Universidad Europea de Monterrey

(European University of Monterrey)

CATALOG 2021

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1. INTRODUCTION

This document is the set of procedures and rules that serve to govern the academic-administrative management of this institution and aims to define the relationship between our institution with its applicants, students, graduates regarding admission, admission, re-entry , permanence, evaluation of learning, rights, obligations, their graduation and their degree.

This document is intended to serve as a foundation and guide to the activities of all agents who participate in the educational-administrative process developed by Universidad Europea de Monterrey. It constitutes the regulatory framework for the operation of the Institution considering its mission, vision and values.

The Institution reserves the right to change any provision of this catalog at any time. Modifications will be taken into account in a revised catalog, annex or supplement, or in any other written format.

1.1 GLOSARY

For the purposes of its use in this document, the following definitions are established:

- **SUBJECT:** Set of academic activities valued in credits, which, according to a study plan pertaining to a specific career, constitutes a learning unit that takes place during an academic cycle.
- **CLASSIFICATION OF STUDENTS:**
    - **ACTIVE STUDENT / TRAINING:** Person who meets the admission requirements determined by Universidad Europea de Monterrey and who has regularized their enrollment through the payment of fees and enrollment of subjects and / or activities contemplated within the study plan of a specific career.
    - **STUDENT OF NEW ENTRY:** Person who for the first time enrolls in the different levels of study offered by Universidad Europea de Monterrey.
    - **RE-ENTRY STUDENT:** Any person who has previously been enrolled in Universidad Europea de Monterrey and who has not lost their quality of student due to the causes established in article 10 of these regulations.

- **REGULAR STUDENT:** is the person who is studying in an ordinary way according to the period that corresponds to him, without having ever carried out transfers or postponements and is without financial or other debts.
- **IRREGULAR STUDENT:** Is an active student who at some point has failed a subject, has requested a postponement or partial withdrawal, or has been disconnected, due to debt, lack of documents, inactivity or some fault.
- **ASSOCIATED STUDENT:** Person who, belonging to a University career and being qualified to continue studies in it, has not enrolled subjects or activities that allow him to fulfill the study plan of his career.
- **ATTACHED STUDENT:** Person who, not being attached to a University career, enrolls in diplomas, special courses, workshops, seminars, symposiums, congresses, conferences or any other academic activity not belonging to a degree or postgraduate study plan.
- **CANDIDATE TO GRADUATE:** Person who has complied with the study plan of a certain academic level and who only has the corresponding administrative procedure to obtain the degree.
- **GRADUATE:** Person who has completed the graduation procedures corresponding to the academic program completed at the Universidad Europea de Monterrey and who has a Professional Title or Degree, and a professional license.

- **ACCREDITATION**: It is the act by means of which the subjects taken in another study plan are recorded in a student's study plan, either at another university in the consortium, or at a university with which there is a collaboration agreement.
- **EQUIVALENCE AGREEMENT:** It is the official document issued by the Ministry of Education in which the studies carried out within the national educational system and comparable to each other, which consist of certificates, diplomas, records, titles or academic degrees are valid.
- **REVALIDATION AGREEMENT:** It is the official document issued by the Ministry of Education through which the validity in Mexico of the studies carried out in a foreign institution is recognized.

