failure to do so may even mean being left behind and out of step with the new socio-educational challenges of the future. (3 credits)

### **FP076 - Virtual Environments of Collaborative Work (VECW)**

This subject introduces students to the concepts, technologies, solutions and tools for shared work in virtual environments, helping them understand the meaning and nature of working in shared, collaborative and cooperative spaces with the support of information and communication systems and technologies (ICT). It also provides an overview of the socio-occupational environment of work sharing, technologies, solutions and tools to support this setting through computational assistance. (2 credits)

### **FP112 - Design and Evaluation of Education Proposals Based on ICTs**

An eminently practical subject that consists of presenting different real-world cases within different settings: virtual / blended and face-to-face with the use of ICT.

Not being able to go beyond a restricted environment entails a degree of vulnerability that can lead to exclusion from the Network Society (Mominó, J.M; Sigalés, C; Meneses, J., 2008). The globalized world in which we live, mediated by all kinds of technologies and systems that enable us access to information and communication beyond our immediate environment, entails a complexity that is difficult to overcome by ethnocentric positions and limited to a conception restricted to the region, or by skills and competencies. This fact causes communities with little openness or few resources to be affected by new forms of digital exclusion due to lack of competencies and skills to actively operate within a global environment. (2 credits)

### **FP116 - Portfolio III**

The formative portfolio is a didactic tool or learning instrument whose main objective is to stimulate reflection on the student's part as a means of creating more competent professionals. In this case, teachers of education. (2 credits)

## **2. INNOVATION, BUSINESS AND NEW TECHNOLOGIES DEPARTMENT**

### **2.A. MASTER IN STRATEGIC MANAGEMENT WITH A SPECIALTY IN MANAGEMENT**

#### **TR026 - Business Administration and Management**

This subject aims to introduce the student to the concepts and techniques of business administration and management. The topics range from organizational theories to new organizational forms in the new economy, whether for Service Businesses, Technology Companies, SMEs and Family Businesses. (3 credits)

#### **DD002 - Cost Control and Management**

This is an introductory subject. It reviews fundamental accounting concepts focusing on the essentials of cost control and management.

It enables understanding the role of information in organizations through the creation and analysis of budgets understood as the foundation of management and strategic planning processes. (2 credits)

#### **TR047 - Financial Management**

This subject aims to highlight the most relevant aspects that conceptually make up the financial management of any company. (3 credits)

#### **DD004 - Marketing**

This subject aims to understand the role of marketing and sales in a company, introducing the concepts and techniques of marketing and commercial management, and to understand the meaning, nature and scope of the commercial role. (3 credits)

#### **DD152 - Economics**

A very necessary subject to understand the macroeconomic factors that influence family businesses and to master those aspects related to economic theory such as consumption, inflation, demand and GDP. (2 credits)

#### **DD118 - Basic Statistics**

This subject provides the student with the knowledge on the basic concepts of descriptive statistics, probability and statistical inference from an eminently practical point of view. (2 credits)

#### **DD120 - Financial Mathematics**

This subject introduces the student to the concept of financial valuation, especially through the valuation laws used in practice. (1 credit)



### **DD124 - Management Accounting**

The subject aims to provide the student with a proper understanding of a company's internal accounting and enable them to develop its application. It begins by defining the content of Management Accounting and its interrelation with Financial Accounting. It also discusses the problems related to the classification, location and allocation of the cost that allows obtaining the production cost. Subsequently, taking the calculated cost as a basis, it will be used to guide rational decision making in a company for the efficient use of productive resources. (2 credits)

### **TR046 - Strategic Human Resources Management**

This subject aims to design the conceptual and methodological framework to recognize the systemic and strategic approach of current Human Resources Management (HRM). (2 credits)

### **DD040 - Conflict resolution and negotiation techniques**

This subject contains information to help understand the theoretical and practical aspects related to conflict and the most common conflict resolution strategies: Negotiation, Mediation and Arbitration, among others. (2 credits)

### **DD032 - Performance Evaluation and Management by Competencies**

This subject explains the need to resort to certain theoretical and methodological assumptions to implement the competency-based approach into HRM practice, using the training process as the only sustainable way of maintaining these competencies and their development revitalized, and using performance evaluation as a feedback process for the revitalization and development of the aforementioned competencies. (2 credits)

### **TR024 - Management Techniques and Organizational Leadership**

The general objective of this subject is to learn and delve into leadership and management styles, their relationship, differences, importance and theoretical approaches, as well as the competencies and skills necessary to exercise them. (2 credits)

### **DD090 - Business Ethics and Corporate Social Responsibility**

This subject provides the main concepts for the student to master the importance and validity of Business Ethics and Corporate Social Responsibility, and to recognize them as an effective tool to achieve competitiveness. After studying the three chapters, the student should have a thorough understanding of the concept of ethics and social responsibility, its validity and universal nature, as well as the ethical standards and their relationship with business efficiency. They will also master the relationship between business ethics, values, competitiveness, efficiency and effectiveness and be able to establish the necessary ways and actions for a company (and/or company leader) to behave ethically and responsibly. (3 credits)

### **DD041 - Team Management Techniques**

This subject discusses the theoretical and practical elements of groups and teams, their characteristics, techniques and tools for effective management. (2 credits)

### **DD076 - Management Without Distances**

This subject introduces the student to the concepts and techniques of e-Management and provides an understanding of the meaning, nature and scope of the managerial role in/of projects and companies. (1 credit)

### **DD026 - Virtual Environments of Collaborative Work**

This subject teaches the concept and technologies associated with collaborative work, from the management of organizational teams, to the management of remote teams mediated by virtual environments. (1 credit)

### **DD042 - Time Management and Conducting Meetings**

Fundamental subject in learning how to optimize meetings through good preparation and development. It also provides criteria and techniques for managing one's own time within the framework of a managerial role. (2 credits)

### **DD043 - Stress and Burnout**

Teaches how to manage stress and burnout situations within the business organization, providing the student with the necessary theoretical and practical knowledge. (2 credits)

### **DD044 - Public Presentation Techniques**

Develops participant abilities to prepare and deliver professional presentations and achieve the desired influence on the audience. (1 credit)

### **IP082 - Quality Management: ISO 9001**

After an introduction to the concept of "quality", the certification process based on the ISO 9001 standard is discussed in a general manner, from adopting the implementation commitment by management, to obtaining the certificate. A chapter is also dedicated to software quality certification. (3 credits)

### **IP092 - ISO 45001**

Some fundamental concepts on the prevention of occupational risks and the resulting consequences of accidents and occupational diseases on people and company economy are discussed. It also defines what is meant by a management system and lays the foundations for implementing an occupational risk prevention management system based on the ISO 45001 standard. (2 credits)

### **MA098 - Business Environmental Management. ISO 14001**

The Environmental Management Systems (EMS) is described as a tool that aims to organize and formalize those procedures that the company performs when considering the environmental aspects in all its activities. It also explains in a didactic and clear manner, the necessary steps in implementing this environmental management instrument, aimed at protecting the environment and reducing barriers to international trade.

(3 credits)

### **DD012 - Management and Administration of Operations**

This subject discusses the activities included in operations and logistics management, from the most strategic aspects related to long-term decisions such as product design and definition (what do we offer?) and process design and analysis (how do we obtain it?), through the tactical and operational planning decisions present in the medium and short term (how much, how and where do we offer it?), with the indisputable support of those logistics activities that make the plan viable. In this sense, logistics is reviewed as the way to provide a timely response to requirements at the lowest possible cost. (2 credits)

### **DD013 - Logistics**

This subject allows students to know and understand the concept of logistics within organizational operations in order to master the acquisition, flow, and storage of products, and inventory control, and the information associated with all of them. (2 credits)

### **DD014 - Strategic Management and Planning**

This subject promotes strategic thinking, providing training in tools and mechanisms that facilitate contemporary management, accepting change management as something unavoidable within the unstable and variable environments in which organizations operate. (3 credits)

### **TR038 - Project Planning and Management**

This subject is of an operational nature and aims to provide the tools to develop an operational plan based on a strategic plan. (3 credits)

### **TI013 - Reengineering, Strategy and Management of Systems and ICT**

This subject will provide an understanding of the organizational role of ICT, from its strategic repositioning within organizational reengineering, to its strategic management as a business resource. (3 credits)

### **TI025 - e-Business and its Integration with Corporate Management Systems**

This subject provides an overview of the concept and notion of business integration through information by reviewing integration from the organizational and technological aspect, and the essential concepts of ICT-based integration such as ERP, SCM and CRM. (3 credits)

### **TI017 - Integration of Business Management Systems**

The subject aims to provide a broad and extensive vision of the concept and notion of business integration through information by reviewing integration from the organizational and technological aspects, and the essential concepts of integration based on ICTs such as ERP, SCM and CRM. (5 credits)

### **DD162 - Marketing Strategy Development**

Considered one of the main topics of this area, this subject focuses on obtaining an overall vision of various aspects of marketing from the perspective of a company's strategy. It creates the necessary

guidelines to understand how to concentrate organizational resources on the greatest opportunities and, thus, achieve a sustainable competitive advantage. (2 credits)

### **TI030 - Network Management and Security**

The subject prepares the student in the use of the appropriate tools within each circumstance to create an optimal and secure network management. Identifying information risks and the assurance of the system are of vital importance within its proper functioning. (3 credits)

### **TI011- Society of Change and Information**

This subject will provide a vision that contextualizes the management of cultural and technological change, providing the basics and approaches for the transition to the Information and Knowledge Society and its organizational consequences in business administration. (3 credits)

### **DD068 - Knowledge Management and Organizational Learning**

This subject presents the methodologies, tools and techniques associated with knowledge management and explains how to achieve a sustainable organizational learning strategy based on knowledge management maturity models. (2 credits)

### **TI004/DD163 - International Commerce and Marketing**

It provides a broad vision of the main tools and necessary knowledge to help face the international projection following foreign market concepts and strategies, thus becoming able to actively participate in the international business world.  
(4 credits)

### **TI014 - e-Commerce and Marketing**

This subject shows and delves into two essential and closely related topics: e-commerce (from its conceptual to technological foundations) and the new forms of marketing (from its foundations, to the change produced by ICT and giving rise to marketing in the IT environment). It concludes with a methodology that proposes a marketing strategy within an e-commerce space. (4 credits)

### **TI023 - Study and Case Resolution (I, II and III)**

The objective is to present a complete document showing the complete development of a case. This can be both theoretical and applied, but always respecting related doctrines, theories and disciplines.

The case confronts the learner with the actual understanding of the knowledge and forces for them to solve a real or simulated world problem. This subject is taught at the end of the last subject, when the student will have the necessary resources to carry out the case study in a fast and methodical manner. (10 credits)

### **DD073 - Organizational Leadership and Coaching**

Among the contents covered in the subject, we find the following:

Leadership philosophy and talent development, leadership styles, competencies and skills of the leader and manager, transformational leadership as well as inspirational leadership and leadership

antithesis. The powers and values of leadership and emotional intelligence in a company are seen in detail.

Another of the topics addressed in this subject is coaching and mentoring, the stages, and coaching as a leadership style.

### **DD159 - Introduction to New Marketing**

It explains the theoretical and ideological basics of marketing as well as the difference between strategies and operations, taking into account the new tasks of marketing in a market economy. (2 credits)

### **DD160 - Market Research**

The subject highlights the importance of information and its treatment, provides a practical view of modern information systems and current techniques for making decisions in the field of marketing and market research. (2 credits)

### **DD161 - Consumer-Buyer Behavior**

The subject helps in understanding the nature and diversity of customer needs (consumer and industrial), as well as the motivational factors that play a role in the consumer's mind when "responding" to a marketing-driven stimulus. (2 credits)

### **DD164 - Relationship Marketing**

This subject appraises the issues that support the marketing and relationship strategies with the "external and internal world" of a company to achieve long-term relationships and establish the necessary points for the proper management of the whole itself. (2 credits)

### **DD165 - Marketing Audit**

The subject provides the student with the tools and techniques for conducting audits, emphasizing the auditor's role and the basic aspects of the audit process. (1 credit)

### **DD166 - Product and Brand Management Policies**

Introduces the field of strategic decision making on the factors that make up the product as a key element of the market offer. (3 credits)

### **DD167 - Price Management Policies**

This subject focuses specifically on the design of pricing strategies and programs as a revenue-generating variable. (3 credits)

### **DD168 - Distribution Management Policies**

Studies the different strategic decisions depending on the logistics channels in order to have the best distribution method. (3 credits)

### **DD169 - Communication Management Policies**

The subject aims to understand the receptor's point of view as a basis in following strategic actions to diffuse the message, as well as learning how to manage advertising, sales promotion and public relations programs. (3 credits)

### **DD170 - Services Marketing**

Provides an overview of service marketing by which the student is updated on the subject, where they may consider the different approaches, tools and instruments that can be useful in marketing. (2 credits)

### **DD171 - Control and Marketing Plan**

Highlights the strategic importance of a marketing plan with a methodological proposal for its structure. (2 credits)

### **DD153 - Financial Valuation for IAS**

The International Accounting Standards require the application of different financial valuation standards for proper accounting. Students will learn how to properly apply these valuation rules in a practical manner using Excel as a tool. (2 credits)

### **DD122 - International Accounting Standards**

The subject introduces the student to the IASB International Standards, their philosophy and main applications. (4.5 credits)

### **DD121 - International Taxation and Financing**

The subject aims for students to learn how to determine the optimal type of instrument for their financing needs, as well as to explain the tax problems affecting multinational companies. (1.5 credits)

### **DD123 - Financial Statement Analysis**

The subject provides students with sufficient knowledge so that, by means of accounting information and the corresponding methodology, they are able to diagnose the economic and financial situation of a company and its future projection. (2 credits)

### **DD128 - Administration and Planning of Audits**

This subject familiarizes the student with common auditing concepts by presenting the generally accepted auditing standards and a basic outline of the audit phases. Common audit planning and administration methodologies are discussed, starting from the client's engagement request to preparing the audit program. Lastly, the concept of internal control, its evaluation and the preparation of the internal control memorandum are also discussed. (1 credit)

### **DD154 - Internal Control**

This subject focuses on the student to elaborate an overall audit plan. It will teach them to understand and write any document integrated in the papers. And determine the tasks to be performed according to the time of execution of the work. (2 credits)

### **DD155 - Documentation, Testing and Auditing Risks**

Any action by the auditor must always be perfectly documented. The set of records generated by an audit, on the basis of which the auditor will express their opinion in the report, is popularly called "working papers". Students will learn how to document the work at each stage of the audit. (2 credits)

### **DD130 - Auditing Procedures by Area**

This subject focuses on providing knowledge about the audit work's performance within the different areas after having planned the audit procedure. It will provide the basis for carrying out the audit work in the different areas. Once the audit procedure has been planned, the auditor divides their work of reviewing the annual accounts into different areas to facilitate the understanding and recording of their tasks. In each area, the auditor should be familiar with the accounting standards applicable to them, determine the objectives of the work, and identify the main points of internal control to be checked in order to establish the necessary audit procedures. (5 credits)

### **DD131 - Auditing reports**

The final purpose of this subject is to teach the correct preparation of a report to demonstrate the accuracy, or otherwise, of the data contained in the annual accounts. Before the report can be made, however, it is important for the auditor to be sure that the work has been carried out correctly: hence the importance of a good quality control system. (1 credit)

### **DD119 - Statistical Sampling**

This subject provides the student with a practical knowledge of the different sampling methods available to audit professionals, as well as the procedures for selecting and determining sample sizes. (2 credits)

### **DD125 - Total Quality Costs**

This subject provides the student with a series of essential knowledge to be able to institutionalize measurements on the level of quality and non-quality in any company through quality cost systems as adapted to their needs. (2 credits)

### **DD126 - Budget and Public Accounting**

This subject seeks to provide students with updated knowledge and basic tools of public economics that enable them to recognize and describe the basic economic mechanisms of market operations and the manner in which the decisions of economic agents are coordinated through the market. (3 credits)

### **TR043 - Fundamentals of Tourism**

An introduction to tourism. Historical evolution of tourism. Tourism in the 21st century. Tourist behavior and motivation. travel and tourism model from a business perspective. The aviation business. Maritime transportation. Rail and road transportation. Lodging services. Tour operators. Travel agencies. Ancillary tourism services. Organizations and associations related to travel and tourism. The environmental and social impacts of tourism. (3 credits)

### **TR037 - ICT in the Tourism Industry**

This subject analyzes the transformation that society is undergoing with the emergence of new information technologies. The characteristics of this revolution are analyzed within this context, considering the general framework in which the travel and tourism industry operates. Studies, reports, research, documents, etc., have been added to the material for its elaboration and presentation. (4 credits)

### **TR022 - Hotel Business Management**

This subject outlines the general lines of the hospitality industry, its evolution and trends within the tourism sector. These issues will be analyzed from a global point of view with local and international benchmarks. The role played by the client and its influence on the decisions of professionals in the last decade will also be highlighted. (4.5 credits)

### **TR023 - Food and Beverage Management**

In this subject, the different gastronomic offerings will be classified or organized into five major families. Examples of independent hotels and restaurants that host these offerings will be provided, with their operations explained. (4.5 credits)

### **TR027 - Tourism and Cultural Heritage**

After addressing the concept of culture and identifying the different types of heritage that exist today, the economic, social and political impacts on rural and urban heritage are analyzed, without forgetting everything related to bibliographic and documentary conservation and restoration techniques. (3 credits)

### **TR008 - The Territory as a Tourist Resource**

This subject concisely presents the characteristics of the tourism phenomenon from a geographical point of view, from the theory of tourism space to development models, including actual tourism space, indicators and natural, cultural and ethnic factors of tourism activity. (3 credits)

### **TR028 - Environmental Impact on Tourism Activities**

After defining a series of previous environmental concepts, the social and environmental impacts of tourism activities on the environment are discussed through a series of sustainability indicators. The subject also provides some fundamentals on the different methods of economic valuation of environmental damage and the methodology for conducting an environmental impact study. (3 credits)



### **TR030 - Rural Tourism and Sustainable Development**

It is well known that the increase in the influence of tourism in towns and rustic and natural areas of the interior is a perfectly foreseeable phenomenon, either because it come about as an "escape" from the growing saturation of the coastal area, or because of the increasing interest in rural and interior tourism of a growing contingent of people. This subject analyzes the threats arising from the absence of a defined tourism role, and proposes strategies for the development of rural areas as a business opportunity in Europe and Latin America to curb these imbalances, the economic cost and the guidelines for drawing up a business plan within the framework of sustainable development. (3 credits)

### **TR031 - Alternative Tourism and Ecotourism**

This subject presents an overview of the new tourism environment in terms of alternatives to conventional tourism: the creation of new tourism products, current trends and characteristics of the new consumer. (3 credits)

### **TR036 - Strategy and Tourism Businesses on the Internet**

This subject is offered to present new concepts based on cases and to compile in a relatively comprehensive manner, part of the vast and extensive experience on the use of the Internet in the tourism market and on the digitalization and virtualization of tourism companies under the approach of e-commerce and e-business. (3 credits)

### **TR049 - Quantitative Analysis of Tourism**

Interpretations of decisions under uncertainty and, in general, of the different sciences, depend to a large extent on statistical methods.

