

Master of Education in Educational Management (M.Ed.)

- **DSC 502: Analysis and Data Intelligence (2 Credits)**

The course helps participants use available data within and outside their organizations to make decisions at various levels of the organizational structure. It describes the environment of data management systems, data scales (big data, deep data, small data), the description of architectures and methodologies for the generation, structuring, processing, and analysis of data, the description of the data management process for various types, the presentation of current and future data processing tools, data visualization tools, and case studies for decision-making with the explained tools.

- **ADM 501: Organizational, Cultural and Learning Management (2 Credits)**

The course studies individual behavior in the workplace, career development, work teams, strategic and transformational leadership, leadership and power, organizational culture, change and behavior, the development of the capacity for observation, diagnosis, and analysis for effective action in the management of processes related to behavior in organizations.

- **ADM 512: Innovation and Intellectual Capital Management**

This course studies the methodologies of Design and Creative Thinking, creative thinking, the creative process, innovation techniques, customer-oriented innovation, co-creation, and leadership in collaboration. Techniques will be developed to model innovative businesses at a disruptive and incremental level, and to design new products and services from the perspective of users and focused on their needs. The fundamentals, mechanisms, and instruments for the management of intangibles, intellectual capital, information systems, the impact of ICT in organizations, Integrated Business Management Systems, competitive intelligence, and processes and subprocesses inherent to knowledge management will be addressed.

- **HUM 522: Innovative Behavior**

The course studies the anatomy and functioning of the Silicon Valley innovation ecosystem to extract the key lessons from high-impact companies and see how these networks connect with our potential companies, as well as agile techniques and methodologies to maximize the chances of success of our initiatives. The contents include: why act innovatively, the power of questioning, conceptual liberation and experimentation, the discovery of innovative opportunities, organizational ambidexterity and some biases that hinder its implementation, how to manage the uncertainty surrounding innovative opportunities, and policies to improve the behavior of established companies.

- **HUM 512: Decision making (2 Credits)**

The course studies deep learning dynamics and high involvement, so that managers understand that the complexity of decision-making requires identifying and understanding relationships that are not always visible in companies. The process interrelates mental models, personal mastery, team decisions, and shared vision, revealing the structures that generate basic business dilemmas, and develops methodologies and tools that improve rational and intuitive decision-making, especially in contexts with little or much information. It identifies typical errors or biases in the

individual and team decision-making process. It develops skills that allow for high-value decisions.

- **HUM 501: Leadership and Change Management (3 Credits)**

The course studies key aspects for a manager or executive to assume leadership and provides tools for high-performance teams in a complex and high-uncertainty context. The content includes addressing the problem and the main factors of change management processes, as well as the key elements to carry them out successfully. At the end of the course, the student will be able to identify strengths and areas for improvement and apply a set of tools to lead results-oriented teams.

- **HUM 533: Psycho-Pedagogical Foundations for Education (2 Credits)**

This course focuses on the theories that mobilize teaching and the diverse learnings of the educational community.

- **HUM 604: Diversity and Inclusion (2 Credits)**

The course studies the characteristics of socioeconomic, political, cultural, and linguistic diversity in the educational context. Visions on educational inclusion from international organizations (United Nations Children's Fund, Organization of American States, United Nations, Educational, Scientific and Cultural Organization, among others). The role of the state and educational institutions, citizenship programs, social responsibility, and their mechanisms to curb exclusion and educational inequity.

- **HUM 614: Educational Policies (2 Credits)**

The course studies the cycles of a public educational policy. The governance of educational systems. Cases of the main public and/or social policies from a regional and international perspective. The educational landscape in the face of school dropout, enrollment rates, the quota system, among other variables that allow for the democratization and educational participation of students, regardless of their condition.