- **GRADING:** Refers to the numerical expression of the learning assessment process, which indicates accreditation or non-accreditation and declares the degree of performance and learning developed throughout the training process.
- **ACADEMIC CREDIT**: Assessment unit of the weekly systematic work carried out by the student during an academic cycle.
- **HOUR CLASSIFICATION:**
    - **• HFD:** Hours in front of the teacher per week.
    - **• HSS:** Weekly synchronous hours.
    - **• HEI:** Weekly Independent Study Hours.
    - **• HAS:** Weekly asynchronous hours.
- **CURRICULUM:** Set of activities, objectives, methodologies and techniques that make up a course.
- **STUDY PLAN:** List of subjects in a pre-established order, both compulsory and optional, that the European University of Monterrey offers each cycle.
- **TUTOR:** Teacher appointed by Universidad Europea de Monterrey to provide academic guidance to a student.
- **MENTOR:** He is responsible for the relationship and the academic-administrative processes between the students and the institution.
- **PRE-REQUISITE / SERIATION:** Academic requirement that the regular student must previously approve in order to take a certain subject or carry out some activity included in the study plan of their respective career.
- **CYCLE:** It is the set of subjects or activities corresponding to a period of 16 weeks, 14 weeks of academic activity and a break.
- **PORTFOLIO:** It is the ordered set of evidences that, through a specific methodology, the student gathers from the beginning of his career, to obtain the total certificate of studies. This portfolio is a written document that can be presented with audiovisual resources that illustrate the activities carried out.
- **COMPETENCE:** Everything an individual is capable of doing well, as a result of the integration of their knowledge, skills, attitudes, qualities and personal values.
- **VIRTUAL UNIVERSITY:** It is the set of learning activities carried out through unconventional means of instruction.

- **APPLICATION PROJECT:** It is an activity to be carried out by the student during his subject, it aims to develop the student's creativity and his critical-analytical way of thinking. This project is part of the continuous evaluation of the student.
- **LEVELING:** it is a compulsory process for Master and Bachelor students with one or more failed subjects, since this is the only way they can recover academically and obtain the necessary credits to graduate in their academic program.
- **TERM:** It is the financial or academic period that begins according to the current academic calendar.
- **PLAGIARISM:** It is considered when a student partially or totally copies the substantial part of other written or electronic works, presenting them as their own.
- **POSTPONEMENT:** It is a formal request made by the regular student to postpone their studies for a maximum period of three months of the academic calendar.
- **TRANSFER:** Change of call initiation, allowed twice maximum.
- **TEMPORARY WITHDRAWAL:** It is the state in which the student remains who is partially suspended from their access to academic-administrative services.
- **DEFINITIVE WITHDRAWAL:** It is the state in which the student remains who is totally suspended from educational services.
- **FOULS:** They are those that constitute a breach of ethics and the provisions in force at the European University of Monterrey.

2. INSTITUTIONAL PANORAMA

2.1 ABOUT THE UNIVERSITY

Universidad Europea de Monterrey is an institution founded in Mexico that provides society with an international quality education based on efficiency, innovation, excellence in design and management of institutional resources.

The international environment at Universidad Europea de Monterrey is achieved through a multicultural student community, and the valuable contributions of teachers and students who share their experiences from different parts of the world, with a regional focus in Mexico.

A student at the Universidad Europea de Monterrey is a person who seeks to improve their professional performance from an institution with an international perspective.

Technology and globalization are used for the effective learning of our students. Universidad Europea de Monterrey is a university that offers 100% online graduate education programs in Spanish.

2.2 MISION

The Universidad Europea de Monterrey mission is to be a education institution that, by making use of technology and digital tools, contributes to the integral development of its students, preparing them for the challenges of the 21st century. Our purpose, is the training of individuals who provide creative solutions to actual problems, all this through the fulfillment of the following objectives:

• Provide society with competent professionals in their fields of study, who with responsibility and social commitment are capable of achieving professional success.

• Provide students quality education through a flexible and innovative study environment that allows them to combine family, work and studies.

• Prepare our graduates to occupy strategic positions in their work field.

• Develop in students the richness of their personality so that, through collaborative learning, new technologies and highly qualified teachers, they develop critical, analytical and leadership skills to the maximum so that they can excel in their work environment.

2.3 VISION

Consolidate an educational project that offers upper secondary, higher and postgraduate education programs, using the best educational and information technology available, in online, distance and / or mixed modalities, at the lowest possible cost.