Statistics help to corroborate hypotheses by providing mathematical support for observations made. This subject responds to the need to justify business decisions based on the information provided by data that is too often scarce. It is, therefore, a compendium of techniques for collecting and presenting information, confidence intervals, and prediction and hypothesis testing. (4 credits)

### **DD108 - Family business Concepts and Characteristics**

This subject presents the characteristics and forms of family business organizations. It shows the coexistence of family values and business values and their impact within a business. It also analyzes the mechanisms that bring about harmony and the potential sources of conflict in families. (2 credits)

### **DD109 - Succession and Continuity in the Family Business**

This subject addresses the need for a succession plan to ensure the continuity of family businesses, and to understand the successor's preparation and that of the entire organization for this process. Among other topics are: Succession Planning, Continuity, Successor Preparation, Timing of Succession, Succession Options Analysis and Succession Planning. (2 credits)

### **DD110 - Systemic Approach Applied to Conflict in the Family Business**

The subject addresses the psychological and affective aspects within the family business that are natural causes of conflict between its members, influencing family dynamics and the day-to-day running of the family business, specifically in decision making. (2 credits)

### **DD111 - Professionalization of Family Businesses**

The subject highlights the problem of professionalization in family businesses and the process of integrating professionals in family businesses. It also presents the fundamental aspects for outside professionals to be motivated in family businesses. (2 credits)

### **DD112 - Governance Structures and Bodies**

The subject aims for students to learn about the different governing bodies in family businesses: board of directors, shareholders' meeting, family assembly, family council, advisory council, etc. It also presents the characteristics, composition, power, competences and functions of each body. (2 credits)

### **DD113 - Family Protocol**

This subject presents the potential conflicts that may exist in family businesses, and studies the process of family protocol elaborations and its effects as an instrument capable of promoting agreements and pacts related to property, family and business. (2 credits)

### **DD114 - Property Management in Family Businesses**

A necessary subject in learning about the different types of remuneration that can be received by management and non-management shareholders, and to understand the process of share valuation and profitability. It also teaches different types of ownership organization in family businesses. (1 credit)

### **DD115 - Key success factors in the family business**

Analyzes the common aspects and characteristics that lead to the success of century-old family businesses by presenting successful cases. (1 credit)

### **DD116 - Creation and Internationalization of the Family Business**

This subject offers the knowledge and tools necessary to define a competitive strategy and create a competitively positioned company within the target market. It also analyzes those factors that influence the international positioning of a family business in order to have the ability to establish and conduct an international development plan adapted to different cultures and markets. (2 credits)

### **DD143 - Basic Legal Aspects of the Family Business**

The subject presents the legal aspects indispensable at the moment of creating a family business. To maintain the business afloat, it is necessary for managers to understand and adjust the legal and tax aspects of their company as established in the commercial codes of each country. (3 credits)

### **IP059 - Fundamentals of Occupational Risk Prevention**

Some fundamental concepts on the prevention of occupational risks and the final consequences of accidents and occupational diseases on people and company economy are presented. (2 credits)

### **IP060 - Occupational Safety**

Some key factors are provided on the importance of preventing workplace accidents and promoting workplace safety. (4 credits)

### **IP003 - Industrial Hygiene**

The subject teaches how to identify, evaluate and control the environmental factors that may affect an employee's health. (5 credits)

### **IP062 - Ergonomics**

The subject studies the set of techniques that deal with the employee's adequacy, adjustment and adaptation through the design and conception of jobs. (3 credits)

### **IP071 - Applied Psychosociology**

Internal and external pressures caused by psychosocial factors, hazards or risk factors related to mental workload are studied. (2 credits)

### **IP078 - Background and Current Status of Integrated Management**

The subject describes the change in the philosophy of business management with respect to those that existed some years ago, continuing with a review of the most important previously seen concepts that will serve as a basis for the following chapters. In this sense, the subject is approached from a different point of view, dealing with quality understood as product quality, labor quality and environmental quality. (3 credits)

### **IP9001 - Introduction and Fundamentals of Integrated Management Systems**

The subject provides the fundamentals on the integration of management systems: quality, environment and occupational risk prevention, providing ideas on the implications of organizational behavior when integrating projects on the human factor. (2 credits)

### **IP9002 - Advantages and Difficulties of the Integration of Systems, Degrees, Modes and Integration System Models**

The subject presents the agents involved in systems integration, the scope and the advantages and disadvantages of implementation. The agents involved in systems integration are discussed. Elements of an integrated management system. Advantages and disadvantages of system integration. Integration levels. (3 credits)

### **IP9003 - Integration of Management Systems based on Standards and Processes**

The most important integration initiatives based on a single standard, models based on standardized standards and their correlations are all presented. Lastly, the subject addresses the most accepted formula today which is management by processes. (2 credits)

### **IP9004 - Implementation of the Integrated Management System**

Presents a case study of a process integration of quality, environmental and occupational risk prevention management systems in a used oil recycling company. (2 credits)

### **IP051 - Water Management: Basic Principles**

The physicochemical and biological water purification treatments are identified according to their characterization, as well as their most important uses for domestic, industrial and/or agricultural purposes, including their reuse within the framework of the legislation in force. (5 credits)

### **IP052 - Basic Waste Management**

The guidelines established by legislation on the integral management of solid waste, waste minimization, good industrial practices and associated environmental problems are studied. (3 credits)

### **IP053 - Air Pollution Treatment**

Measures are proposed for the prevention and control of air emissions from industrial activities and transportation based on compliance with the Kyoto Protocol. (5 credits)

### **IP054 - Treatment of Contaminated Soils**

The characteristics of contaminated soil as a result of anthropic activities are studied, as well as the preventive and corrective measures aimed at its recovery. (4 credits)

### **IP002 - Workplace Safety**

The contents delve into those aspects that require a planned action of prevention, including information and training of workers, aimed at a better knowledge, both of the real scope of the risks arising from work, and how to prevent and avoid them. The safety conditions of specific sectors and operations, such as the handling of gases and pressure vessels, machine safety principles, welding techniques, laboratory work, electrical hazards and hazardous waste management, among others, are discussed. This subject responds to the new requirements, providing criteria, rigor and, above all, common sense, when it comes to transferring the health and safety policy to the organization. (7 credits)

### **IP076 - Workplace Hygiene**

This subject provides knowledge and understanding, firstly, of the theoretical, conceptual and historical foundations involved in prevention management and, secondly, of its organizational, social and technological implementation. The objective is to provide students with a global vision of the planned prevention actions that every company must follow to gain a better understanding of both the

real scope of the risks derived from occupational diseases and the way to prevent and avoid them. This subject is structured according to a coherent pedagogical order. Each is divided into basic thematic units or chapters, the content of which must be studied in order to satisfactorily complete the various evaluation activities. (7 credits)

### **IP073 - Ergonomics and Applied Psychosociology**

Ergonomics and Applied Psychosociology contributes in educating competent professionals to carry out planned preventive actions regarding the workplace conditions that may affect the health of those who occupy a given position.

This subject provides knowledge and understanding, firstly, of the theoretical, conceptual and historical foundations involved in prevention management and, secondly, of its organizational, social and technological implementation. The objective is to provide students with a global vision of the planned prevention actions that every company must follow, in order to have a better understanding of the real scope of the risks derived from the work environment and their influence on people. The aim is to achieve comfortable workplace conditions that do not harm an employee physically, mentally or socially, and enables the integral development of the individual through their work. (7 credits)

### **IP064 - Training and Communication**

The subject explains the techniques used for training on the risks derived from the use of equipment, prevention and protection measures, information through brochures and participation and consultations. (1 credit)

### **IP004 - Occupational Medicine**

Occupational medicine is studied as a preventive tool that tries to humanize work, adapt work to people and to avoid any risks that may damage the health of workers. (2 credits)

### **DD1004 - Health Economics**

This subject covers macroeconomic factors that influence health. It discusses those aspects related to economic theory, such as consumption, health expenditure, health supply and demand, and relevant aspects of financing. (5 credits)

### **DD1007 - Health Planning**

This subject seeks to understand and assume the changes of the environment with responsibility, so as to continuously improve the quality of the processes and management systems, as it is essential for a group to fully understand that the strategy is the general program to define and achieve the objectives set. In this subject, the student will understand the appropriate use of health indicators to analyze the organization's situation and carry out the most appropriate health planning. (4 credits)

### **DD1008 - Health Care Services Management**

This subject seeks to teach the different trends and approaches to health management, providing students the necessary tools to carry out an effective process control. In addition, students will be able to implement or evaluate an integrated management control system within their health care organizations. (3 credits)

### **DD1009 - Health Marketing**

The subject aims to teach the student to recognize health service as a business, since this will help achieve greater efficiency and effectiveness in the results. It is important for the student to learn about and understand the characteristics on the creation of health services and know how to establish criteria for measuring a hospital product. It is necessary for the professional who performs management tasks within a health care organization to be clear about the marketing tools that can be useful in achieving the objectives. (3 credits)

### **DD1010 - Quality Care and Patient Safety**

This subject seeks to teach the most important concepts and components of quality and safety within health care organizations. To highlight the importance they have in the everyday work of a health care professional, and so provide health care services with the best possible standards. This subject provides the student with the necessary and pertinent information to understand the responsibility of the system in providing services that inevitably entail risks. (4 credits)

### **DD1012 - Health Care Systems**

This subject aims to study the policies and the different health care models that govern health care systems worldwide. The student will understand the importance of these systems and the number of actors needed to function and respond to the needs of the population. The student will also learn to diagnose a Health Care System, learn to recognize its components, especially those related to primary care, which is a fundamental point in the effective resolution of the population's health care problems. (4 credits)

### **DD1013 - Clinical Epidemiology**

This subject seeks to introduce the student to evidence-based medicine, which means that decisions are made based on the health reality that helps to establish priorities in the daily work of health facilities. Students will learn the basic concepts of epidemiology, its uses and the different methods and research designs that will allow them to make decisions based on the current reality of the population they serve.

(5 credits)

### **DD1014 - Biostatistics**

This subject seeks to provide the student with the necessary tools to collect, analyze and interpret data, which will allow the student to understand and conduct scientific research with validity for a given population. It will help the student complete their thesis project and any future research they wish to participate in. It will also allow them to make appropriate decisions in the managerial position they assume within their health care facility. (5 credits)

### **DD022 - Organizational Structure and Change**

The subject highlights the transformation process that has taken place in today's organizations and analyzes the future trends they must face. (2 credits)

### **DD024 - Organizational Culture and Climate**

The subject analyzes the most relevant concepts and the most representative theoretical approaches toward organizational culture and climate, their relationship, the typologies and methods for their study, as well as how to face and solve dysfunctions. (2 credits)

### **DD030 - Job Analysis, Description and Evaluation**

The subject analyzes the advantages and disadvantages that a job description, analysis and valuation of jobs in an organization may entail, following the most common methodologies and managing the process from start to finish. (2 credits)

### **DD031 - Recruitment, Selection and Promotion**

The subject shows the selection processes in the business and social environment, and the most effective methods and instruments for designing and programming phases of the process, observing the ratios and indicators most commonly used in modern companies. (2 credits)

### **DD034 - Training and Career Plans**

The subject teaches the student the development of a training policy that enables them to develop the human potential of their organizations, achieve the strategic objectives of the company and meet the requirements of current quality certifications, as well as develop tools and procedures to strengthen the organization's talent. (2 credits)

### **DD033 - Compensations and Incentives**

This subject shows how to use compensation as a management tool integrated in the HR policies and strategies of a company. (2 credits)

### **DD036 - Human Resources Audit**

The subject provides the student with the tools and techniques for conducting audits, emphasizing the auditor's role and the basic aspects of the audit process. (1 credit)

### **DD039 - Interpersonal Communication Techniques**

The subject identifies the elements involved in a communication process, catalogs those elements and describes the roles of the different characters that make up the communication process. (1 credit)

### **DD045 - Emotional Intelligence**

The subject discusses the nature of people, not only with rational intelligence playing a preponderant role in individual and business success, but that certain primary and secondary emotions develop into key competencies for people to understand each other and the manner they react to different situations within business environments. (1 credit)

### **DD046 - Personal Marketing**

The subject demonstrates the need for personal marketing in today's world. (1 credit)

### **DD047 - Intellectual capital**

This subject is focused on demonstrating that the human factor, as a creator and disseminator of knowledge, is becoming one of the main sources of competitive advantages for organizations. (1 credit)

### **DD048 - Quality as a Management Tool for Human Resources**

Delves into the importance of quality as an essential tool in HR management. (1 credit)

### **DD049 - Neurolinguistic Programming**

Introduces the student to an attractive, practical and highly topical subject. It also shows the patterns of human behavior by which some people, and professionals in particular, achieve the highest levels of excellence, while other people, apparently doing the same thing, do not. (1 credit)

### **DD091/DD092 - Conflict Theory**

This topic introduces the basic theoretical pillars of the discipline on conflict resolution. The aim is for the student to acquire a different conception of conflict and its dynamics of escalation and de-escalation, and for them to develop the skills to analyze conflicts in depth prior to any intervention. It also delves into the psychological aspects of conflict and negotiation-mediation. The student will acquire an understanding of the psychological theories and mechanisms behind the negotiation-mediation processes. They will also learn about the game theory model of conflict and negotiation-mediation. (5 credits)

### **DD093/DD094 - Emotions, Communication and Conflict**

This subject studies the biological foundations of emotion, emotional self-knowledge, emotional self-control, self-motivation, recognition of other people's emotions and interpersonal relationships, and the use of emotional intelligence in organizations. The student will acquire a broad and critical view of the processes of conflict and negotiation within the framework of organizational theory. They will also learn some of the skills and knowledge necessary to manage conflict while maintaining communication in both organizational and non-organizational contexts. (4 credits)

### **DD138 - Principles and Processes of Conflict Resolution/Transformation**

In this subject, the student will learn to distinguish between the processes of conflict resolution and other processes aimed at resolving conflicts that cannot be understood as specific to our discipline (e.g., arbitration). In addition, they will learn about and practice conflict resolution/transformation processes used with large and small groups. The student will learn how to work with conflicts when multiple parties, that may or may not be associated, are involved, as well as how to conduct group decision-making processes. The subject delves into processes as diverse as large group mediation, facilitation and appreciative dialogues. (5 credits)



**DD097/DD098 - Mediation**

The aim is to clarify the concept of mediation and the mediator's role from a perspective that enables identifying them from similar methods. It also presents the mediating intervention from a technical perspective that gives coherence to a practice based on a model and a method of action. (4 credits)

**DD099 - National and International Legislation on Mediation and Other Conflict Resolution Procedures**

The subject introduces the so-called Alternative Dispute Resolution (ADR or MARC) and the regulatory framework in which they are being implemented in America and Europe, with special emphasis on mediation. (3 credits)

**DD100 - Conflict Resolution/Transformation in the School**

Provides the necessary knowledge and skills to intervene in the process of improving coexistence and conflict transformation within the school environment. (2 credits)

**DD101 - Conflict Resolution/Transformation in the Family**

Description and analysis of conflict resolution and transformation processes within the family, requiring the intervention of impartial third parties to facilitate dialogue, responsibility and decision making among the participants of each situation. This comes from the professional experience in conflict interventions related to the breakup of couples (separation/divorce, custody, relationship with the children, economic needs, etc.) as well as those conflicts of intergenerational cohabitation, foster care, or organization in terms of the needs of some of the people who make up the family (elderly, disabled, mental illness). (2 credits)

**DD102 - Conflict Resolution/Transformation in the Community**

The subject helps understand the conceptual framework of Community Mediation and develops skills, competencies and attitudes to practice mediation in this field. (2 credits)

**DD103 - Conflict Resolution/Transformation in the Organization**

Carries out a detailed review of the Conflict and Negotiation in the field of organizations and especially with regard to labor relations. (2 credits)

**DD104 - Conflict Resolution/Transformation in Corrections**

This subject shows Reparative and Restorative Justice as a paradigm to transform the penal and penitentiary systems. It provides a theoretical-practical vision from a comparative point of view of the different tools of Restorative Justice: mediation, conferences, circles, etc. It analyzes the most important experiences of Restorative Justice in the European Union, United States, Canada, and Latin America. (2 credits)

**DD105 - Conflict Resolution/Transformation in the Health Field**

The purpose of the subject is for students to consolidate a conceptual and practical education that enables them to intervene as conflict mediators within health institutions. (1 credit)

### **DD106 - International Conflict Resolution/Transformation**

Provides students with the knowledge and skills necessary to analyze and, if necessary, intervene within the processes of conflict resolution and transformation and in managing post-conflict situations in the international arena. (2 credits)

### **DD107 - Online Dispute Resolution (ODR)**

The exponential growth of the Internet and the integration of many novel recreational, commercial and professional communication technologies will bring about ODR as a procedure by which a large number of people around the world resolve their disputes as a fact already taking place in some countries. The subject's objective is to familiarize students with this new philosophy and practice online conflict resolution/transformation processes.

(1 credit)

### **FP092 - Methodology of Scientific Research**

This subject presents the stages of the research process and its techniques to provide students with an approach to the scientific method and facilitate their contributions within their field of work. (3 credits)

### **TFC**

Broadly speaking, the process consists of the student selecting a topic of study that is of special interest to them and carrying out a monographic work. (10 credits)

## **2.B. MASTER IN STRATEGIC MANAGEMENT WITH A SPECIALTY IN INFORMATION TECHNOLOGIES**

### **TR026 - Business Administration and Management**

This subject aims to introduce the student to the concepts and techniques of business administration and management. The topics range from organizational theories to new organizational forms in the new economy, whether for Service Businesses, Technology Companies, SMEs and Family Businesses. (3 credits)

### **DD002 - Cost Control and Management**

This is an introductory subject. It reviews fundamental accounting concepts focusing on the essentials of cost control and management.