- **QME 615: Didactic Teaching Approaches (2 Credits)**

Fundamentals of didactics and models for face-to-face and virtual learning. The use of didactic techniques such as, for example, problem- or project-based learning, collaborative learning, role-playing, and simulations, among others. Teacher training. The role of the teacher as a facilitator and other educational actors for the success and productivity of the didactic experience. Trends in didactics for educational innovation, including gamification, flipped pedagogy, virtual and augmented reality, among others. Final reflections on didactics and their comparisons in face-to-face and virtual environments. The role of virtual tutoring.

- **QME 625: Curriculum and Learning Designs (2 Credits)**

Theory and structure of the curriculum. Curriculum design and its organization. The lesson plan and its activities. The forms of evaluation and their models. Discussion on learning designs (content-centered and student-centered). Active learning and curriculum design in face-to-face and virtual modalities. Recommendations and good practices on the design of the contemporary curriculum in distance education.

- **QME 636: Administration for Education (2 Credits)**

The course studies effectiveness and efficiency in the use of human, economic, and technical resources. Administrative planning of educational organizations. Obtaining and controlling financial resources. Financial indicators of viability and profitability.

Projections of execution and sustainability in the short, medium, and long term. Case studies on the financing of public and private educational institutions. Monitoring tools.

- **QME 644: Strategic Planning in Education (3 Credits)**

This course provides a comprehensive overview of strategic planning in educational contexts. Students will learn to analyze the internal and external environment of educational institutions, set achievable goals, and develop action plans to improve organizational effectiveness. Key topics include stakeholder analysis, resource allocation, performance measurement, and the use of data to inform strategic decisions. Through practical projects and case studies, participants will gain hands-on experience in developing strategic plans that align with institutional missions and respond to the constantly evolving educational landscape.

- **DGE 606: Technologies Applied to Education (2 Credits)**

This course focuses on the use of technology in the educational context (formal and non-formal). It will enable candidates to implement innovative technological tools and platforms both inside and outside educational institutions.

- **QME 654: Educational Project Management (2 Credits)**

This course focuses on the principles and practices of project management in the education sector. Students will explore the project life cycle, including its initiation, planning, execution, monitoring, and evaluation. Key topics include defining the project scope, stakeholder engagement, risk management, and resource allocation. Participants will engage in practical activities, case studies, and simulations to develop skills in designing and implementing educational projects that meet institutional objectives. Emphasis will be placed on the use of project management tools and techniques to ensure successful outcomes in various educational settings.

- **QME 666: Quality Accreditation (3 Credits)**

This course examines the principles and processes involved in managing quality accreditation in educational institutions. Students will explore the standards and criteria established by accrediting bodies, as well as the importance of continuous improvement in educational quality. Key topics include self-assessment, program evaluation, data collection and analysis, and stakeholder engagement. Through case studies and practical projects, participants will develop the skills needed to lead accreditation processes, ensuring compliance with standards and fostering a culture of excellence within their institutions. Emphasis will be placed on the impact of accreditation on institutional effectiveness and student success.

- **QME 646: Strategic Communication and Principles of Marketing (2 Credits)**

Theory of communication and persuasion. Media culture in education. Positions of globalization and communication for development. Marketing tools, distribution and dissemination channels. Strategic analysis approach (Benchmarking). Attraction strategies (Inbound and Outbound Marketing). Analysis of cases of educational products and services.

- **QME 676: Final Project I (2 Credits)**

Demonstrate the acquisition of one or, preferably, several of the competencies acquired throughout the program by generating a project associated with one of the topics worked on up to its formulation.

- QME 686: Final Project II (2 Credits)

The Final Project II course is an educational program that offers students the opportunity to apply and consolidate the knowledge acquired during their academic training. This course is the culmination of a study plan, allowing participants to develop a final project that integrates concepts, skills, and techniques learned throughout their career. Through Final Project II, students have the opportunity to research, design, implement, and present solutions to real problems or specific challenges within their field of study. The Final Project II course focuses on the development of key skills such as critical thinking, problem-solving, effective communication, collaboration, and the practical application of knowledge acquired throughout the academic career. It is a space where students demonstrate their ability to integrate theory and practice, preparing them to face real-world challenges in their future professions.