2.4 PEDAGOGICAL FOUNDATION

The educational model of the European University of Monterrey is an eclectic model that integrates the best of various theories or educational systems to generate a viable proposal or solution, consistent with the referential frameworks used as the basis for the development of the education model, based on the development and acquisition of competences, organized into learning modules made up of learning units that the student can follow with or without support to progress gradually, at their own pace, from units or modules of general or basic training, until they have mastered more sophisticated degrees of competence focused on developing lifelong learning, in a one hundred percent virtual modality - online, distance and/or mixed.

The conceptual framework is based on an effective incorporation of the emerging communication and information technologies, having as a theoretical support the concept of complex thinking and using pedagogy and psychology as the main didactic supports.

Complex thinking (complexus: what is woven together) is a thought that relates work with training, doing with being, man with his environment, functions with the capabilities of those who perform them, this means , to build a new way of seeing formative reality as part of work, understanding it as a space for social interaction that promotes, drives and generates learning for doing, in which being is formed and transformed. Edgar Morin, a French philosopher who has worked with Bertrand Schwartz, comments in the interview with the Colombian philosopher Nelson Vallejo in Mexico in May 1997 "in opposition to the traditional way of thinking, which divides the field of knowledge into entrenched and classified disciplines , complex thinking is a mode of relegation. It is, against the isolation of the objects of knowledge, restoring the context, and if possible, in the globality to which they belong. " The main premise of this complex thought is reflection on work.

This reflection makes it possible that at the same time as the teaching-learning process is

generated, students can make transformations at work by learning to approach it in such a way that they can learn from it, while being permanently aware of what they do, allowing them to see their capabilities, but also to visualize the innovations necessary for the job, however simple they may seem. This way of looking at work leads them to consider strategies that facilitate the construction of knowledge, realizing the integration of a whole that is made up of interrelated parts, parts that in themselves are and contain the whole.

This perspective brings to the notion of competence everything that an individual is capable of doing well as a result of the integration of his personal knowledge, abilities, attitudes, qualities and values. Focused on performance, a competition incorporates conditions under which performance is relevant, builds unity and is a point of consistency that favors the development of higher levels of autonomy for individuals.

In the traditional model, knowledge is fragmented, people are dependent on the instructor, teacher, trainer or institution providing the training / education service, which provides or facilitates learning, while in a system based on obtaining competences, the Individuals gain greater control and responsibility over their own learning.

The constant changes in the environment force that the programs must be constantly updated if you want to maintain their relevance and validity. This aspect, which prevails in the current knowledge model, causes high costs, since it is necessary to change entire programs every time it is necessary to incorporate new knowledge into the system or program; Structuring the offer in the form of learning units or modules of learning units will incur less costs, since there will only be the need to change or adapt what is necessary to respond to the transformations of the environment and the demands of the sectors: productive, service and government, maintaining the relevance and quality of the supply of competencies evidenced in the performance of the profession or trade job performance.

The outstanding characteristics of the model are:

- Educational offer oriented to work and with side exits via certifications that allow integration into the productive life of the country. All the programs are developed taking into account the unmet needs in unattended or recently created areas, as they are emerging areas in the changing knowledge society.
- Instructional design. Process by which the study programs are structured so that it is

feasible for the student to develop the competencies established as academic goals set for each course offered by the institution.

- Use of information and communication technologies. From its conceptualization, the model proposes the use of the most modern information and communication technologies in the educational process to enhance learning and allow the student to communicate with students from other countries and cultures, which affects the development of related competences. with the use of modern computing and communication tools that will facilitate professional performance. Active participation in international forums and associations that promote the use of these tools in education, makes it possible to transmit experiences to students from the early stages of their incorporation into the program.
- Knowledge management. The incorporation of knowledge management concepts allows students to integrate tools that in turn facilitate the integration of knowledge and its use in posing and solving problems that allow the creation of more and new knowledge.
- Personalized Selection and Recruitment System for candidates to enter the program to achieve maximum performance. Proprietary systems are used in addition to those available in the market for the characterization, selection and recruitment of students, which allows them to be supported to achieve their maximum performance.
- Faculty Selection and Development System. The selection is made through a professional process that guarantees the competencies of teachers as facilitators of learning established by the institution as a requirement for entry and permanence to develop their educational work with quality and professionalism.
- Face-to-face or virtual academic stays abroad and / or work stays. The current globalization process requires individuals to have a global and multicultural vision.