It enables understanding the role of information in organizations through the creation and analysis of budgets understood as the foundation of management and strategic planning processes. (2 credits)

### **TR047 - Financial Management**

This subject aims to highlight the most relevant aspects that conceptually make up the financial management of any company. (3 credits)

### **DD004 - Marketing**

This subject aims to understand the role of marketing and sales in a company, introducing the concepts and techniques of marketing and commercial management, and to understand the meaning, nature and scope of the commercial role. (3 credits)

### **DD152 - Economics**

A very necessary subject to understand the macroeconomic factors that influence family businesses and to master those aspects related to economic theory such as consumption, inflation, demand and GDP. (2 credits)

### **DD118 - Basic Statistics**

This subject provides the student with the knowledge on the basic concepts of descriptive statistics, probability and statistical inference from an eminently practical point of view. (2 credits)

### **DD120 - Financial Mathematics**

This subject introduces the student to the concept of financial valuation, especially through the valuation laws used in practice. (1 credit)

### **DD124 - Management Accounting**

The subject aims to provide the student with a proper understanding of a company's internal accounting and enable them to develop its application. It begins by defining the content of Management Accounting and its interrelation with Financial Accounting. It also discusses the problems related to the classification, location and allocation of the cost that allows obtaining the production cost. Subsequently, taking the calculated cost as a basis, it will be used to guide rational decision making in a company for the efficient use of productive resources. (2 credits)

### **TR046 - Strategic Human Resources Management**

This subject aims to design the conceptual and methodological framework to recognize the systemic and strategic approach of current Human Resources Management (HRM). (2 credits)

### **DD040 - Conflict resolution and negotiation techniques**

This subject contains information to help understand the theoretical and practical aspects related to conflict and the most common conflict resolution strategies: Negotiation, Mediation and Arbitration, among others. (2 credits)

### **DD032 - Performance Evaluation and Management by Competencies**

This subject explains the need to resort to certain theoretical and methodological assumptions to implement the competency-based approach into HRM practice, using the training process as the only sustainable way of maintaining these competencies and their development revitalized, and using performance evaluation as a feedback process for the revitalization and development of the aforementioned competencies. (2 credits)

### **TR024 - Management Techniques and Organizational Leadership**

The general objective of this subject is to learn and delve into leadership and management styles, their relationship, differences, importance and theoretical approaches, as well as the competencies and skills necessary to exercise them. (2 credits)

### **DD090 - Business Ethics and Corporate Social Responsibility**

This subject provides the main concepts for the student to master the importance and validity of Business Ethics and Corporate Social Responsibility, and to recognize them as an effective tool to achieve competitiveness. After studying the three chapters, the student should have a thorough understanding of the concept of ethics and social responsibility, its validity and universal nature, as well as the ethical standards and their relationship with business efficiency. They will also master the relationship between business ethics, values, competitiveness, efficiency and effectiveness and be able to establish the necessary ways and actions for a company (and/or company leader) to behave ethically and responsibly. (3 credits)

### **DD041 - Team Management Techniques**

This subject discusses the theoretical and practical elements of groups and teams, their characteristics, techniques and tools for effective management. (2 credits)

### **DD076 - Management Without Distances**

This subject introduces the student to the concepts and techniques of e-Management and provides an understanding of the meaning, nature and scope of the managerial role in/of projects and companies. (1 credit)

### **DD026 - Virtual Environments of Collaborative Work**

This subject teaches the concept and technologies associated with collaborative work, from the management of organizational teams, to the management of remote teams mediated by virtual environments. (1 credit)

### **DD042 - Time management and meeting management**

Fundamental subject in learning how to optimize meetings through good preparation and development. It also provides criteria and techniques for managing one's own time within the framework of a managerial role. (2 credits)

### **DD043 - Stress and Burnout**

Teaches how to manage stress and burnout situations within the business organization, providing the student with the necessary theoretical and practical knowledge. (2 credits)

### **DD044 - Public Presentation Techniques**

Develops participant abilities to prepare and deliver professional presentations and achieve the desired influence on the audience. (1 credit)

### **IP082 - Quality Management: ISO 9001**

After an introduction to the concept of "quality", the certification process based on the ISO 9001 standard is discussed in a general manner, from adopting the implementation commitment by management, to obtaining the certificate. A chapter is also dedicated to software quality certification. (3 credits)

### **IP092 - ISO 45001**

Some fundamental concepts on the prevention of occupational risks and the final consequences of accidents and occupational diseases on people and company economy are presented. It also defines what is meant by a management system and lays the foundations for implementing an occupational risk prevention management system based on the ISO 45001 standard. (2 credits)

### **MA098 - Business Environmental Management. ISO 14001**

The Environmental Management Systems (EMS) is described as a tool that aims to organize and formalize those procedures that the company performs when considering the environmental aspects in all its activities. It also explains in a didactic and clear manner, the necessary steps in implementing this environmental management instrument, aimed at protecting the environment and reducing barriers to international trade. (3 credits)

### **DD012 - Management and Administration of Operations**

This subject discusses the activities included in operations and logistics management, from the most strategic aspects related to long-term decisions such as product design and definition (what do we offer?) and process design and analysis (how do we obtain it?), through the tactical and operational planning decisions present in the medium and short term (how much, how and where do we offer it?), with the indisputable support of those logistics activities that make the plan viable. In this sense, logistics is reviewed as the way to provide a timely response to requirements at the lowest possible cost. (2 credits)

### **DD013 - Logistics**

This subject allows students to know and understand the concept of logistics within organizational operations in order to master the acquisition, flow, and storage of products, and inventory control, and the information associated with all of them. (2 credits)

### **DD014 - Strategic Management and Planning**

This subject promotes strategic thinking, providing training in tools and mechanisms that facilitate contemporary management, accepting change management as something unavoidable within the unstable and variable environments in which organizations operate. (3 credits)

### **TR038 - Project Planning and Management**

This subject is of an operational nature and aims to provide the tools to develop an operational plan based on a strategic plan. (3 credits)

### **TI013 - Reengineering, Strategy and Management of Systems and ICT**

This subject will provide an understanding of the organizational role of ICT, from its strategic repositioning within organizational reengineering, to its strategic management as a business resource. (3 credits)

### **TI025 - e-Business and its Integration with Corporate Management Systems**

This subject provides an overview of the concept and notion of business integration through information by reviewing integration from the organizational and technological aspect, and the essential concepts of ICT-based integration such as ERP, SCM and CRM. (3 credits)

### **TI017 - Integration of Business Management Systems**

The subject aims to provide a broad and extensive vision of the concept and notion of business integration through information by reviewing integration from the organizational and technological aspects, and the essential concepts of integration based on ICTs such as ERP, SCM and CRM. (5 credits)

### **DD162 - Marketing Strategy Development**

Considered one of the main topics of this area, this subject focuses on obtaining an overall vision of various aspects of marketing from the perspective of a company's strategy. It creates the necessary guidelines to understand how to concentrate organizational resources on the greatest opportunities and, thus, achieve a sustainable competitive advantage. (2 credits)

### **TI030 - Network Management and Security**

The subject prepares the student in the use of the appropriate tools within each circumstance to create an optimal and secure network management. Identifying information risks and the assurance of the system are of vital importance within its proper functioning. (3 credits)

### **TI011- Society of Change and Information**

This subject will provide a vision that contextualizes the management of cultural and technological change, providing the basics and approaches for the transition to the Information and Knowledge Society and its organizational consequences in business administration. (3 credits)

### **DD068 - Knowledge Management and Organizational Learning**

This subject presents the methodologies, tools and techniques associated with knowledge management and explains how to achieve a sustainable organizational learning strategy based on knowledge management maturity models. (2 credits)

### **TI004/DD163 - International Commerce and Marketing**

It provides a broad vision of the main tools and necessary knowledge to help face the international projection following foreign market concepts and strategies, thus becoming able to actively participate in the international business world. (4 credits)

### **TI014 - e-Commerce and Marketing**

This subject shows and delves into two essential and closely related topics: e-commerce (from its conceptual to technological foundations) and the new forms of marketing (from its foundations, to the change produced by ICT and giving rise to marketing in the IT environment). It concludes with a methodology that proposes a marketing strategy within an e-commerce space. (4 credits)

### **TI023 - Study and Case Resolution (I, II and III)**

The objective is to present a complete document showing the complete development of a case. This can be both theoretical and applied, but always respecting related doctrines, theories and disciplines. The case confronts the learner with the actual understanding of the knowledge and forces for them to solve a real or simulated world problem. This subject is taught at the end of the last subject, when the student will have the necessary resources to carry out the case study in a fast and methodical manner. (10 credits)

### **TI015 - Electronic Security and Legislation**

This subject highlights the complexity of the nature of risks associated with the general and global use of information technology, both from the technological perspective and the possible legal liabilities arising from the illegal or abusive use of them. (4 credits)

### **TI016 - Business Intelligence**

This subject teaches knowledge in the field of Business Intelligence from its technical and business aspects, and ends with a review on the impact of information management and documentary content. (4 credits)

### **TI018 - Innovation, Culture and Work Management in the Communication Society**

This subjects takes a look at the change that society has undergone in cultural aspects, especially in relation to work. (2 credits)

### **TI043 - ICT Project Direction and Management**

Presents good practices on technological project management for e-business from a paradigm that unites the business vision with the technological vision, using the PMBOK as a source of good management practices and *software* engineering as a source of good practices related to ICT projects. (4 credits)

### **TI034 - Languages and Programming Paradigms**

The subject shows the generalities of programming languages, as well as the philosophy on constructing these tools that make it possible for the world to move by means of computers. Within this space of exposition of programming languages and paradigms, the programming models that define languages and paradigms gain strength. In addition, the subject deepens into the theoretical issues of functional programming with the use of Scheme, a programming language that can be used to implement various programming models, and which allows the conceptualization of this programming paradigm. (2 credits)

### **TI035 - Architectures, Networks and Distributive Systems**

This subject reviews the fundamental concepts of computer networks and distributed systems in a descriptive manner based on current architectures, such as the Internet and its relationship with high performance architectures of distributed systems, and introduces the important issues related to availability, security, reliability, and integrity of information in and between networks. (3 credits)

### **TI036 - Web Technology and Web Engineering**

The subject discusses all the concepts, characteristics, components and techniques related to the Web, both from the point of view of Web technologies and Web Engineering, seeking to produce reliable, ubiquitous and high quality systems and applications. (3 credits)

### **TI037 - Integral Design and Analysis of Systems and Requirements**

The subject presents a comprehensive view on the study of organizational systems from all dimensions of analysis and design: from the systems to the requirements, and from the organizational perspective to the data's level of detail. (3 credits)

### **TI038 - Data Modeling and Database Design**

The subject introduces the database concepts and the modeling mechanism. It also emphasizes the relational model as a modeling tool based on the DER model (Entity Relationship Diagram) and the use of types and subtypes as basic units of information. Information storage is optimized with data normalization to the point of avoiding redundancy. (3 credits)

### **TI040 - Database and Information Resources Management**

The subject provides an introduction to the concepts and solutions that an Information Technology Administrator must know in order to achieve their organization's proper information management as part of a Software Engineering project. (3 credits)

### **TI041 - Business Software Processes**

The subject introduces the concept and notion of Software Process understood as an organizational tool and a sign of organizational maturity of IT units in order to interpret the software process as an enterprise business unit. The software process is presented in relation to the traditional software paradigms widely used when planning IT projects and its association to software project concepts. Lastly, the software process is related to the structure of a project office as an instance of organizational management on the knowledge associated with software activities within an organization. Essential concepts and characteristics of a software process. (3 credits)

### **FP092 - Methodology of Scientific Research**

This subject presents the stages of the research process and its techniques to provide students with an approach to the scientific method and facilitate their contributions within their field of work. (3 credits)



## **TFC**

Broadly speaking, the process consists of the student selecting a topic of study that is of special interest to them and carrying out a monographic work. (10 credits)

## **2.C. MASTER IN STRATEGIC MANAGEMENT WITH A SPECIALTY IN TELECOMMUNICATION**

### **TR026 - Business Administration and Management**

This subject aims to introduce the student to the concepts and techniques of business administration and management. The topics range from organizational theories to new organizational forms in the new economy, whether for Service Businesses, Technology Companies, SMEs and Family Businesses. (3 credits)

### **DD002 - Cost Control and Management**

This is an introductory subject. It reviews fundamental accounting concepts focusing on the essentials of cost control and management.

It enables understanding the role of information in organizations through the creation and analysis of budgets understood as the foundation of management and strategic planning processes. (2 credits)

### **TR047 - Financial Management**

This subject aims to highlight the most relevant aspects that conceptually make up the financial management of any company. (3 credits)

### **DD004 - Marketing**

This subject aims to understand the role of marketing and sales in a company, introducing the concepts and techniques of marketing and commercial management, and to understand the meaning, nature and scope of the commercial role. (3 credits)

### **DD152 - Economics**

A very necessary subject to understand the macroeconomic factors that influence family businesses and to master those aspects related to economic theory such as consumption, inflation, demand and GDP. (2 credits)

### **DD118 - Basic Statistics**

This subject provides the student with the knowledge on the basic concepts of descriptive statistics, probability and statistical inference from an eminently practical point of view. (2 credits)

### **DD120 - Financial Mathematics**

This subject introduces the student to the concept of financial valuation, especially through the valuation laws used in practice. (1 credit)

### **DD124 - Management Accounting**

The subject aims to provide the student with a proper understanding of a company's internal accounting and enable them to develop its application. It begins by defining the content of Management Accounting and its interrelation with Financial Accounting. It also discusses the problems related to the classification, location and allocation of the cost that allows obtaining the production cost. Subsequently, taking the calculated cost as a basis, it will be used to guide rational decision making in a company for the efficient use of productive resources. (2 credits)

### **TR046 - Strategic Human Resources Management**

This subject aims to design the conceptual and methodological framework to recognize the systemic and strategic approach of current Human Resources Management (HRM). (2 credits)

### **DD040 - Conflict resolution and negotiation techniques**

This subject contains information to help understand the theoretical and practical aspects related to conflict and the most common conflict resolution strategies: Negotiation, Mediation and Arbitration, among others. (2 credits)

### **DD032 - Performance Evaluation and Management by Competencies**

This subject explains the need to resort to certain theoretical and methodological assumptions to implement the competency-based approach into HRM practice, using the training process as the only sustainable way of maintaining these competencies and their development revitalized, and using performance evaluation as a feedback process for the revitalization and development of the aforementioned competencies. (2 credits)

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The general objective of this subject is to learn and delve into leadership and management styles, their relationship, differences, importance and theoretical approaches, as well as the competencies and skills necessary to exercise them. (2 credits)

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### **DD076 - Management Without Distances**

This subject introduces the student to the concepts and techniques of e-Management and provides an understanding of the meaning, nature and scope of the managerial role in/of projects and companies. (1 credit)

### **DD026 - Virtual Environments of Collaborative Work**

This subject teaches the concept and technologies associated with collaborative work, from the management of organizational teams, to the management of remote teams mediated by virtual environments. (1 credit)

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### **DD043 - Stress and Burnout**

Teaches how to manage stress and burnout situations within the business organization, providing the student with the necessary theoretical and practical knowledge. (2 credits)

### **DD044 - Public Presentation Techniques**

Develops participant abilities to prepare and deliver professional presentations and achieve the desired influence on the audience. (1 credit)

### **IP082 - Quality Management: ISO 9001**

After an introduction to the concept of "quality", the certification process based on the ISO 9001 standard is discussed in a general manner, from adopting the implementation commitment by management, to obtaining the certificate. A chapter is also dedicated to software quality certification. (3 credits)

### **IP092 - ISO 45001**

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### **MA098 - Business Environmental Management. ISO 14001**

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### **DD012 - Management and Administration of Operations**

This subject discusses the activities included in operations and logistics management, from the most strategic aspects related to long-term decisions such as product design and definition (what do we offer?) and process design and analysis (how do we obtain it?), through the tactical and operational planning decisions present in the medium and short term (how much, how and where do we offer it?), with the indisputable support of those logistics activities that make the plan viable. In this sense, logistics is reviewed as the way to provide a timely response to requirements at the lowest possible cost. (2 credits)

### **DD013 - Logistics**

This subject allows students to know and understand the concept of logistics within organizational operations in order to master the acquisition, flow, and storage of products, and inventory control, and the information associated with all of them. (2 credits)

### **DD014 - Strategic Management and Planning**

This subject promotes strategic thinking, providing training in tools and mechanisms that facilitate contemporary management, accepting change management as something unavoidable within the unstable and variable environments in which organizations operate. (3 credits)

### **TR038 - Project Planning and Management**

This subject is of an operational nature and aims to provide the tools to develop an operational plan based on a strategic plan. (3 credits)

### **TI013 - Reengineering, Strategy and Management of Systems and ICT**

This subject will provide an understanding of the organizational role of ICT, from its strategic repositioning within organizational reengineering, to its strategic management as a business resource. (3 credits)

### **TI025 - e-Business and its Integration with Corporate Management Systems**

This subject provides an overview of the concept and notion of business integration through information by reviewing integration from the organizational and technological aspect, and the essential concepts of ICT-based integration such as ERP, SCM and CRM. (3 credits)

### **TI017 - Integration of Business Management Systems**

The subject aims to provide a broad and extensive vision of the concept and notion of business integration through information by reviewing integration from the organizational and technological aspects, and the essential concepts of integration based on ICTs such as ERP, SCM and CRM. (5 credits)

### **DD162 - Marketing Strategy Development**

Considered one of the main topics of this area, this subject focuses on obtaining an overall vision of various aspects of marketing from the perspective of a company's strategy. It creates the necessary

guidelines to understand how to concentrate organizational resources on the greatest opportunities and, thus, achieve a sustainable competitive advantage. (2 credits)

### **TI030 - Network Management and Security**

The subject prepares the student in the use of the appropriate tools within each circumstance to create an optimal and secure network management. Identifying information risks and the assurance of the system are of vital importance within its proper functioning. (3 credits)

### **TI011- Society of Change and Information**

This subject will provide a vision that contextualizes the management of cultural and technological change, providing the basics and approaches for the transition to the Information and Knowledge Society and its organizational consequences in business administration. (3 credits)