2.5 OWNERSHIP

Universidad Europea de Monterrey is owned by I.E.P.S.L.

2.6 EDUCATIONAL LICENSE INFORMATION

The Universidad Europea de Monterrey has the official recognition of studies from the Secretary of Education of the State of Nuevo Leon located at 4038 Nueva Jersey Street, Fraccionamiento Industrial Lincoln, Monterrey Nuevo Leon, incorporated into the general direction of professions of the Federal Secretariat of Education, located at: Avenida Revolución 1425 Campestre Cd. De México. RVOE Master in Business Management AM-310822001 / III 141 2002 06-Nov-02, Code of the institution before DGP 190297, Career code before DGP 617535.

2.7 ADDRESS OF THE FACILITIES

The administrative offices of the Universidad Europea de Monterrey are located at Av. David Alfaro Siqueiros 106; Office 1700 / KOI Building Floor 17. Colonia Valle Oriente / San Pedro Garza García N.L. Business hours are Monday through Friday from 7:00 a.m. to 7:00 p.m. (ET) and Saturdays from 9:00 a.m. at 1:00 p.m. Phone: +52 (81) 4739 51 20.

2.8 ACADEMIC PROGRAMS

The Universidad Europea de Monterrey offers the following academic programs for the 2019-2020 academic year:

- Master in International Trade

  Duration 6 quarters

- Master in Financial Management

  Duration 6 quarters

- Master in General Management with emphasis on Business

  Duration 6 quarters

- Master in General Management with emphasis in Finance

  Duration 6 quarters

- Master in General Management with emphasis in Project Management

Duration 6 quarters

- Master in General Management with emphasis in Marketing

  Duration 6 quarters

- Master in Education

  Duration 6 quarters

- Master in Entrepreneurship and Innovation

  Duration 6 quarters

- Master in Project Management

  Duration 6 quarters

- Master in Business Management (2002)

  Duration 5 quarters

- Master in Business Management (2017)

  Duration 6 quarters

- Master in Commercial Engineering (2002)

  Duration 5 quarters

- Master in Commercial Engineering (2017)

  Duration 6 quarters

- Master in Logistics and Commercialization (2002)

  Duration 5 quarters

- Master in Logistics and Commercialization (2017)

  Duration 6 quarters

- Master in Industrial Safety and Environmental Protection (2003)

  Duration 6 quarters

- Master in Industrial Safety and Environmental Protection (2017)

  Duration 6 quarters

- Master in Human Resources Management

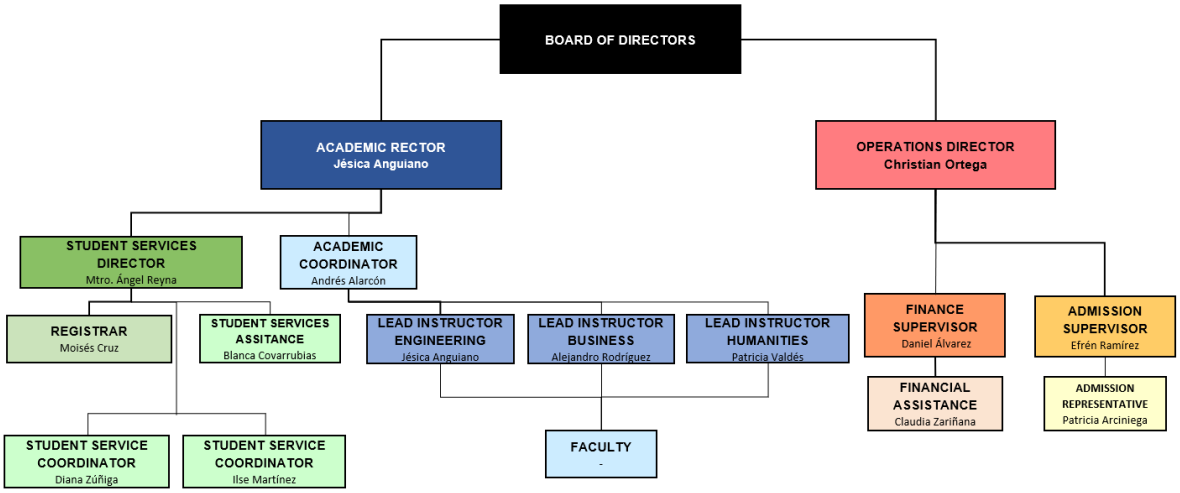
  Duration 6 quarters

2.9 ACADEMIC CALENDAR



2.10 ORGANIZATIONAL STRUCTURE

2.10.1 ORGANIZATION CHART



2.10.2 ADMINISTRATIVE STAFF

ACADEMIC RECTOR
ANGUIANO SÁNCHEZ JESICA BELINDA

STUDENT SERVICES DIRECTOR
REYNA MEDINA JUAN ANGEL

ACADEMIC COORDINATOR
ALARCON NUÑEZ JOSE ANDRES

LEAD INSTRUCTOR ENGINEERING
ANGUIANO SÁNCHEZ JESICA BELINDA

LEAD INSTRUCTOR BUSINESS
RODRÍGUEZ CRUZ LUIS ALEJANDRO

LEAD INSTRUCTOR HUMANITIES
ROJAS VALDÉS PATRICIA LUDIVINA

REGISTRAR
CRUZ LÓPEZ MOISÉS ELÍAS

STUDENT SERVICES ASSITANCE
COVARRUBIAS RIOS BLANCA ROCIO

STUDENT SERVICE COORDINATOR

ZUÑIGA CHAPA DIANA PATRICIA

STUDENT SERVICE COORDINATOR
MARTINEZ MIRELES ILSE DANIELA

OPERATIONS DIRECTOR
ORTEGA CHRISTIAN

FINANCE SUPERVISOR
ÁLVREZ RAMÍREZ NESTOR DANIEL

FINANCIAL ASSISTANCE
ZARIÑAGA ZEPEDA CLAUDIA JANET

ADMISSION SUPERVISOR
RAMIREZ CRUZ JUAN EFREN

ADMISSION REPRESENTATIVE
CHAVEZ ARCINEAGA JUANA PATRICIA

2.10.3 FACULTY

Bartolo Jaramillo Puebla

- Doctorate in Education - Free School of Political Science and Public Administration of the East.
- Master of Administration - Autonomous University of the State of Morelos
- Computer Systems Engineering – Technologic Institute of Toluca.
- Approved by SEP

Laura Martino Roaro

- Doctorate in Chemical Sciences - National School of Biological Sciences.
- Master in Chemical Sciences - National School of Biological Sciences.
- Bachelor of Pharmaceutical Biologist Chemist - La Salle University.
- Approved by SEP

Patricia Ludivina Valdés Rojas

- Doctorate in Education - José Martí University.
- Master of Education - Tec Milenio University.
- Master of Business Administration - Tec Milenio University.
- Bachelor of Architecture - Autonomous University of Nuevo León.
- Approved by SEP

Carlos Luis Robles Román

- Doctorate in Administration - Valle de Grijalva University.
- Master of Finance - Autonomous University of Chiapas.
- Bachelor of Public Accounting and Auditor - Benemérita Universidad Autónoma de Puebla.