### **DD068 - Knowledge Management and Organizational Learning**

This subject presents the methodologies, tools and techniques associated with knowledge management and explains how to achieve a sustainable organizational learning strategy based on knowledge management maturity models. (2 credits)

### **TI004/DD163 - International Commerce and Marketing**

It provides a broad vision of the main tools and necessary knowledge to help face the international projection following foreign market concepts and strategies, thus becoming able to actively participate in the international business world. (4 credits)

### **TI014 - e-Commerce and Marketing**

This subject shows and delves into two essential and closely related topics: e-commerce (from its conceptual to technological foundations) and the new forms of marketing (from its foundations, to the change produced by ICT and giving rise to marketing in the IT environment). It concludes with a methodology that proposes a marketing strategy within an e-commerce space. (4 credits)

### **TI026 - The Telecommunications Market**

The subject prepares students to acquire a critical view of the evolution of telecommunications market and the changes in which we are immersed. Current strategic decisions will have a profound impact on the industry's evolution in the medium to long term. (3 credits)

### **TI027 - Technical-Business Structure of Telecommunications**

The subject prepares students to learn about the agents that make up the telecommunications value chain and their interrelationships. It also proposes different business models to maximize profits within their respective market segments. (3 credits)

### **TI028 - Telecommunications Networks**

The subject prepares students to understand the different current and future technological possibilities in those aspects related to infrastructures for transmitting information through Telecommunication Networks. (3 credits)

### **TI029 - Telecommunication Services**

The subject prepares students to acquire the basic concepts related to telecommunications services. Focusing its analysis on the possibilities for business development. (2 credits)

### **TI031 - Telecommunications Market Regulations**

The subject prepares students to understand the importance of Telecommunications Regulation as one of the basic pillars determining the progress of the Information Society. (2 credits)

### **TI016 - Business intelligence**

This subject teaches knowledge in the field of Business Intelligence from its technical and business aspects, and ends with a review on the impact of information management and documentary content. (4 credits)

### **TI020 - e-Business Project Management**

Presents good practices on technological project management for e-business from a paradigm that unites the business vision with the technological vision, using the PMBOK as a source of good management practices and software engineering as a source of good practices related to ICT projects. (4 credits)

### **FP092 - Methodology of Scientific Research**

This subject presents the stages of the research process and its techniques to provide students with an approach to the scientific method and facilitate their contributions within their field of work. (3 credits)

### **TFC**

Broadly speaking, the process consists of the student selecting a topic of study that is of special interest to them and carrying out a monographic work. (10 credits)

## 3. DEPARTMENT OF PROJECTS

### 3.A. DOCTORATE IN PROJECTS WITH A SPECIALTY IN RESEARCH

#### **DD070 - Introduction to Project Management**

The subject introduces the student to the field of projects by covering the following topics: concepts of project management and project typologies, project phases, and project life cycle. From a pragmatic and professional point of view, the subject enables developing and consolidating research skills within this context.

#### **TR038 - Project Planning and Management**

This subject delves into the development of the project plan and control of its possible changes, defines administration and planning of the project scope, and choosing and applying the appropriate techniques to create an action plan as is impossible to think of project management without it being planned. In this way, the student performs research tasks on various planning techniques for projects.

#### **DD073 - Project Control**

This subject addresses project control from such general topics as: understanding the basics of project control and its tools and methodologies, from the particular, such as the control of technical and human resources to ensure compliance with deadlines, quality and costs, to the research and analysis of various tools.

#### **D0005 - Research Methodology I. Fundamentals**

Research is fundamental for doctoral students, given that it is essential for them to acquire the basic knowledge necessary for completing their doctoral thesis with the highest possible quality. This subject introduces the student to the basic concepts and fundamentals of research.

#### **D00014 - Research Methodology II. Paradigms and Methods**

This subject presents the paradigms and methods of research in projects, providing the student with an approach to the scientific method and facilitating the production of contributions within their field of work.

#### **D00011 - Research Seminar (doctoral file)**

This subject enables the student to actively participate in a doctoral research seminar during which they will analyze and show the initial structure of the research work they wish to develop. To do so, the student should start by consulting and reviewing specialized sources. The student will also develop a research protocol (doctoral file), in which they must define a tentative topic.

#### **DD026 - Virtual Environments of Collaborative Work**

The subject incorporates the student into the context of technologies associated with collaborative work, which objective is to achieve group goals ranging from managing organizational teams to managing remote teams mediated by virtual work environments. This enables the student to carry out research tasks related to the application of these collaborative work tools when formulating projects.

### **DD235 - Introduction to Project Design: from Conflict to the Technical Problem**

Introduces the student to the concepts of a Project within a theoretical framework and in a general manner, such as: project phases, project systems, collaborative work and knowledge management for project success, and project design. The above focuses on inquiring and investigating elements that define the object and scope of a project. This is to establish a knowledge base conducive to the development of the remaining subjects that are part of an established project design methodology.

### **DD236 - Design of System Solutions in Projects**

This subject enables developing concepts related to identifying the project scenario, investigating the factors that will determine the solution, the approach to the technical problem, formulating the objectives, the criteria with which the project's success will be evaluated, as well as identifying and analyzing all the people and things involved in solving the problem.

### **DD237 - Desired Service and Conditions for its Delivery**

The subject enables the student to develop, study, investigate and determine the supply and delivery conditions between the customer's needs and what science and engineering would provide as a solution, considering this solution as the project itself, and requiring us to define the "desired" service to be obtained as a result of the project. Developing effective consulting work.

### **DD238 - Solution-System: Functional Analysis in the Project**

The student will be able to determine the technical and service roles to be satisfied by the project they have designed by means of "conceptual tools" such as the service function tree, the project system proposal, and the value and quality analysis in the design phase. This allows students to develop analytical and research skills within specific environments and contexts.

### **D0012 - Transversal Workshop I**

The purpose of this activity is to reflect, review and apply the knowledge obtained so far in the subjects: From the conflict to the technical problem; Advancement of the solution system; The desired service and the conditions of provision and The solution system that will provide the service. This is done within a group and collaborative environment.

### **DD239 - The Roles of People in a Project**

The subject allows the student to understand, identify and classify the role of people in their activities and uses, in the project solution and their relationship with other people and machines, for which a classification of users, safety measures, etc., is established through a thorough investigation and analysis with defined tools.

### **DD240 - Project Security and Reliability**

This subject provides an understanding of the safety and feasibility aspects of a project solution, analyzing its life status and its life cycle at the system level and its components, including people, machines, and their relationships.



### **DD241 - Environmental Viability of the Project**

Study of sustainability in the project, eco-design, environmental impact and life cycle analysis to better understand the environment of a project solution within its life status and its life cycle at the system level and its components. This is done through environmental research actions while considering the legal and regulatory aspects.

### **D0013 - Transversal Workshop II**

The purpose of this activity is to reflect, review and apply the knowledge obtained so far from the subjects: Roles of people in the project, Safety and reliability in the project and Environmental feasibility of the project. This is carried out in a group and collaborative environment.

### **DD242 - Project Proposal: Specifications**

This subject enables the student to detail, specify and explain the operation and constitution of the potential solution provided by a project. In other words, it is the systematic and analytical integration of the previous subjects in a technical project as a result of research and analysis activities.

### **DD243 - Project Draft Preparation**

Through topics such as specification tools, documentation, research, project proposal development, this subject helps the student to understand the importance of management as a subsequent step to design, and be able to create a viable and sustainable management proposal.

### **D0006 - Research Work I**

An activity of relevant importance in a student's education within the doctoral program is conducting a research project, which represents the application of learned theoretical concepts, a personal vision and a research methodology applied to a defined line of work.

Once the student has completed and passed the general and core subjects according to the evaluation system, they will carry out a research project supervised by the Thesis Director. This work will be carried out according to a determined line of research and subsequent and/or related to Research Work I, according to the chosen line of research.

### **D0007 - Research Work II**

Once the student has completed and passed the general and core subjects according to the evaluation system, they will carry out a research project supervised by the Thesis Director. This work will be carried out according to a determined line of research and subsequent and/or related to Research Work I, according to the chosen line of research.

### **D000248 - Doctoral Thesis Proposal**

Taking into account the results of Research Work I and II, the doctoral student will prepare the Doctoral Thesis proposal. The doctoral student will request the defense of the doctoral thesis proposal before a relevant panel authorized by the Doctoral Committee. This defense is a requirement for continuing in the doctoral program. Once this presentation has been passed and a positive opinion awarded, the doctoral student will be considered a Doctoral Candidate.

### **D0009 - Doctoral Thesis Preparation**

The doctoral thesis is a written work on original research on a given topic and, in this case, on a defined line of research supervised by the Thesis Director assigned by the Doctoral Director. The work must be individual and above all original, focused on a topic of scientific research in the area of projects deriving and based on line of research according to social, economic and technological development.

The importance of this work lies in the fact that, once the doctoral thesis project is approved, the Doctoral candidate expands on the hypotheses proposed in their research. In this way, the student will obtain real results in a systemic way (considering an exhaustive documentation, a compilation and data input, an experimental part and analysis of the data and conclusions, and ending with writing the draft), which in itself is a contribution to the state of the art and knowledge of the area.

### **D0010 - Doctoral Thesis Dissertation**

The scientific dissertation is a written work aimed at a reasoned exposition, in this case, of the results obtained and systematized from the doctoral research work carried out, which will be presented orally afterwards; this will be done through a doctoral degree exam that will be sustained according to the mechanics described for the Doctoral Thesis Project. The doctoral candidate will request the defense of the doctoral thesis before a relevant panel authorized by the Doctoral Committee.

Once the student has passed the exam, they will complete the credits required by the program, enabling them to obtain the degree of *Doctor in Projects with a Specialty in Research*.

The Doctoral Thesis dissertation is part of the program's formative activities. It evaluates the results obtained from the research in quantitative and qualitative aspects based on defined hypotheses, the methodological criteria used to carry it out, its applicability, as well as the synthesis, writing and communication skills of the doctoral candidate. This last part is essential for the formation of a doctoral student whose specialty is in Research.

## **3.B. MASTER IN PROJECT DESIGN, ADMINISTRATION AND MANAGEMENT**

### **DD050 - Introduction to Projects**

Introduces the student to the concepts of a Project within a theoretical framework and in a general manner, such as: project phases, project systems, collaborative work and knowledge management for project success, and project design. This is to establish a knowledge base conducive to the development of the following subjects. (1 credit)

### **DD051 - Project System Design**

It provides concepts related to identifying the project scenario, the factors that will bring about its solution, the Technical Problem statement, formulating the objectives, the criteria with which the success of the project will be evaluated, as well as identifying and analyzing all the people and things involved in the resolution of the problem, understood as fundamental pieces in the trilogy of man - artificial system - environment. (2 credits)

### **DD052 - Analysis of Provision of Services**

This topic develops, studies and determines the supply and delivery conditions between the customer's needs and what science and engineering would provide as a solution, considering this solution as the project itself, and requiring us to define the "desired" service to be obtained as a result of the project. (2 credits)

### **DD053 - Functional Analysis of the Project**

The student will be able to determine the technical and service roles to be satisfied by the project they have designed by means of "conceptual tools" such as the service function tree, the project system proposal, and the value and quality analysis in the design phase. (2 credits)

### **DD054 - Project Ergonomics**

This subject deals with understanding the role of people in their activities and uses, in the project solution and their relationship with other people and machines for which a classification of users, safety measures, etc., is established (2 credits)

### **DD055 - Project Security and Reliability**

This subject provides an understanding of the safety and feasibility aspects of a project solution, contemplating its life status and its life cycle at the system level and its components, including people, machines, and their relationships. (2 credits)

### **DD056 - Environment in a Project**

Through the study of project sustainability, eco-design, environmental impact and life cycle analysis, topics to be studied in depth in this subject, we will try to understand the environment of a project solution within its life stages, its life cycle, and at the system and component level. (2 credits)

### **DD057 - Project Specifications**

This subject enables the student to detail, specify and explain the operation, detail and constitution of the potential solution provided by a project. (2 credits)

### **DD058 - Project Draft Preparation**

Through topics such as specification tools, documentation, and project proposal development, the subject helps understand the importance of management as a subsequent step to design and the creation of a viable and sustainable management proposal. (3 credits)

### **DD070 - Introduction to Project Management**

Project management is the administration of all the resources necessary to develop a project. This subject introduces the student to the topic in a general manner and covers the following topics: general concepts of project management and project typologies, project phases and project life cycle, among others. (1 credit)

### **TR038 - Project Planning and Management**

Project planning and management are closely related, since it is impossible to think of management without planning. As such, it is necessary to keep in mind some concepts: Development of the project plan and control of its possible changes, definition, management and planning of the project scope, choosing and applying the appropriate techniques to produce an action plan. (3 credits)

### **DD072 - Computing Tools for Project Management**

This subject introduces us to the main IT tools that support project management and teaches us about their advantages. Every project needs to be managed, while also acquiring the necessary knowledge to handle computer tools according to the typology of each project. (2 credits)

### **DD073 - Project Monitoring and Control**

Project monitoring and control should surely require greater commitment, by which this subject presents, through general topics: understanding the basics of project control and its tools and methodologies, based on such specifics as the control of technical and human resources to ensure compliance with deadlines, quality and costs. (2 credits)

### **DD074 - Project Evaluation**

Project evaluation focuses on the task of understanding and structuring financial engineering by means of numerous technical-economic tools to learn seeing projects not only by means of detailed plans or flow charts, but also by means of economic-financial development spreadsheets. (2 credits)

### **DD075 - Trust Management: risk and quality**

Trust management focuses primarily on assessing and understanding the fundamentals of project quality and its tools and methodologies, learning how to plan, assure and control quality, and risk. (2 credits)

### **TR046 - Strategic Human Resources Management**

This subject offers an overall vision of the role of the Human Resources manager in the 21st century, reviewing the areas of management activity and its integration with business strategy. (2 credits)

### **IP092 - ISO 45001**

The foundations are laid for implementing a health and safety management system within a company based on the ISO 45001 standard. (2 credits)

### **DD077 - Project Communication**

This subject addresses the topic of "inside" and "outside" project communication throughout the three levels of users, from basic concepts of communication circuits to more complex structures of strategic communication, where the project's image is dedicated to the social imagination. (1 credit)

### **DD026 - Virtual Environments of Collaborative Work**

The subject incorporates the student into the world of technologies associated with collaborative work, which objective is to achieve group goals ranging from managing organizational teams to managing remote teams mediated by virtual work environments. (1 credit)

### **DD076 - Management Without Distances**

This subject teaches about the complex process, its tools, the possible methodologies and typologies of off-shore project management. Project management carried out remotely. To understand this topic in depth, it is necessary to talk about such concepts as: Cooperative and collaborative construction of knowledge and cooperative models of participation, supported with information technologies. (1 credit)

### **DD044 - Public presentation techniques**

This subject is currently playing an increasingly important role in project management as it trains managers in project and product promotion skills to attract investors or at least interest the target market. For this, it is necessary to understand communication strategies and how to define the characteristic elements of the project that will shape its image. (1 credit)

### **TR026 - Business Administration and Management**

This subject aims to introduce the student to the concepts and techniques of business administration and management. The topics range from organizational theories to new organizational forms in the new economy, whether for Service Businesses, Technology Companies, SMEs and Family Businesses. (3 credits)

### **DD014 - Strategic Management and Planning**

The subject raises the need to understand the tools of strategic management and master the strategic planning process, as the first basic steps for a project manager, going through the necessary topics such as mission, vision and values, value chain, SWOT, strategy selection and Balanced Scorecard. (3 credits)

### **DD040 - Conflict resolution and negotiation techniques**

This subject, which we all need in practice, more so in our professional lives, provides us with theoretical and practical knowledge for conflict resolution, resolution strategies, and basic skills for its resolution. (2 credits)

### **DD041 - Team Management Techniques**

This subject presents us with different techniques for leading and managing work teams, where the human resource we have and which we must "take care of" is the most important thing. For this, it is also necessary to understand management tools that ensure an efficient administration of these resources. (2 credits)

### **DD068 - Knowledge Management and Organizational Learning**

The subject identifies and analyzes each of the typologies of knowledge created in companies for its management, diagnosis, distribution, and information availability as key success factors. Knowledge management is an "activity" that must be present in every professional activity, more so when we are in a managerial position. (2 credits)

### **TI025 - e-Business and its Integration with Corporate Management Systems**

This subject provides an ample and broad overview of the concept and notion of business integration through information by reviewing integration from the organizational and technological aspect, and the essential concepts of ICT-based integration such as ERP, SCM and CRM. (3 credits)

### **PC012 - International Collaboration System**

This subject is an exegesis of the issues concerning society within the entire globe affected by phenomena as diverse as migration, terrorism, businesses without borders, global economy, mass sports, etc. It provides a vision of cooperation within the complex scenario of international relations. It presents international processes and structures and the effect of cooperative players on contemporary state capabilities within a theoretical context. (1 credit)

### **PC013 - Logical Framework**

In this subject, the so-called Logical Framework approach is studied at the theoretical and applicable levels. Each step and tool included is studied, with cases in which it is used in both international cooperation and non-international cooperation projects being reviewed. (2 credits)

### **DD090 - Ethics and Corporate Social Responsibility**

Provides the concepts that enable mastering the importance and validity of Business Ethics and Corporate Social Responsibility, recognizing them as an effective tool in achieving competitiveness, social and economic development, and the progress of people, nations, societies and communities. (3 credits)

### **PC002 - Collaboration and Development Theory**

Studies the historical evolution, motivations and justification of international cooperation for development, as well as its instruments and destinations. The role of international cooperation in decentralization and the predominant conception of development cooperation are reviewed. Addresses the machinery of official aid (donor countries, World Bank, etc.). Delves into the effect of governance versus development objectives. Private financing is studied. The impact of globalization on cooperation is studied. The origins and theory of development are studied at a theoretical and historical level. Human development versus economic development is contrasted (HDI, HPI, GDI, GEM, GEM, TAI, etc.). International relations and their relation to development cooperation are studied. An interpretative framework of international assistance is reviewed within historical terms (Pearson and Peterson Reports, etc.). The geopolitical and epistemological rupture of the development paradigm is reviewed. (3 credits)

### **TR047 - Financial Management**

The subject highlights the most relevant aspects that conceptually configure the financial management of any company, providing examples and practical exercises of easy study and understanding. (3 credits)

### **DD102 - Conflict Resolution/Transformation in the Community**

Provides mediators with specific training on the different issues involved in conflicts that arise in urban neighborhood-community relations, whether public or private. The particular perspective and approach of Community Mediation is discussed from an interdisciplinary approach aimed at the new socio-cultural conditions marked by differences and inequalities. In the same sense, the subject analyzes what a suitable mediator for these scenarios would be, that is, one who is involved in the challenge of building a pluralistic, equitable and inclusive city-society. (2 credits)

### **FP092 - Methodology of Scientific Research**

This subject presents the stages of the research process and its techniques to provide students with an approach to the scientific method and facilitate their contributions within their field of work. (3 credits)

### **MFP/Practicum**

Although the Practicum and the Final Project are listed separately in the program, both are two distinct phases of the same process that culminates in the presentation of a single work. Broadly speaking, the process consists of the student selecting a topic of study that is of special interest to them and carrying out a monographic work. The practicum part corresponds to the field study, analysis or design phase. (10 credits)

## **3.C. MASTER IN PROJECT DESIGN, ADMINISTRATION AND MANAGEMENT WITH A SPECIALTY IN ARCHITECTURE AND URBAN PLANNING**

### **DD050 - Introduction to Projects**

Introduces the student to the concepts of a Project within a theoretical framework and in a general manner, such as: project phases, project systems, collaborative work and knowledge management for project success, and project design. This is to establish a knowledge base conducive to the development of the following subjects. (1 credit)

### **DD051 - Project System Design**

It provides concepts related to identifying the project scenario, the factors that will bring about its solution, the Technical Problem statement, formulating the objectives, the criteria with which the success of the project will be evaluated, as well as identifying and analyzing all the people and things involved in the resolution of the problem, understood as fundamental pieces in the trilogy of man - artificial system - environment. (2 credits)

### **DD052 - Analysis of Provision of Services**

This topic develops, studies and determines the supply and delivery conditions between the customer's needs and what science and engineering would provide as a solution, considering this solution as the project itself, and requiring us to define the "desired" service to be obtained as a result of the project. (2 credits)

### **DD053 - Functional Analysis of the Project**

The student will be able to determine the technical and service roles to be satisfied by the project they have designed by means of "conceptual tools" such as the service function tree, the project system proposal, and the value and quality analysis in the design phase. (2 credits)

### **DD054 - Project Ergonomics**

This subject deals with understanding the role of people in their activities and uses, in the project solution and their relationship with other people and machines for which a classification of users, safety measures, etc., is established (2 credits)

### **DD055 - Project Security and Reliability**

This subject provides an understanding of the safety and feasibility aspects of a project solution, contemplating its life status and its life cycle at the system level and its components, including people, machines, and their relationships. (2 credits)

### **DD056 - Environment in a Project**

Through the study of project sustainability, eco-design, environmental impact and life cycle analysis, topics to be studied in depth in this subject, we will try to understand the environment of a project solution within its life stages, its life cycle, and at the system and component level. (2 credits)

### **DD057 - Project Specifications**

This subject enables the student to detail, specify and explain the operation, detail and constitution of the potential solution provided by a project. (2 credits)

### **DD058 - Project Draft Preparation**

Through topics such as specification tools, documentation, and project proposal development, the subject helps understand the importance of management as a subsequent step to design and the creation of a viable and sustainable management proposal. (3 credits)

### **DD070 - Introduction to Project Management**

Project management is the administration of all the resources necessary to develop a project. This subject introduces the student to the topic in a general manner and covers the following topics: general concepts of project management and project typologies, project phases and project life cycle, among others. (1 credit)



### **TR038 - Project Planning and Management**

Project planning and management are closely related, since it is impossible to think of management without planning. As such, it is necessary to keep in mind some concepts: Development of the project plan and control of its possible changes, definition, management and planning of the project scope, choosing and applying the appropriate techniques to produce an action plan. (3 credits)

### **AU001 - Interrelations Between Architecture and Urban Planning**

This subject is concerned with analyzing the different approaches that arise from the scales of analysis and disciplinary intervention of architecture, urban design and urbanism, analyzing the particularities of each, their differences, their common points and their complementarity, everything aimed at the need for their integration for professional action in urban space while contributing to the population's increased quality of life. (2 credits)

### **DD073 - Project Monitoring and Control**

Project monitoring and control should surely require greater commitment, by which this subject presents, through general topics: understanding the basics of project control and its tools and methodologies, based on such specifics as the control of technical and human resources to ensure compliance with deadlines, quality and costs. (2 credits)

### **AU002 - The Environment in Urban Architectural Projects**

Starting with the definition of a series of basic environmental and socioeconomic concepts involved in the concept of sustainable development, it delves into the background and the problems caused by the environmental impacts of human activities, from a global scale to urban and architectural intervention, providing a series of principles to guide action. (2 credits)

### **DD075 - Trust Management: Risk and Quality**

Trust management focuses primarily on assessing and understanding the fundamentals of project quality and its tools and methodologies, learning how to plan, assure and control quality, and risk. (2 credits)

### **AU003 - Impact of Technology on Urban - Architectural Projects**

Studying the relationship between new technologies, cities and architectural design is a must for professionals and researchers involved in the planning and management of urban-architectural projects.

The subject analyzes how technological innovations have a transforming effect both in socioeconomic relations and in urban settings, and how they manifest themselves in cities and in the way architects, urban planners and managers develop their urban and architectural projects.

The aim is to seek social responses to the transformations that new technologies bring to the way of living in cities and include them as design elements. (2 credits)

### **AU004 - Contextual Components of a Project: Economic, Social, Institutional and Cultural**

The subject addresses contextual changes of different kinds: economic, social, institutional, cultural, etc., that affect the design and development of an urban-architectural project.

The relationships between society, the State and productive main lines, the relationship between the local market and the global market and the role of some key actors in society are analyzed in order to address conditional factors and their relationships within the design and development of projects and so intervene in different ways.

Each of the fields analyzed will allow the student to develop different lines of work in a project and an integrative approach to the problem addressed. (2 credits)

### **AU005 - City Marketing**

This subject seeks to provide tools so that the student can identify distinctive or representative elements of a city or city marketing tools, the latter concept understood as a set of activities and a series of products and/or services by a city designed to meet the needs of different audiences (internal and external audiences), creating and enhancing their demand.

For this purpose, communication, publicity and promotion instruments are analyzed, as well as the decision-making process of the different social actors (social, economic and political), and knowledge of the characteristics of the urban model as desired by citizens. (2 credits)

### **AU006 - Urban Architectural Project Theory**

The subject introduces the concept of “project” within the professional performance of architecture, urban design and urban planning, associating and differentiating it from the research and design processes. Inclusion of social, environmental, economic and political dimensions in the urban-architectural project are also discussed. Introduction to the formulation, management and administration of urban-architectural projects. It also addresses the general concepts on systems and General Systems Theory, with the objective of providing a tool to analyze urban-architectural problems, conflicts and projects with a systemic vision aimed at understanding the diversity and complexity of today's city. (1 credit)

### **DD076 - Management Without Distances**

This subject teaches about the complex process, its tools, the possible methodologies and typologies of off-shore project management. Project management carried out remotely. To understand this topic in depth, it is necessary to talk about such concepts as: Cooperative and collaborative construction of knowledge and cooperative models of participation, supported with information technologies. (1 credit)

### **DD044 - Public Presentation Techniques**

This subject is currently playing an increasingly important role in project management as it trains managers in project and product promotion skills to attract investors or at least interest the target market. For this, it is necessary to understand communication strategies and how to define the characteristic elements of the project that will shape its image. (1 credit)

### **TR026 - Business Administration and Management**

This subject aims to introduce the student to the concepts and techniques of business administration and management. The topics range from organizational theories to new organizational forms in the new economy, whether for Service Businesses, Technology Companies, SMEs and Family Businesses. (3 credits)

### **DD014 - Strategic Management and Planning**

The subject raises the need to understand the tools of strategic management and master the strategic planning process, as the first basic steps for a project manager, going through the necessary topics such as mission, vision and values, value chain, SWOT, strategy selection and Balanced Scorecard. (3 credits)

### **AU007 - Preservation of the Architectural Urban Heritage**

The objective of this subject is to highlight the objects produced by a community that constitute urban assets of heritage value. When we talk about assets, we refer to tangible heritage, including public spaces (with varying degrees of human intervention) that fulfill environmental and recreational functions.

Identifying a cultural system of the city and the location of the architectural elements with a historical dimension will be studied, looking at the interrelation of the cultural assets in the different scales, in which they are implemented, and with the processes and agents that affect each one.

The student is expected to acquire the ability to integrate technical, cultural and/or socio-economic problems in the conservation of cultural property. (2 credits)

### **DD041 - Team Management Techniques**

This subject presents us with different techniques for leading and managing work teams, where the human resource we have and which we must “take care of” is the most important thing. For this, it is also necessary to understand management tools that ensure an efficient administration of these resources. (2 credits)

### **DD068 - Knowledge Management and Organizational Learning**

The subject identifies and analyzes each of the typologies of knowledge created in companies for its management, diagnosis, distribution, and information availability as key success factors. Knowledge management is an “activity” that must be present in every professional activity, more so when we are in a managerial position. (2 credits)

### **AU008 - The Function of the State**

The subject introduces the analysis of the different roles that the state can play in urban and architectural actions, performing the functions of entrepreneur, financier, promoter or regulator, and its consequent relations with the private sector. Likewise, the responsibilities of the professional are analyzed in relation to the functions of the State in urban and architectural actions. (3 credits)

### **FP092 - Methodology of Scientific Research**

This subject presents the stages of the research process and its techniques to provide students with an approach to the scientific method and facilitate their contributions within their field of work. (3 credits)

### **MFP/Practicum**

Although the Practicum and the Final Project are listed separately in the program, both are two distinct phases of the same process that culminates in the presentation of a single work. Broadly speaking, the process consists of the student selecting a topic of study that is of special interest to them and carrying out a monographic work. The practicum part corresponds to the field study, analysis or design phase. (10 credits)

## **3.D. MASTER IN PROJECT DESIGN, ADMINISTRATION AND MANAGEMENT WITH A SPECIALTY IN INNOVATION AND PRODUCT**

### **DD050 - Introduction to Projects**

Introduces the student to the concepts of a Project within a theoretical framework and in a general manner, such as: project phases, project systems, collaborative work and knowledge management for project success, and project design. This is to establish a knowledge base conducive to the development of the following subjects. (1 credit)

### **DD051 - Project System Design**

It provides concepts related to identifying the project scenario, the factors that will bring about its solution, the Technical Problem statement, formulating the objectives, the criteria with which the success of the project will be evaluated, as well as identifying and analyzing all the people and things involved in the resolution of the problem, understood as fundamental pieces in the trilogy of man - artificial system - environment. (2 credits)

### **DD052 - Analysis of Provision of Services**

This topic develops, studies and determines the supply and delivery conditions between the customer's needs and what science and engineering would provide as a solution, considering this solution as the project itself, and requiring us to define the "desired" service to be obtained as a result of the project. (2 credits)

### **DD053 - Functional Analysis of the Project**

The student will be able to determine the technical and service roles to be satisfied by the project they have designed by means of "conceptual tools" such as the service function tree, the project system proposal, and the value and quality analysis in the design phase. (2 credits)

### **DD054 - Project Ergonomics**

This subject deals with understanding the role of people in their activities and uses, in the project solution and their relationship with other people and machines for which a classification of users, safety measures, etc., is established (2 credits)

### **DD055 - Project Security and Reliability**

This subject provides an understanding of the safety and feasibility aspects of a project solution, contemplating its life status and its life cycle at the system level and its components, including people, machines, and their relationships. (2 credits)

### **DD056 - Environment in a Project**

Through the study of project sustainability, eco-design, environmental impact and life cycle analysis, topics to be studied in depth in this subject, we will try to understand the environment of a project solution within its life stages, its life cycle, and at the system and component level. (2 credits)

### **DD057 - Project Specifications**

This subject enables the student to detail, specify and explain the operation, detail and constitution of the potential solution provided by a project. (2 credits)

### **DD058 - Project Draft Preparation**

Through topics such as specification tools, documentation, and project proposal development, the subject helps understand the importance of management as a subsequent step to design and the creation of a viable and sustainable management proposal. (3 credits)

### **DD070 - Introduction to Project Management**

Project management is the administration of all the resources necessary to develop a project. This subject introduces the student to the topic in a general manner and covers the following topics: general concepts of project management and project typologies, project phases and project life cycle, among others. (1 credit)

### **TR038 - Project Planning and Management**

Project planning and management are closely related, since it is impossible to think of management without planning. As such, it is necessary to keep in mind some concepts: Development of the project plan and control of its possible changes, definition, management and planning of the project scope, choosing and applying the appropriate techniques to produce an action plan. (3 credits)

### **AU010 - Integral Management of Design and Product**

Design management is the proper path for a company to follow that aims to materialize its product. This subject introduces the student specifically to design management, or innovation and product management.

It should be noted that we consider design to exist only if there is an innovative contribution, for which the word design and innovation will be used as synonyms.

Design management requires a very precise adjustment in order to reduce all types of risks, since it works with innovative concepts and, for this very reason, it is involved in new scenarios. This adjustment is related, to a certain extent, to the adjustment that must also be done in product management, since the latter is of a tangible nature and must, therefore, incorporate the issue of significance and perception of form within its managerial processes. (2 credits)

### **DD073 - Project Monitoring and Control**

Project monitoring and control should surely require greater commitment, by which this subject presents, through general topics: understanding the basics of project control and its tools and methodologies, based on such specifics as the control of technical and human resources to ensure compliance with deadlines, quality and costs. (2 credits)

### **AU011 - Areas of Design. Contextual Conditions and User Requirements**

The result of the designer's work is a product with a given percentage of innovation, which may be tangible or intangible, depending on the area of design we are talking about.

In both cases, said product must respond to the “usability” needs of the user and provide an efficient response, while also meeting certain requirements that induce the user's emotional pleasure.

These somewhat sensitive requirements are determined by social, cultural and market contexts that require special analysis.

We should not forget that the incorporation of an innovative product may require changes in habits in its immediate context. (2 credits)

### **DD075 - Trust Management: Risk and Quality**

Trust management focuses primarily on assessing and understanding the fundamentals of project quality and its tools and methodologies, learning how to plan, assure and control quality, and risk. (2 credits)

### **AU012 - Innovation as a Tool for Improvement and Product Value Contribution**

The concept of innovation is no longer related only to creativity with a product, but now permeates all areas of a company and all stages that make up the life cycle of a project and product life cycle.

This is due to the fact that the decades old trend has been moving away from calculated planning and towards training in creativity focused on problem solving given the short deadlines in providing solutions to conflict situations.

Innovation, therefore, is not only a tangible contribution, but also a tool for improvement and the addition of value from the intangible.

Although value can be quantified with economic parameters, it is an invisible component that is only found in the user's imagination.

A highly innovative product may lack any value and, therefore, will not find the success for which it was developed. (2 credits)

### **AU013 - Product and Environment**

Based on the definition of a series of basic environmental and socioeconomic concepts involved in the concept of sustainable development, the focus is on the relationship between the product and the environment, considering the environment as (all) the environment surrounding the product, of which the product will also be a part of.

Innovation plays a leading role in this area as it should consider the environment, and the future impact that the product will have on it, as the first factor for creativity. (2 credits)

### **DD077 - Project Communication**

This subject addresses the topic of “inside” and “outside” project communication throughout the three levels of users, from basic concepts of communication circuits to more complex structures of strategic communication, where the project’s image is dedicated to the social imagination. (1 credit)

### **AU014 - Object Theory**

From a conceptual aspect to the understanding of the object’s qualities and its different levels of perception, the subject aims to understand the object as a phenomenon of cultural creation.

The objective is for the student to learn and understand the qualities that distinguish a design object, to identify them as factors or requirements through the study of the form and conditions of the object’s perception, as well as the value of use and functions. (1 credit)

### **DD076 - Management without distances**

This subject introduces the student to the concepts and techniques of e-Management and provides an understanding of the meaning, nature and scope of the managerial role in/of projects and companies. (1 credit)

### **DD044 - Public Presentation Techniques**

This subject is currently playing an increasingly important role in project management as it trains managers in project and product promotion skills to attract investors or at least interest the target market. For this, it is necessary to understand communication strategies and how to define the characteristic elements of the project that will shape its image. (1 credit)

### **TR026 - Business Administration and Management**

This subject aims to introduce the student to the concepts and techniques of business administration and management. The topics range from organizational theories to new organizational forms in the new economy, whether for Service Businesses, Technology Companies, SMEs and Family Businesses. (3 credits)

### **DD014 - Strategic Management and Planning**

The subject raises the need to understand the tools of strategic management and master the strategic planning process, as the first basic steps for a project manager, going through the necessary topics such as mission, vision and values, value chain, SWOT, strategy selection and Balanced Scorecard. (3 credits)

### **AU015 - Relationships between Innovation, Creativity, Productivity and Competitiveness**

At present, there are two pairs of indispensable components when developing a project that will result in a product: innovation and creativity, which are close to being synonyms, and productivity and competitiveness, which, although not synonymous, are dependent on each other.

On the one hand, competitiveness will depend to a large extent on the degree of product innovation, while productivity can condition product creativity.

In parallel to peer relationship, each of the four areas relates to the other three independently. (2 credits)

### **AU016 - Product Design and Innovation Technology**

Technological progress is not indifferent to projects specialized in innovative products.

And this does not only happen in project management or developmental processes, but the technological impact has extended to the designer, the horizon established by the production possibilities.

This subject will then deal with how much technology has had a qualitative to quantitative impact on product and innovation.

By making proper use of technologies, any innovative product can become a reality, as we shall see. (2 credits)

### **DD068 - Knowledge Management and Organizational Learning**

This subject presents the methodologies, tools and techniques associated with knowledge management and explains how to achieve a sustainable organizational learning strategy based on knowledge management maturity models. (2 credits)

### **AU017 - Profitable and Strategic Design**

Design becomes profitable by simply incorporating not only its concept but also by placing it into practice, since design must provide solutions to conflict situations and address “good taste”.

In other words, there is no point in making a product “beautiful” from an aesthetic point of view, if it is not beautiful from a functional point of view. If it achieves functionality, then it will already be profitable, and if this was pre-established, then it will also be strategic.