Jessica Belinda Anguiano Sánchez

- Doctor of Engineering Sciences - Technological Institute of Superior Studies of Monterrey.
- Degree in Physics - Autonomous University of Nuevo León.

Jorge Lozada Lettuce

- Doctorate in Biotechnology - Autonomous University of the State of Morelos.
- Master of Science - Institute of Biotechnology of the National Autonomous University of Mexico.
- Chemical Engineering - Benemérita Universidad Autónoma de Puebla.

Jose Antonio Hernández Gutiérrez

- Doctorate in Humanistic Studies, specialty in Communication and Cultural Studies - Tecnológico de Monterrey, Monterrey campus.
- Master of Science with a specialty in Communication - Tecnológico de Monterrey, Campus Monterrey.
- Bachelor of Sociology - Autonomous University of the State of Mexico Professional Academic Unit Zumpango.
- Approved by SEP

José de Jesús Alarcón Córdova

- Doctorate in educational planning and innovation - Universidad de Alcalá.
- Master in Alternative Methods and Conflict Resolution - Autonomous University of Nuevo León.
- Law Degree - National Autonomous University of Mexico.

Luis Alejandro Rodríguez Cruz

- PhD in Philosophy with Orientation in International Relations, Business and Diplomacy - Autonomous University of Nuevo León.
- Master in International Relations - Autonomous University of Nuevo León.
- Bachelor's Degree in International Relations with a Major in Foreign Trade - Autonomous University of Nuevo León.
- Approved by SEP

Alfredo Guzmán Rincón

- Master in Quality Engineering and Productivity - Instituto Tecnológico y de Estudios Superiores de Monterrey
- Commercial Engineering - Universidad de Ciencias Aplicadas y Ambientales

U.D.C.A

Alfredo Ugalde Maldonado

- MBA business Administration - Universidad Camilo José Cela
- Business Administration - Universidad Nacional Autónoma de México
- Approved by SEP

Carlos Alberto Perez Romero

- Master in environmental management – Universidad Americana del Noreste
- Bachelor of Law and Legal Sciences – Universidad Metropolitana de Monterrey
- Approved by SEP

Cleopatra de Jesús Bonifaz Villar

- Master in Administration - Universidad Valle del Grijalva
- Business Administration – Universidad Autónoma de Chiapas

Guillermo González Montero

- Master in Quality Management - Universidad Veracruzana
- Bachelor of Business Administration – Universidad Veracruzana
- Approved by SEP

Juan Ángel Reyna Medina

- Master in Sciences – Universidad Autónoma de Nuevo León
- Bachelor of Psychology - Universidad Autónoma de Nuevo León
- Approved by SEP

Juan Carlos Peña Manzano

- Master in Educational Technology – Universidad Autónoma del Estado de Hidalgo
- Bachelor in Administration - Universidad Autónoma del Estado de Hidalgo

Lilian Ariadne Lozano Bustos

- Master in Administration specializing in Senior Management – Escuela Bancaria y Comercial
- Bachelor in Marketing - Escuela Bancaria y Comercial
- Approved by SEP

Eliette Barrios

- PhD. Education - Nova Southeastern University
- Master in Instructional Technology - Strayer University

Luis Rodríguez-Jaime

- PhD Management - Walden University
- Master in Marketing - University of Phoenix

Pedro María Sánchez

- PhD Risk Management Engineering - Technische Universitat Dresden

- Master in Construction Management - University of Nottingham

Rafael Hurtado Coll

- PhD Economics - Universidad San Pablo-CEU
- Master in Business Administration - Universidad San Pablo-CEU

3. ACADEMIC PANORAMA

3.1 LEARNING MODEL

The online environment of Universidad Europea de Monterrey is a virtual classroom that allows students to communicate with each other, watch presentations or videos, access course content, interact with other participants, and interact with online resources in academic forums. It is conceived as a tool to execute the Social Learning Model. Using their username and password, students will access a secure learning environment that is the virtual version of a classroom. Students are welcomed by a welcome page that has all the necessary information to navigate the Universidad Europea de Monterrey experience, including a calendar of activities, access to academic courses, a communications center, links from the Universidad Europea de Monterrey to social networks , and a student profile section.