This subject is precisely about this, about understanding that contribution from design is to add social and even economic profitability. If this is not understood in this way, then a high potential of product innovation will be wasted, which can even be detrimental.

We should not forget that when talking about a product or object, we must consider what the perceptions that its own language (product language) entails, and that these must reach their destination and cause the pre-designed response. (3 credits)

### **FP092 - Methodology of Scientific Research**

This subject presents the stages of the research process and its techniques to provide students with an approach to the scientific method and facilitate their contributions within their field of work. (3 credits)



## **MFP/Practicum**

Although the Practicum and the Final Project are listed separately in the program, both are two distinct phases of the same process that culminates in the presentation of a single work. Broadly speaking, the process consists of the student selecting a topic of study that is of special interest to them and carrying out a monographic work. The practicum part corresponds to the field study, analysis or design phase. (10 credits)

## **4. DEPARTMENT OF ENVIRONMENT AND SUSTAINABILITY**

### **4.A. MASTER IN ENVIRONMENTAL MANAGEMENT AND AUDITS**

#### **MA001 - Introduction to Sustainable Development**

After an introductory topic in which the definition of a series of basic environmental and socioeconomic concepts involved in the concept of sustainable development is provided, the background and environmental problems caused by the environmental impacts of human activities are discussed in depth. The subject also provides the future environmental policies and strategies of the European Union and Latin America and the Caribbean.

(2 credits)

#### **MA002 - Ecology**

It is essential to understand the processes that govern ecosystems in order to be able to evaluate the impact of any polluting activity on the natural environment. In this sense, the subject focuses on the study of the origin and mechanisms of the interactions of living organisms with each other and with the world. For this purpose, the different ecological levels are identified: organisms, populations, communities and ecosystems. (1 credit)

#### **MA003 - Water Treatment**

A description of the main uses of water (domestic, industrial, and agricultural) is provided, with emphasis on the adoption of a set of good practices and possibilities for reuse, analysis, and purification strategies through physical, chemical, and biological means. Additionally, a chapter has been added dedicated to advanced purification treatments, which often constitute the only possible treatment when it comes to eliminating a very specific contaminant. (4 credits)

#### **MA004 - Waste Management**

This subject introduces the comprehensive management of solid waste, beginning with the European Union's strategy of minimization, reuse, recycling, and forms of energy recovery. It explores various types of waste, including Municipal Solid Waste (MSW), Industrial Waste, and Rural Waste. It also reviews the main guidelines established by legislation for classifying and characterizing a given type of waste. (4 credits)

### **MA005 - Atmospheric Contamination**

The composition and chemical structure of the atmosphere is studied, as well as the origin and determinants of pollution. It also delves into the chemistry of atmospheric pollutants, their dispersion in the atmosphere, and their environmental impact. Detailed procedures for sampling and analysis, and end-of-line or corrective measures to comply with current legislation on particle or gaseous emissions, are explored. (3 credits)

### **MA006 - Climatology and Environment**

The subject demonstrates how climate type not only conditions an area's flora and fauna but also influences processes affecting atmospheric pollutants. Students learn to distinguish different factors that determine climate, elements to measure, how to classify global and regional climates, and their relation to pollutants. For this, a widely studied case is used: climate change and its effects on the environment. (1 credit)

### **MA007 - Noise Pollution**

In populated areas, various activities generate noise that can be disruptive or even harmful to hearing and health. Upon completion of this section, students will understand the basic principles of acoustics and will be able to conduct an acoustic impact study, quantify the damage to humans, and assess viable corrective measures. (1 credit)

### **MA008 - Natural Resources**

Humans, thanks to intellectual development and immense adaptability, have spread worldwide and rapidly increased in population. This phenomenon has led to drastic and rapid modifications to the natural environment. In this context, the subject provides a contemporary view of the status and importance of protected areas for natural resources, renewable or otherwise. (3 credits)

### **MA009 - Soil Contamination**

From a predominantly technical perspective, common soil properties are examined, describing their main constituents, distinguishing between organic and inorganic elements. The subject also covers soil degradation and pollution, offering some soil recovery techniques. (3 credits)

### **MA010 - Business Environmental Management:**

Visual aids and an abundance of graphics are provided to guide the implementation of an environmental management system in any type of company, according to the international ISO 14001 or European EMAS standards. A practical case study involving a metal parts manufacturing company is included. (4 credits)

### **MA011 - Environmental Audits**

This subject investigates commonly used terms and concepts when discussing Environmental Audits (EMAS). After familiarizing students with this environmental management analysis tool, its objectives, and scope, as well as the different types of audits, the subject explores the stages of conducting an EMAS and provides an audit manual. This manual serves as a useful tool for handling vast amounts of information, enabling students to develop their own audit sheets and adapt them to specific cases. (2 credits)

### **MA012 - Evaluation of Environmental Impact**

Students are provided with definitions needed to relate and quantify, within current legislation, the various environmental impacts of an activity. This includes different impact classifications based on various criteria and ratios, commonly used methodologies for studying possible environmental alterations, and finally, references to administrative procedures to follow for an environmental impact statement. (3 credits)

### **MA013 - Economy and the Environment**

After studying the concepts of neoclassical and ecological economics, the subject reviews the externalities or external effects caused by economic agents, as well as the theoretical approaches and instruments used to internalize externalities. Lastly, the subject describes direct and indirect methods for economically valuing the environment. (1 credit)

### **MA014 - Environmental Law**

The emergence of environmental issues in social and scientific circles has led to a reorientation of various legal aspects towards environmental concerns. This subject reviews the origins and guiding principles of environmental law at both European and Latin American levels. (1 credit)

### **MA316 - Dynamic Earth**

The subject introduces the basic concepts of geological oceanography that explain both the birth of oceans and their geological structure. A review of the characteristics that describe the geology of seafloors and the main theories of global tectonics and continental drift is conducted. (2 credits)

### **MA317 - Coastlines and Marine Erosion**

After presenting all the types of coasts that form a shoreline, erosive and sedimentary processes occurring on these coasts are explored. In this way, the intention is to familiarize the reader with the functioning of coastlines as dynamic physical systems that are shaped into various coastal forms through wave action. (2 credits)

### **MA318 - Marine Sediments and Glacial Influence of the Seas**

The subject covers the different types of marine sediments and the sedimentary rocks that derive from them. In addition, an exhaustive review is provided of the characteristics of sea ice, as well as the major formations composed of it. (2 credits)

### **MA019 - Installations and Wastewater Filter Treatment**

A description is provided of the main uses of water (domestic, industrial, and agricultural) emphasizing the adoption of a set of best practices and the possibilities of reuse, analysis, and purification strategies through physical, chemical, and biological means. Furthermore, a chapter has been added dedicated to advanced purification treatments, which in many cases constitute the only possible treatment when it comes to removing a very specific pollutant. (7 credits)

### **MA092 - Fundamentals of Environmental Engineering**

In this subject, we review the environmental problems characteristic of current society, and the role that environmental engineering plays as a steward of the environment, which must rely on normative, sociological, and economic aspects to fulfill its purpose. Pollution is also introduced from a chemical perspective and study environmental management tools as a preliminary step to achieve the sustainability of processes. (7 credits)

### **MA108 - Fishery Exploitation**

Introduction to the main characteristics of fishing activity. For this, the various fishing resources, fishing systems, fishing vessels, and activities related to the fishing sector are described. (2 credits)

### **MA109 - Marine Cultures**

Study of the main characteristics of aquaculture production. Thus, a review is made of the criteria necessary to choose one type of farming over another, the different types of farming are shown, the various phases of an integral farm are studied, and the technical characteristics of the farming systems are described. (2 credits)

### **MA110 - Maritime Navigation and Transportation**

This subject reviews the history of navigation and the vicissitudes of current navigation, reviewing the evolution of naval technology. In addition, the various diving techniques used today are studied. (2 credits)

### **MA111 - Energy and Mineral Resources**

Through this subject, it is intended that the student understands both the nature of the mineral resources present in the seabed and the issues related to their extraction. In addition, the various energy possibilities currently offered by the marine environment are presented. (2 credits)

### **MA102 - Basic Marine Ecology**

Introduction to biological oceanography. In this way, the basic concepts of marine ecology are explained, which will serve as a basis for subsequent subjects of mainly biological character. (1 credit)

### **MA103 - Marine Organisms**

A comprehensive description is given of the groups of organisms that populate the oceans and seas around the world. For this purpose, the organisms of plankton, nekton and benthos are reviewed, and the vital strategies of each of these groups of organisms are shown (2 credits)

### **MA104 - Marine Communities**

Explanation of the ecological relationships between different groups of organisms according to the marine habitats they inhabit. For this, the coastal benthic communities, subtidal communities, tropical coastal communities, communities that live among the sand, estuary and marsh communities, and finally, the communities that inhabit the depths of the ocean are reviewed. (3 credits)

### **MA105 - Seawater**

Review of the physico-chemical characteristics that allow classifying the different water masses of seas and oceans around the world. This is an introductory subject to chemical oceanography through which the student can assimilate the parameters that are usually measured in any oceanographic investigation. (2 credits)

### **MA106 - Water Circulation**

The objective of this subject is to present the student with the fundamentals that govern physical oceanography. For this, the origin of the forces that intervene in the currents and other oceanographic and atmospheric phenomena such as waves and El Niño is explained. A review is also made of the main ocean currents, the energy balance of the seas, and the hydrological cycle. (2 credits)

### **MA107 - Seawater Chemistry**

This subject aims, on the one hand, for the student to understand the processes that control the dissolution of gases in the oceans and, on the other hand, to learn the main cycles of the nutrients present in seawater and their close relationship with the different marine organisms. (2 credits)

### **MA249 - Product Life Cycle and Carbon Footprint Analysis**

Life Cycle Analysis is studied, and particularly, the Calculation of the Carbon Footprint, as a comparative tool of the environmental virtues of a product, from when it is raw material until its use as waste.

Definition of LCA. LCA methodology. Impact analysis: ecopoints. Example: Application of LCA to packaging. Actions in the design of packaging and products that favor waste minimization. Strategies for implementing environmental improvements in packaging in the business sector. The European Ecolabel. Certification. The BS PAS 2050:2008 standard. Carbon Footprint calculation: associated with raw materials, suppliers and related to production. (3 credits)

### **MA015 - Introduction to Integrated Water Management**

After highlighting the importance of water on the land and in natural ecosystems, a detailed description is made of the consumptive uses and availability of water resources for domestic, agricultural and industrial supply. (2 credits)

### **MA016 - The Water Cycle**

The subject emphasizes the natural water balance that occurs on the planet, detailing the different types of continental and marine waters involved in this process. (2 credits)

### **MA017 - Water Management**

We analyze water management at both the domestic and industrial levels (including textile, leather tanning, paper, chemical industries, etc.), delving into sanitation and water purification systems, and establishing measures for conservation and ecological criteria for policies to be adopted (3 credits)

### **MA018 - Water Analysis and Characterization**

The analysis and determination of physicochemical and biological properties are essential to understand the quality and the final destination of the water once it has been purified. Indeed, through these techniques, it's possible to study the environmental impact of discharge on the aquatic environment, whether current legislation is complied with, and if the nutrient concentration is appropriate. (3 credits)

### **MA021 - Water and Environmental Education**

We present the methodological and learning tools needed to carry out environmental education related to comprehensive water management, both at the school level and for the adult population. (0 credits)

### **MA209 - Water Installations and Treatment**

An exhaustive description is made of the sequence of treatments that the water undergoes from the time it enters the treatment plant until it leaves treated, depending on the equivalent population, the type of receiving watercourse, and according to the criteria established by current legislation. Also detailed is the treatment process of the sludge generated in the process for later applications or for disposal at controlled sites. (10 credits)

### **MA081 - Urban Solid Waste**

The following topics are discussed: Production of urban solid waste, characterization of urban solid waste, comprehensive management of urban solid waste, and future trends in the management of urban solid waste (7 credits)

### **MA082 - Industrial Waste**

The following topics are discussed: Characterization of industrial waste, classification of industrial waste, alternatives for managing industrial waste, recycling of industrial waste, packaging and packaging waste, and trends in the management of industrial waste. (6 credits)

### **MA083 - Rural Waste**

We discuss Agricultural Waste and Livestock Waste: slurry and its material and energy recovery. (3 credits)

### **MA084 - Sanitary Waste**

In this subject, it is necessary to stress the importance of correct management of health care waste for public health and the environment, presenting the management of laboratory waste as a particular case. (4 credits)

### **MA085 - Environmental Education and USW**

Promotion and participation tools. Public awareness campaigns. Environmental education for adults and at school. Environmental guide for USW reduction in a municipality: the waste problem and practical tips to reduce waste. (0 credits)

### **MA057 - Introduction to Renewable Energies**

A chronological review of energy use is undertaken, defining the main forms of energy and renewable and non-renewable natural energy resources. Similarly, the major environmental impacts associated with energy use, energy policies and programs, the current energy framework, and future prospects are extensively analyzed.

(3 credits)

### **MA059 - Solar Thermal Energy**

After studying the main characteristic parameters of the Sun and basic notions about astronomy and solar position, we delve into the different utilization systems: active and passive. In a didactic and straightforward manner, the necessary equipment and requirements to carry out a hot water system installation, pool heating, or radiant flooring are presented. (3 credits)

### **MA060 - Photovoltaic Solar Energy**

The fundamentals of photovoltaic conversion and the different components that make up such an installation are studied. Rigorous examples are provided regarding the design, maintenance, assembly, costs, and start-up of a photovoltaic installation in a permanent or weekend residence. (3 credits)

### **MA061 - Hydropower Energy**

Following a brief exposition of the historical evolution of water use, the civil work involved, the design criteria of the turbine wheel, costs and maintenance, etc., are described with a primarily technical approach and application examples. In addition, the environmental impact associated with the construction of a dam or reservoir and the current situation and future prospects of this type of energy are profusely detailed. (3 credits)

### **MA062 - Wind Energy**

The design and calculation of a wind turbine's wind potential are presented in a theoretical-practical way, describing the best locations, costs, and most suitable types of turbines for the implementation of a wind farm. The environmental alterations produced, and the current situation and future prospects of this renewable energy source are also detailed.

(3 credits)

### **MA063 - Geothermal Energy**

The main surface geothermal manifestations and the different types of deposit exploitation are described, emphasizing different applications at a domestic and agricultural level. Also, a description of the associated environmental impact, and the current and future state of geothermal energy is provided. (1 credit)

### **MA064 - Biomass Energy**

A description of the different applications of biomass, either for energy or material purposes, is given, providing in the first case the processes of transforming biomass into energy with numerous example installations. Similarly, the environmental vectors affected in its energy utilization and future development possibilities are referenced. (2 credits)

### **MA065 - Sea Energy**

The physical principles governing tides, wave energy, and thermal energy are presented, highlighting in each case their potential, economic viability, environmental impact, and future prospects. (2 credits)

### **MA073 - Natural Areas in the Context of Societies**

As an introduction, a chronological review of the relationship between humans and nature is conducted, focusing on the socioeconomic factors influencing the management of the natural environment. In this regard, the main conservationist entities, agreements, treaties, and policies currently used for nature protection are identified. (2 credits)

### **MA074 - Biodiversity**

Biodiversity is an indispensable tool for managing a natural space: therefore, it is necessary to explain what biodiversity is, its importance within a natural system, what tools exist to quantify it, and finally, understanding the meaning of the changes that occur. (3 credits)

### **MA075 - Natural Spaces: Typology and Processes**

The usefulness and interest in establishing a classification of natural spaces are undeniable because this means understanding the Earth's significant similarities over small differences. In this way, criteria are established to identify the coinciding aspects between these natural areas, allowing their classification. The ecological processes that occur in nature, essential for preserving biological diversity and conserving natural spaces, are also thoroughly discussed. (3 credits)

### **MA076 - Uses of Natural Spaces**

The aim is to show the uses and activities carried out by humanity in natural spaces, introducing concepts related to land use and ecosystem exploitation. Similarly, an exhaustive review is made of the different land use models and the main drivers of change throughout human history. (3 credits)

### **MA077 - Conservation of Species and Natural Areas**

Nature conservation is a process of maintaining natural resources involving biological, economic, political, social, and anthropological factors. Based on these aspects, various conservation strategies adopted nationally and internationally are characterized, and the priorities that a global strategy must have for maximum effectiveness are identified. (3 credits)

### **MA078 - Management of Natural Spaces**

The basic principles of good conservation management are thoroughly explained in this section, as well as the methods of sustainable management of a natural area. Therefore, it is necessary to explain the profile that a manager should have and the role they play in decision-making and conflict resolution. Similarly, the need and methodology for monitoring the natural space under study are also presented. (4 credits)



### **MA079 - Ecological Restoration and Landscaping**

In this section, students will gain practical and straightforward knowledge necessary to successfully carry out the sustainable restoration of a disturbed environment. In this regard, without forgetting the landscape criteria, the criteria to be applied in the choice of the final use of the restored area, the selection of the restoration method and materials, and finally, the design of the restoration process phases will be established. (2 credits)

### **MA080 - Case Studies of Management and Conservation of Natural Spaces**

A collection of current practical examples related to the planning process of managing and conserving a natural space is provided, incorporating concepts of ecological restoration in case there is an environmental disturbance due to the location of a facility or an activity in the area. (0 credits)

### **MA087 - Evolution of the Environment and Sustainable Development**

The philosophical foundations of environmental thought are introduced as a starting point to link the environment to development and sustainability. Additionally, a set of principles guiding educational and environmental management actions are provided. (2 credits)

### **MA088 - Historical Evolution of Environmental Education**

A review of the main milestones that have marked the evolution of the concept of environmental education over the past sixty years is carried out, focusing on the doctrinal aspect of its approaches and difficulties. Similarly, key aspects such as culture and values are addressed from a perspective of social change. (2 credits)

### **MA194 - Basic General Concepts of Environmental Education**

An examination of some theoretical, methodological, pedagogical, curricular, and educational aspects of environmental nature is conducted, as well as the obstacles of various kinds that hinder the development of such practices. (2 credits)

### **MA195 - Formal Education in Environmental Education**

The aim is for school teaching teams, through the analysis of their actual pedagogical practice and the explicit or implicit assumptions that underpin teaching action, to identify the favorable or unfavorable elements for Environmental Education. (3 credits)

### **MA090 - Environmental Management and Sustainable Development**

Reference is made to the role of education in environmental management linked especially to urban or rural areas, land management actions, and particularly, to the municipal socio-environmental environment. (2 credits)

### **MA091 - Risk Management and Environmental Education**

The predominant conception of development is discussed, which has turned our species into a plague, understanding disasters as expressions of human communities' inability to interact harmoniously with nature's dynamics; and simultaneously, as expressions of the efforts of the biosphere's immune or self-regulation system to rid itself of the plague. (2 credits)

### **MA243 - Management of Water Pollutants**

An introduction to the treatments that occur in the physicochemical and biological purification of wastewater is provided, including a practical example of sizing and calculating an urban and industrial wastewater treatment system for a medium-sized population. Likewise, tools to evaluate, control, and manage the quality of continental and coastal waters are introduced. (4 credits)

### **MA136 - Technology in Marine Aquaculture: Toward a Sustainable Aquaculture**

The environmental aspects common to any aquaculture installation are addressed, analyzing coastal planning tools and the current state of technology impacting this sector. In this way, students will be able to identify the environmental aspects related to aquaculture and propose current corrective measures to minimize the impact of this activity.

(3 credits)

### **MA140 - Fishery Management**

By studying this subject, students will gain a global view of fisheries and learn about the different factors involved, from resource exploitation to the first sale at the fish market. Furthermore, they will learn to evaluate the state of a fishery, as well as establish the best corrective measures for the conservation of the resource from a biological and economic point of view. (3 credits)

### **MA139 - Management of Natural Marine Protected Areas**

The necessary natural, socioeconomic, and legislative criteria for the proper management of marine natural spaces with some protection status are established. The knowledge required for the design and establishment of the location of marine natural areas to protect is also provided. (3 credits)

### **MA137 - Management of Biological Contamination**

The composition of various pests of species called 'anti-economic' is analyzed from a biological and socioeconomic point of view, and the current systems of tracking and control are presented. Moreover, the methodology for analyzing the biological quality of coastal waters is also introduced. (4 credits)

### **MA098 - Business Environmental Management: ISO 14001**

In a highly visual manner, abundant with graphics, guidelines are provided to implement an environmental management system in any type of company, according to the international standard ISO 14001 or European EMAS, including a practical case of application to a company manufacturing metal parts. (7 credits)

### **MA028 - Potentially Contaminated Marine Ecosystems**

The study of the functioning of marine ecosystems forms the basis for evaluating the impacts suffered by the sea's biotic environment. Following this premise, topics of great ecological interest will be addressed, from the classification of organisms living on our coasts to the relationships between them. Additionally, the natural parameters that influence the distribution of organisms on our coasts will be identified. (2 credits)

### **MA029 - Environmental factors that Affecting Pollutants**

In the sea, there exist a series of dynamic systems that condition the presence and concentration of anthropogenic pollutants. It is essential to approach these systems to understand their real impact. Specifically, the physical processes that govern the circulation and diffusion of pollutants and the chemical reactions that occur in the environment are discussed. (2 credits)

### **MA030 - Pollutants**

A distinction is made of those polluting agents that alter the natural balance of the marine environment. In particular, the main sources, the chemical forms in which they can appear, the primary physical and biological processes they undergo, their effects on marine organisms and communities, and, if they exist, the corrective measures that are applied, are identified. The contents address the following topics: heavy metals, hydrocarbons, organochlorine compounds, radioactivity, thermal pollution, exotic species, and wastewater. (2 credits)

### **MA031 - Toxicology**

This section aims to answer the following questions: What happens when a contaminant comes into contact with an organism? How can one assess whether a coastal environment is contaminated by a certain pollutant? To answer these and other questions, a detailed description is provided of the toxicological tests to be performed, the types of possible poisoning, and the factors affecting toxicity. (1 credit)

### **MA142 - Recovery of Contaminated Soils**

The subject reviews the common contaminants present in soils, and the processes and interactions that occur within them. At the same time, an in-depth study is provided of the tools necessary to carry out the identification of soil contamination, as well as the remediation technologies used in soil decontamination and their subsequent monitoring and control. (7 credits)

### **MA208 - Mining and the Environment**

The study of mining and its environmental repercussions is approached from different points of view, assessing the impacts produced during all phases of the activity within the current legislation. Likewise, the guidelines for implementing a Management System are provided through the elaboration of a real case study of a mining activity. (13 credits)

### **MA245 - Climate Change Agreements, Negotiations and Instruments**

This subject provides global governmental initiatives, as well as international negotiations and financial performance to date, so as to develop actions for climate change adaptation and mitigation in collaboration with the private sector, in addition to institutional capacity building, public awareness, education and training. (8 credits)

### **MA246 - Vulnerability and Adaptation to Climate Change**

This subject highlights that the problem of vulnerability and adaptation to change depends not only on climatic conditions, but also on the social and economic conditions of the population, sector or region under study. It is essential to consider the possibility of incorporating adaptation measures or

strategies into the policies of each sector and into biodiversity, desertification, and poverty reduction programs. That is to say, to combine the efforts being made within these diverse sets of policies in order to optimize and make the efforts coherent that until now have been dispersed. (9 credits)

### **MA248 - Climate Change Science and Policy**

This subject discusses the interdependence between science and policy in addressing climate change issues. Indeed, both concepts must be indissoluble, with governments having the obligation to include regulations and policies to develop actions that enable adaptation and mitigation, in addition to institutional capacity building, public awareness, education and training. (7 credits)

### **MA282 - Climate Change Mitigation**

#### ***Sectoral climate change mitigation***

Residential, institutional and commercial building sector. Transportation sector. Industrial sector. Energy sector. Agricultural sector. Forestry sector. Waste and wastewater disposal.

#### ***Energy resources***

Global quantities, resources, potential and energy sources. Non-renewable energy sources. Renewable energy sources.

#### ***Current and future global energy framework***

Evolution of energy consumption and population. Energy balance. World energy framework. Expectations for the use of renewable energies.

#### ***The current context of renewable energies***

Main criticisms of renewable energies. Energy potential of renewable energies. Environmental impact of renewable energies. Policies for the implementation of renewable energies. Wind energy. Solar thermal energy. Photovoltaic solar energy. Biomass energy. Minihydraulic energy.

#### ***Other processes for energy conversion of the organic fraction of waste***

Combustion/Incineration. Pyrolysis. Gasification. Methanization or anaerobic fermentation. Energy recovery from WWTP sludge. Degassing of controlled tanks.

#### ***Carbon sequestration and storage in soils***

CO<sub>2</sub> capture. Production and estimated costs. CO<sub>2</sub> transport. CO<sub>2</sub> storage technologies.

#### ***Secondary wastewater treatment***

Aerobic and anaerobic treatments. Principles of biological purification. Natural biological treatments. Installation treatments. Other biological treatment systems.

#### ***Bioclimatic architecture***

Passive solar architecture. Construction criteria.

(8 credits)

### **MA093 - Recovery Engineering and Solid Residue Treatment**

The waste management hierarchy is presented in this subject. Firstly, selective collection is studied as a method of waste homogenization so that when transported to the separation plant, they can directly

feed the treatment line of the sub-product they contain. Furthermore, several valorization procedures, such as composting, methanation, pyrolysis, etc., and controlled deposits or landfills are explained in detail. (13 credits)

### **MA039 - Industrial Wastewater Treatment**

The characteristics of wastewater are thoroughly presented, depending on the industrial activities that generate them (textile, paper, food, surface coating, among others), and the most suitable treatments for each particular case. In this regard, the aim is for the student to be able to apply the best available technology to each type of water according to its origin. (13 credits)

### **MA095 - Treatment of Gaseous Effluents**

Those pollutants that can cause harmful effects on humans and their environment are described, mainly as a result of the use of fossil fuels in energy generation, heating systems, and motor vehicles. Likewise, the concepts of emission and immission of pollutants and the corrective measures imposed on all industries are explained, so as not to exceed the permissible quality levels while the facility remains operational under normal conditions. (7 credits)

### **MA143 - Energy Recovery**

In the context of an integrated waste valorization solution, energy recovery plays a very important role. This subject presents in detail the main energy valorization processes to obtain electrical energy from waste that, under other conditions, would be deposited in the landfill. Additionally, the main “alternative” or “renewable” energy sources are described, and there is a thorough and easily understandable review with a multitude of example diagrams of the cogeneration system, as a process used and accepted for the combined production of power and heat. (7 credits)

### **MA097 - Recovery of Contaminated Soils**

A review is conducted on the usual pollutants present in the soils, and on the processes and interactions that occur within them. In turn, an in-depth review of the necessary tools to carry out the characterization of soil pollution is presented, as well as the recovery technologies used in soil decontamination and their subsequent monitoring and control. (7 credits)

### **FP092 - Methodology of Scientific Research**

This subject presents the stages of the research process and its techniques to provide students with an approach to the scientific method and facilitate their contributions within their field of work. (3 credits)

### **MFP**

Broadly speaking, the process consists of the student selecting a topic of study that is of special interest to them and carrying out a monographic work. (10 credits)

## **5. DEPARTMENT OF HEALTH SCIENCES**

### **5.A. MASTER IN PHYSICAL ACTIVITY: SPORTS TRAINING AND MANAGEMENT**

#### **SN039 - Structure and Function of the Human Body**

The subject studies the basic aspects of human anatomy and physiology. (3 credits)

#### **SN155 - Contextualization of Physical Activity and Exercise in the Health Framework**

Study of the historical evolution of physical activity in relation to health and lifestyles. Study of the importance of physical activity in relation to various pathologies. (3 credits)

#### **SN156 - Psychosocial Aspects of Physical Activity for Health**

Study on the psychological and social factors influencing physical activity performance. (4 credits)

#### **SN157 - Control and Prescription of Physical Activity**

Study on general principles of physical activity prescription and its evolution. (3 credits)

#### **SN158 - Physical Activity for Health in Diverse Diseases**

Study of the relationship between physical activity and highly prevalent diseases. (4 credits)

#### **SN159 - Physical Activity in Children and Adolescents**

Study of sport physiology in children and adolescents. (3 credits)

#### **SN160 - Physical Activity in the Elderly**

Study on the importance of physical activity in older adults. (4 credits)

#### **SN198 - Nutrition Basics**

Study of the basic biochemistry of carbohydrates, proteins, lipids, vitamins and minerals with emphasis on water balance. (prerequisite for SN217-Nutrition and Sport) (0 credits)

#### **SN048 - Training Theory and Practice**

Basic aspects of training and its adaptation processes in the face of physical exercise on endurance and speed. Learning and technical-tactical improvement of the athlete. (4 credits)

#### **SN049 - Sports Planning**

Learn to develop training plans, their execution, and the evaluation of the results obtained. (4 credits)

### **SN050 - Sport Psychology**

To study the psychological factors involved in sports participation and performance, exercise and other types of physical activity. (3 credits)

### **SN042 - Kineanthropometry**

Study of the human body through anthropometric measurements and evaluations in order to understand the processes involved in growth, exercise, nutrition and sports performance. (3 credits)

### **SN217 - Nutrition and sports**

Study of the physiology of sport, the metabolism of different macronutrients, the importance of proper hydration, ergogenic aids, among others, applied to the diet preparations for each sport type (aerobic or anaerobic). (3 credits)

### **SN047 - Eating Disorders in Sport**

Studies what they are, how they are diagnosed, the dietary treatment to be applied, secondary complications, psychotherapeutic and psychopharmacological treatment. Learning what the evolution, prognosis and prevention will be. (3 credits)

### **SN043 - Ergogenic Aids**

Study of the influence of fatigue on the athlete and how it can be improved. (3 credits)

### **DP004 - Management Techniques for Sports Team**

The subject covers general aspects of management and the conscious and systematic influence on groups and individuals during a given activity. (2 credits)

### **SN228 - Case Study and Resolution for Sports Training**

Seeks the application and mastery by the student of concepts learned in the Master's program. The subject does not have a predefined format since the student is expected to be free to choose the topic and content.

The purpose is to demonstrate that the student possesses the ability to undertake a Master's level work (or several) in a field, topic, domain or area of knowledge. It may become the basis for the Final Project to be carried out later, with its content defined by mutual agreement between the tutor and the student. (4 credits)

### **DP001 - Administration and Management of Sport Entities**

Study of the functions that a director of sports entities must perform, as well as the legal bases that govern sports at the international level. (3 credits)

### **DP002 - Strategic Management and Planning of Sport Organizations**

The subject enables the understanding and implementation of strategic planning in sports organizations and entities, focusing on their strengths and weaknesses to achieve the proposed goals and objectives. (3 credits)

### **DP003 - Sport Marketing. Applications**

Study of the tools that enable attracting and achieving the loyalty of satisfied customers, profitability and positioning of a sports entity or organization, and understanding of the meaning, nature and scope of the commercial function in sports. (3 credits)

### **DD1021 - Strategic Human Resources Management**

Study of organizational behavior with special attention to the behavior and motivation of people and their interaction with the environment. (2 credits)

### **DP004 - Management Techniques for Sports Team**

The subject covers general aspects of management and the conscious and systematic influence on groups and individuals during a given activity. (2 credits)

### **DP006 - Techniques for Management and Leadership in Sports**

Study of the techniques and the behavioral process that influences the behavior of athletes to obtain satisfactory results. (2 credits)

### **DP007 - Information Society and Sport**

Analysis of the sociocultural model we live in today, characterized by the sharing of information, the elimination of distances and time thanks to social communication and technology. (3 credits)

### **SN048 - Training Theory and Practice**

Contribution on the fundamental principles associated with the improvement of physical quality performance in physical-sports activities. (4 credits)

### **SN229 - Case Study and Resolution for Management Skills**

Seeks the application and mastery by the student of concepts learned in the Master's program. The subject does not have a predefined format since the student is expected to be free to choose the topic and content.

The purpose is to demonstrate that the student possesses the ability to undertake a Master's level work (or several) in a field, topic, domain or area of knowledge. It may become the basis for the Final Project to be carried out later, with its content defined by mutual agreement between the tutor and the student. (4 credits)



## **FP092 - Methodology of Scientific Research**

This subject presents the stages of the research process and its techniques to provide students with an approach to the scientific method and facilitate their contributions within their field of work. (3 credits)

### **MFP/Practicum**

Although the Practicum and the Final Project are listed separately in the program, both are two distinct phases of the same process that culminates in the presentation of a single work. Broadly speaking, the process consists of the student selecting a topic of study that is of special interest to them and carrying out a monographic work. The practicum part corresponds to the field study, analysis or design phase. (10 credits)

## **5.B. MASTER IN NATUROPATHIC SCIENCES – ACUPUNCTURE**

### **SN259 - Human Anatomy and Physiology**

The Human Anatomy and Physiology subject analyzes the different anatomical structures of the human body and bodily functions, as well as homeostatic regulation.

Provides knowledge on the fundamental principles of structure, organization and functions of the body. Includes the disciplines of human anatomy and physiology. The integration of both disciplines aims to provide an understanding of the different structural parts of a cell, the association of numerous cells in a tissue, the grouping of tissues to form an organ, and what are and how do the apparatuses and systems of the human body work. (6 credits)

### **SN260 - Organic Chemistry**

The Organic Chemistry subject is included with the purpose of achieving the proper study of the great variety of concepts, principles and fundamentals that make up organic chemistry.

It introduces the study of the structures, properties and reactions of organic substances also present in the human body.

It shows the student the foundations of organic chemistry, beginning the study with the simplest structures to the most complex structures. (6 credits)

### **FP092 - Methodology of Scientific Research**

The Methodology of Scientific Research examines the techniques and stages of scientific research, the analysis between variables, the guidelines for organizing data and developing logical reasoning to compare populations.

It presents the stages of the research process and its techniques to provide students with an approach to the scientific method and facilitate their contributions within their field of work. (3 credits)

### **SN085 - History of Biological-Naturopathic Medicine**

The subject on the History of Biological-Naturopathic Medicine is introduced with the purpose of delving into past historical concepts to understand current Biological-Naturist Medicine and also past philosophical foundations to delve into Traditional Chinese Medicine.

It provides a profile of past medical schools around the world. The sequence of studies ranges from the medicine of ancient India (Ayurveda), the medical tradition of Egypt, ancient Mesopotamia, Greek, presocratic, and pre-Columbian American medical schools, to the naturopathy of the 20th and 21st centuries. In addition, it encompasses from primitive man, the Shang - Yin dynasty, the Zhou dynasty, the era of the three kingdoms, the Xi Jīn and Hòu Jīn dynasties, the Suí, Táng and Wudài dynasties, the Sòng and Míng dynasties up to the present day. (3 credits)

### **SN086 - Biological Vision of Organic Dysfunction**

The subject on the Biological Vision of Organic Dysfunction is incorporated with the purpose of imparting a global vision of what disease is, what the most common health disorders are, and their relationship with the different organ systems, the regulation of the acid-base system, and the role of toxins in organic dysfunction.

It provides the student with a biological vision of organic dysfunction from the perspective of disease as a single pathological unit. Additionally, it emphasizes the importance of basal metabolism, electrolyte balance, homotoxins, and the role of detoxification in correcting organic dysfunction. (3 credits)

### **SN017 - Nutritional Biochemistry**

The subject of Nutritional Biochemistry is introduced with the purpose of providing a scientific approach to nutrient metabolism by describing its function at the cellular and molecular level with emphasis on metabolic pathways, enzymology, and metabolism regulation. Likewise, cellular signaling, gene expression regulation, and the fate of macronutrients are analyzed.

It encompasses in detail the study of cellular signaling and gene expression in the regulation of metabolism. Moreover, it delves into the metabolic fate of carbohydrates, lipids, and amino acids. (3 credits)

### **SN018 - Evaluation of the Nutritional Status**

The Evaluation of the Nutritional Status subject is introduced with the purpose of deepening the different techniques for determining food and nutrient intake (food survey) and nutritional status assessment techniques (anthropometry and body composition).

It particularly focuses on the assessment of the nutritional status of the individual or population, paying special attention to the areas of determining food and nutrient intake, through the scientific use of food surveys; it introduces the student to the main tools for evaluating nutritional status. (3 credits)

### **SN101 – Constitutional Types in Acupuncture, Homeopathy and Naturopathy**

The subject of Constitutional Types in Acupuncture, Homeopathy, and Naturopathy is introduced with the purpose of delving into the different constitutional types into which the individual has been classified throughout the history of medicine.