Once students access to an academic course, they will find the following four modules to help them keep the course content organized:

3.2 ONLINE ENVIROMENT

3.2.1 KNOWLEDGE COMPASS

Guide students throughout the course. Includes a teacher welcome video with general information and guidelines about the course. Another important component of this module is the Work Plan that establishes the recommended strategy for the student to follow. This module also includes an automatic student assessment to identify the participant's knowledge base for the course.

3.2.2 LEARNING MODULE

This environment includes the theoretical and practical contents of the course structured by the following phases:

1. Business situation. The main concepts and objectives of the class are introduced through a real business situation. This phase raises several open questions that need to be answered by students as the course progresses. This phase includes:

A. Introduction.

B. Brief summary of essential concepts.

C. Theoretical content of the unit in videos from downloadable PDF files.

D. Videos of the faculty members in which the main ideas of the unit are exposed in practicality.

E. Videos of faculty members that explain in detail an idea or point that deserves special attention, and always with an applied example. It is a resource for quantitative issues.

2. Identification of the problem. In this phase the student, having understood and preserved the essence of the learning unit, will take a different role, viewing an audiovisual resource and reading articles related to the agenda in order to outline the key factors related to the resolution of the business situation in hand.

3. Mobilization of knowledge. The student can apply what he previously learned by solving one or more practical cases taken from reality. Students will be encouraged to work together to jointly come up with the solution for the case. Student participation and interactivity among themselves and with teachers is expected in the forum tool.

4. Report. Students will complete a set of assessments that serve to measure their knowledge and skills acquired. These modules also include:

A. Synchronous class. The teacher reviews the fundamental elements of the course and includes recommendations for consideration through a synchronous tool that allows students to submit questions. The class is registered so that students can access the content once it is finished for review.

B. Evaluation of the course survey. Completion is required to access the final exam, thus ensuring that all students taking the exam reflect their opinion about the teacher, the University, the course content and the resources used. Additionally, students can make relevant suggestions to the academic team.

3.2.3 KNOWLEDGE CENTER

It is an environment in which the student can search for online resources that both the teacher and the students consider necessary for the development of learning activities within the course. This module provides links to the virtual library resources powered by LIRN, EBSCO and e-Book.

3.2.4 EVALUATION MODULES

Students can access course evaluations. Once the teacher has graded the evaluations, students can access this module to obtain grades and comments. The final exam is included in this module. It measures students in the learning outcomes they have acquired during the course.

3.2.5 INTERACTIVITY TOOLS

The online environment also offers participants access to the "Communication Center" to support all forms of synchronous and asynchronous communication, including official university email, threaded discussions, chat rooms, and other means, sometimes with the instructor serving as moderator.

3.2.6 SYSTEM REQUIREMENTS

MINIMUM HARDWARE REQUIREMENTS

Processor	Pc Pentium IV or higher
Memory	512 MB of RAM
Sound card	16 Bits Full-duplex
Graphic Support	SVGA 1024x768 colour

MINIMUM SOFTWARE REQUIREMENTS

Operative System	Microsoft Windows 2000/XP, Linux and Mac OS X
Supported browsers	Internet Explorer 8 or higher, Mozilla, Firefox, Google Chrome
Flash Player	Macromedia/Adobe Flash Player 8 or higher

3.3 EVALUATION AND ACADEMYC QUALITY

The processes of the University are regularly monitored to ensure that they are synchronized with the mission, vision and objectives of the Institution. Faculty members, staff, and administrators work together to ensure that the organization's structure and integrity are maintained with a commitment to quality and continuous improvement at all levels of the Institution.