Study of constitutional types in conventional medicine, in acupuncture, in homeopathy, and in naturopathic medicine. (3 credits)

### **SN087 - Naturopathic Diet and Dietary Sensibility**

This subject particularly focuses on the description of the mechanisms that the human body uses to assimilate nutrients from food, alterations in intestinal permeability, and the most outstanding nutritional theories, following a strictly hygienist and/or naturopathic approach. (3 credits)

### **SN136 - Voll Electroacupuncture and Bioresonance**

The subject of Voll Electroacupuncture and Bioresonance is incorporated with the aim of providing naturopathic science students with efficient diagnostic methods that allow for a more effective causal treatment of diseases.

Study of Voll's Electroacupuncture in comparison with Chinese Acupuncture, knowing what Bioresonance is, its applications, and uses. (3 credits)

### **MN012 - Nutrition in Common Pathologies**

The subject of Nutrition in Common Pathologies is incorporated with the aim of examining those factors that influence the development of certain diseases such as obesity, diabetes, arterial hypertension, arteriosclerosis, osteoporosis, cancer, oral-dental conditions, constipation, and alcoholism; in addition to appropriate dietary recommendations to prevent or treat these diseases. Contributions from a balanced nutrition in the prevention and treatment of these pathologies are also considered. (3 credits)

### **SN094 - Anti-Aging Therapy, Free Radicals and Antioxidants**

The subject of Anti-Aging Therapy, Free Radicals, and Antioxidants is introduced with the aim of appreciating the main theories on aging, its genetic and hormonal influence, the role of free radicals and antioxidants, environmental toxins, diet, detoxification, and longevity.

It focuses on the effects of premature aging caused, above all, by oxidative stress. In addition, it provides competencies that allow the naturopathic professional to apply "antiaging" therapies with the aim of delaying or reversing physiological damage. (3 credits)

### **SN096 - Orthomolecular and Trace Element Therapy**

The subject of Orthomolecular Therapy and Trace Elements is introduced with the goal of deepening the role of vitamins, minerals, and trace elements in relation to health.

It aims to review trace elements and provide a comprehensive and practical view of orthomolecular therapy for its correct application. (3 credits)

### **SN099 - Colon Hydrotherapy**

The Colon Hydrotherapy subject is introduced with the purpose of evaluating the methodology of colon hydrotherapy, its use over the years, and the physiological concepts of its application. (3 credits)

### **SN011 - Phytotherapy**

The Phytotherapy subject is introduced so that the student can delve into the scientific analysis of phytotherapy and its trends, the active principles of plants, their mechanisms of action, their galenic preparation, and their application and phytotherapeutic potential.

It particularly focuses on the study of plants for therapeutic purposes, and pays special attention to the identification of different varieties of medicinal plants, their collection, storage, active principles, mechanisms of action, and appropriate use of preparations. (3 credits)

### **SN088 - Aromatherapy**

The **Aromatherapy** subject is included with the objective of examining the application of volatile oils from certain plants as a method of promoting health in physical and mental processes.

It focuses on the study of the essential oils of certain plants, their extraction, the most appropriate galenic forms and their main paths of administration. (3 credits)

### **MTC001 - Basic Theory (Part I)**

The subject of Basic Theory (Part I) aims to introduce students to Traditional Chinese Medicine, through the study of its specific theories and clinical reality, vital substances, organs and their functional spheres.

Thus, students undertake a progressive learning of the basic medical concepts from the past and their relationship, influence, and reciprocity with modern concepts. (3 credits)

### **MTC002 - Basic Theory (Part II)**

Basic Theory (Part II) delves into Traditional Chinese Medicine through three fundamental concepts: meridians, etiology, and pathophysiology.

It introduces another fundamental concept unique to Chinese Medicine: meridians or preferred pathways for the circulation of vital substances, especially "Qi". (3 credits)

### **MTC003 - Diagnosis**

The Diagnosis subject delves into the protocol to follow in the two stages of the diagnostic process in Chinese Medicine: data collection and analysis and interpretation, using observation, auscultation, development, and palpation or pulse.

This subject is of great importance, as it presents diagnosis as the data collection method that enables the clinical professional specializing in Traditional Chinese Medicine to propose the most appropriate treatment based on the established diagnosis. (3 credits)

### **MTC007 - Differentiation of Syndromes**

Differentiation of Syndromes immerses the student in the concepts of methodology, identification, and differentiation of syndromes.

It showcases the methodology for identifying and differentiating syndromes according to the eight principles, Qi, etiology, the five elements, meridians, and Organs. (3 credits)

### **MTC008 - TCM Therapeutics**

The subject of Traditional Chinese Medicine Therapeutics is introduced with the purpose of applying the theme of prevention, treatment, and medical history in TCM.

It shows students how to prevent a disease before it appears and cure diseases from the root using various treatment methods and classic prescriptions of Traditional Chinese Medicine. The importance of the medical history is also emphasized, highlighting the key points and aspects to consider during its development. (3 credits)

### **MTC009 - Auriculotherapy**

The Auriculotherapy subject is introduced with the purpose of initiating students in the study of auriculotherapy through its history, its different schools, auricular anatomy, diagnostic tools, and treatment techniques.

It focuses on the detailed and individual study of Auriculotherapy, or the method for diagnosing and treating the human body through the auricular pavilion. (3 credits)

### **MTC010 - Meridians and Points (Part I)**

The subject of Meridians and Points (Part I) is introduced with the purpose of developing the topic of meridians and acupuncture points.

It presents the concept, classification, nomenclature, general actions, and location methods of acupuncture points. (3 credits)

### **MTC011 - Meridians and Points (Part II)**

The subject of Meridians and Points (Part II) is introduced with the purpose of developing the topic of meridians and acupuncture points.

It presents the specific points, location, and energetic function of the various meridians of the body. (3 credits)

### **MTC012 - Acupuncture Techniques**

The subject of Acupuncture Techniques is introduced with the purpose of developing various acupuncture techniques such as moxibustion, cupping, microbleeding, skin acupuncture and intradermal acupuncture, cranial acupuncture, electroacupuncture, and laser.

It shows students the basic action protocol for the use of these techniques. (3 credits)

### **MTC013 - Acupuncture - Internal Medicine**

The subject of Acupuncture - Internal Medicine is introduced with the purpose of developing the principles and acupuncture protocols directly related to internal medicine and its pathologies.

It shows students the pathophysiology and treatment with acupuncture and moxibustion of cardiorespiratory, gastrointestinal, nervous system, psychoemotional, and genitourinary pathologies. (3 credits)

### **MTC014 - Acupuncture - Specialties**

The Acupuncture - Specialties subject is introduced with the purpose of introducing the treatment strategies with acupuncture and moxibustion of gynecological, pediatric, ophthalmological, and dermatological pathologies.

It shows students the pathophysiology and treatment with acupuncture and moxibustion of various pathologies. (3 credits)

### **MTC016 - Pharmacopoeia 1**

The subject of Pharmacopoeia 1 is introduced with the aim of developing the Materia Medica of Traditional Chinese Medicine and its Subjects.

It exposes the students to the different therapeutic practices performed throughout history in relation to energy supplements and their evolution. It also illustrates the methods to be followed in their manufacturing and therapeutic utilities in Traditional Chinese Medicine. (3 credits)

### **MTC017 - Pharmacopoeia 2**

The subject of Pharmacopoeia 2 is introduced with the purpose of further expanding the Materia Medica of Traditional Chinese Medicine and its Subjects.

It shows the students the various therapeutic practices carried out throughout history concerning energy supplements and their evolution. Similarly, it reveals the methods to be employed in their production and their therapeutic uses in Traditional Chinese Medicine. Additionally, it helps to identify the most commonly used Energy Supplements in the Energy Supplementation of Chinese Therapy. (3 credits)

### **MTC018 - Prescription**

The Prescription subject is added to develop the techniques of prescription in Traditional Chinese Medicine and the analysis of its formulas.

It provides students with a brief introduction to the history and importance of prescription in Traditional Chinese Medicine, and delves into formulas that release the surface, release heat, are laxative, harmonize, expel dampness, transform phlegm, warm the interior, tonify, and regulate Qi. (3 credits)

### **MTC019 - Treatment in Phytotherapy (MI)**

The subject of Treatment in Phytotherapy (MI) is introduced with the aim of developing knowledge on pathologies and their herbal treatments.

It introduces the students to the herbal treatment of various pathologies such as colds, cough, asthma, palpitations, insomnia, depression, gastralgia, abdominal pain, diarrhea, dysentery, constipation, vomiting, jaundice, diabetes, hemorrhages, edema, stroke, syncope, headache, vertigo, lower back pain, among others. (3 credits)

### **MTC020 - Dietetics in Traditional Chinese Medicine**

The subject of Dietetics in Traditional Chinese Medicine is added with the purpose of understanding dietary treatment according to Traditional Chinese Medicine.

It introduces students to the general concepts of traditional Chinese dietetics, identifying the characteristics of foods, preparation techniques, and dietary treatment according to syndrome differentiation. (3 credits)

### **MN005 - Homeopathic Basics and Principles**

The Homeopathic Basics and Principles subject is introduced with the purpose of delving into the history of homeopathy, the foundations of the homeopathic pharmacopoeia, and its methodology.

It presents the student with a profile of the history of homeopathy, the principles that govern it, the concept of symptom hierarchy, and prescription methods that expand the field of action of Homeopathy as a therapeutic modality. (3 credits)

### **MN006 - Homeopathic Method Application**

The subject of Homeopathic Method Applications is introduced with the goal of evaluating homeopathic therapeutics in acute pathology and chronic pathology.

It focuses on the study of homeopathic therapeutics in acute and chronic pathology, key medicines, considerations on consultation, and therapeutic options. (3 credits)

### **MN007 - Homeopathic Materia Medica**

The subject of Homeopathic Materia Medica is incorporated so that students can develop an individual and detailed study of the most commonly used homeopathic medicines.

It focuses on the individual and detailed study of the most frequently used homeopathic medicines, using the Homeopathic Materia Medica as a reference. (3créditos)

### **MN016 - Homeopathic Therapeutics in Acute Pathology**

The subject of Homeopathic Therapeutics in Acute Pathology is introduced with the purpose of examining in detail the homeopathic therapeutics in acute pathology, the homeopathic medicines successfully used in medical practice in different disorders depending on the phase of the disease and the affected apparatus.

It focuses on the set of homeopathic protocols for acute pathologies, paying particular attention to those remedies which, based on clinical experience, the homeopath has successfully used depending on the disease phase and the affected organ system. (3 credits)

### **MN017 - Homeopathic Therapeutics in Chronic Pathology**

The subject of Homeopathic Therapeutics in Chronic Pathology is incorporated with the purpose of analyzing in depth the homeopathic therapeutics in chronic pathology, the homeopathic medicines used successfully in medical practice in different disorders depending on the phase of the disease and the affected apparatus.

It focuses on the set of homeopathic protocols for chronic pathologies; paying particular attention to those remedies that, based on clinical experience, the homeopath has successfully used according to the stage of the disease and the organ system affected. (3 credits)

### **SN098 - Kousmine Method**

The Kousmine Method subject is included with the purpose of analyzing the methodology used by Dr. Kousmine and his five pillars of support.

This is a subject of great importance, as it introduces the student of naturopathic sciences to the study of a method aimed at the prevention and treatment of chronic and degenerative diseases. (3 credits)

### **SN102 - Homeopathy and Homotoxicology**

The Homeopathy and Homotoxicology subject is included with the objective of examining the principles that govern both therapeutic methods, and to identify the different ways in which they can be applied.

The aim is to study homeopathy through its history to understand its principles, define health and the healthy individual, classify the types of energy, analyze the value of the symptoms to establish a diagnosis, write a prescription, provide guidelines for administering medicine, treat chronic diseases and understand the biological action of toxins in the body. (3 credits)

### **SN103 - Sophrology**

The subject of Sophrology is included with the purpose of introducing the student of naturopathic sciences in the review of human consciousness, as well as the mechanisms susceptible to modify it for therapeutic or prophylactic purposes.

Study of sophrology and its applications, through the study of its objectives and principles, phenomenology, consciousness and the terpnos logos. (3 credits)

### **SN105 - Spagyria**

The subject of Spagyria is included with the purpose of delving into its story, evolution and basic principles on which this therapeutic system is based.



Study of spagyric medicine, its principles, origin, evolution, preparation of medicines and methodology. (3 credits)

### **SN097 - Neuraltherapy and Neurofocality**

The subject of Neuraltherapy and Neurofocality is included with the objective of reviewing a therapeutic method based on the use of local anesthetics for therapeutic and diagnostic purposes; understanding its history, how the vegetative system works, and its importance for these medical practices. (3 credits)

### **MN014 - Naturopathic Evaluation Methods**

The subject of Naturopathic Evaluation Methods is included with the purpose of evaluating and measuring, in an adequate and objective manner, the biological landscape or internal health conditions of the human body, using samples of hair, urine, saliva and some drops of blood, facilitating the detection of biochemical, physiological and nutritional requirements of the patient.

It delves into the analysis of various naturopathic evaluation methods: Reams Biological Ionization Theory (RBTI Analysis). Live Blood Microscopy and Tissue Mineral Analysis; as well as, the basics of interpretation of conventional blood tests from a strictly nutritional perspective. (3 credits)

### **MN015 - Massage, Reflexology and Kinesiology**

The Massage, Reflexology and Kinesiology subject is included to provide the naturopathic sciences student with the knowledge and skills necessary to apply the different therapeutic methods.

Introduces the student to the study of the basic concepts and practical skills related to the therapeutic application of massage, reflexology and kinesiology. (3 credits)

### **SN091 - Heliotherapy, Thalassotherapy, Aerotherapy and Geotherapy**

The subject of Heliotherapy, Thalassotherapy, Aerotherapy and Geotherapy is included with the purpose of evaluating the history of each of these therapeutic modalities and the general guidelines for applying them.

It pays special attention to the therapeutic applications of Heliotherapy, Thalassotherapy, Aerotherapy and Geotherapy. (3 credits)

### **SN090 - Ozone Therapy**

The Ozone Therapy subject is included with the objective of analyzing ozone, ozone therapy, its biochemical action on the body, its application and toxicity in detail.

This subject focuses on the study of ozone and its properties. It also analyzes the therapeutic concepts of ozone therapy. (3 credits)

### **MN013 - Iridology and Sclerology**

The Iridology and Sclerology subject is included with the purpose of providing the naturopathic sciences student with the knowledge and skills necessary to perform health evaluations using iridology and sclerotherapy.

Introduces the student to the study of basic, intermediate and advanced concepts related to iridology and sclerology as naturopathic evaluation methods. (3 credits)

### **SN104 - Bach Flowers**

The Bach Flowers subject is included with the purpose of delving into the therapeutic effects of elixirs or essences extracted from certain flowers for the most common emotional disorders affecting in people.

The aim is to learn about flower therapies, their history and ways of working, as well as the therapy pioneered by Dr. Edward Bach. (3 credits)

### **MN018 - Schüssler Salts**

In the **Schüssler Salts** subject, 12 mineral salts that make up the various body tissues and which deficiency can cause different clinical symptoms and pathologies are analyzed.

The subject explains the origins of Schüssler Salts therapy, their roles and importance in the body, their use in treating various common pathologies, and the proper dosage and manner of administrating. (3 credits)

### **SN100 - Hydrology, Mineral-Medicinal Waters and Balneotherapy**

The subject of Hydrology, Mineral-Medicinal Waters and Balneotherapy is included with the purpose of understanding one of the most widely used methods since ancient times to prevent and treat diseases through the therapeutic action of water. This is achieved through the study of the method's history, its therapeutic action, water, balneotherapy techniques, thermalism and mineral-medicinal waters. (3 credits)

### **SN093 - Pulsed Magnetic Wave and Hyperthermia**

The Pulsed Magnetic Wave and Hyperthermia subject is included with the objective of examining the curative application of electricity and magnetism, the electrical properties of cells, electromagnetic fields, water in the human body and main methods of treatment.

It focuses on the study of electricity and magnetism, their healing effect and the main applications of Bioelectromagnetism in the treatment of diseases. (3 credits)

### **SN089 - Biological-Naturist Therapies in Common Diseases**

The subject of Biological-Naturist Therapies of Common Diseases is included with the objective of evaluating biological-naturist therapies and their specific application in common diseases. (3 credits)

### **MN019 - Supervised Extracurricular Work Placement**

Supervised Extracurricular Work Placements are included to complement the knowledge acquired, favoring the practice of naturopathic competencies that prepare students to exercise their profession and foster their capacity for entrepreneurship. This practice enables students to promote cooperative and collaborative work among peers to respond in an open, critical and reflective manner to the diverse expressions in which the interaction between society, knowledge and technology is manifested; to enable them to develop in their professional and/or scientific field in an autonomous,

optimal and efficient manner; as well as to develop the skills and attitudes required to become professionals capable of providing the health care that society requires. (15 credits)

### **MN100 - Master's Final Project (MFP)**

The Master's Final Project enables students to prepare a complete document displaying the full development of their proposed project. The project must be a contribution to some of the studied fields or their relationship, both theoretical and applied, while respecting the doctrines, theories and related disciplines.

The approval of the Master's Final Project is a one-person activity. The student will demonstrate their maturity and ability to solve a specific problem in naturopathic health through their project. The process of completing the Master's Final Project follows a process that combines direct work with the Thesis Director and sharing experiences through the means established for the Program in the Virtual Campus. (10 credits).

### **MTC025 - "Stage" in hospital**

This stage takes place in a Hospital in the P.R. China, organized by the TCM College together with the European TCM Foundation that complements the knowledge acquired, favoring the practice of competencies in traditional Chinese herbal medicine and acupuncture that prepares students to exercise their profession and encourage their capacity for entrepreneurship.

This stage allows students to promote cooperative and collaborative work among peers to respond in an open, critical and reflective manner to the diverse expressions in which the interaction between society, knowledge and technology manifests; to enable them to develop in their professional and/or scientific field in an autonomous, optimal and efficient manner; as well as to develop the skills and attitudes required to become professionals capable of providing the health care that society requires.

Students will be distributed in small groups and will visit the acupuncture, tuina and internal medicine departments of a Hospital in the P.R. China selected by the TCM College together with the European TCM Foundation. In addition to the hospital visit, students will participate in complementary activities related to Chinese medicine (specialized lectures, practicing Tai Ji - Qi Gong and visiting museums). (10 credits).