Universidad Europea de Monterrey has an Advisory Council with members not employed or contracted by the institution consisting of professionals in the fields for which the institution offers programs. This Board meets at least at the beginning of each calendar year and provides advice to the institution on whether the objectives of the educational program, curriculum, and course materials of the institution adequately prepare students with the skills, knowledge, and the skills necessary to enter the current job market in fields related to the institution's educational programs.

3.3.1 ACADEMYCS CYCLE

In postgraduate studies a semester is a fourteen (14) week period in which a student must complete all the courses in which he has enrolled. There are three (3) academic quarters in an academic year. Students are encouraged to enroll in two (2) or three (3) courses per academic quarter.

The normal academic load of a student will be determined in each study program in accordance with the curricular maps established and previously authorized by the Secretary of Public Education. The order of the subjects may vary according to the academic offer, always respecting the series of subjects that require it.

Exceptionally, the enrollment of subjects that represent a greater number of credits than those indicated in the preceding paragraph must be authorized by the academic address to which the student belongs.

3.3.2 CREDIT HOUR DEFINITION

Universidad Europea de Monterrey uses the credit allocation and transparency system to measure the time students participate online during the course.

Therefore, one credit equals 16 hours of learning, each subject has a value of 7 credits, therefore the student must cover 112 hours divided into 14 weeks, of which 3 hours

are synchronous and 5 hours are asynchronous weekly.

Academic participation "in class" may include, but is not limited to:

1. Submit an academic assignment.
2. Listen to classes or webinars (synchronous or asynchronous).
3. Taking an exam.
4. An interactive tutorial or computer-assisted instruction.
5. Attend a study group assigned by the institution.
6. Contribute to an online academic discussion.
7. Initiate contact with a teacher to ask a question about the academic subject studied in the course.

Preparation for the "out of class" course is typically:

1. Homework, like reading and studying time.
2. Complete assignments and projects.

3.3.3 EVALUATION SYSTEM

Faculty members will provide students with performance evaluations for each course. Grading is based on the results of course assignments, exams, and other criteria established in each course program. Grades are published one week after the end of each term in the student's records on the platform. The student's grade information will be protected in accordance with the Privacy Law.

México	Interpretación	EUA
10	Excelente	A+
9.5	Muy bueno	A+
9	Muy bueno	A-
8.5	Bueno	B+
8	Aprobado	B+
7.9 o menos	No aprobado	B-

3.3.4 EVALUATION CRITERIA

The evaluation to be used by Universidad Europea de Monterrey is a process of

measuring compliance with the objectives and performance standards of each subject in the study plan. At Universidad Europea de Monterrey evaluation is conceived as a continuous and interrelated process.

Regarding the qualification system of the Master's subjects, a numerical scale from 0 to 10 will be used, with 8.0 points being the minimum grade to pass. A rounding criterion to one decimal will be used as long as it is a passing grade, in the case of grades lower than 8.0 the rounding criterion does not apply.

For the final grade of the subject the following items will be taken into account.

1. Continuous assessment note: 60% of the final grade for the course, the following is taken into account:

Activity	Percentage
Diagnostic self-evaluation	6%
Assessment reports per learning unit	20%
Application Project	20%
Participation in forums	14%
	60%

2. Final exam grade: 40% of the final grade will count.

Activity	Percentage
Final evaluation report	**40%**

The student will consult on the platform at the beginning of the course, the general evaluation scheme and the evaluation modalities that will be used with their respective weights for each subject.

3.3.5 APPEAL A GRADING

The student may request clarification and, where appropriate, rectification of the grade obtained in their subject during the next eight calendar days after the official

end date of the subject.

Process

If a student believes that an erroneous or arbitrary grade has been assigned, the student should contact their academic mentor. The goal of this interaction is to reach a mutual understanding of the rating, the process by which it was assigned, and correct any errors, if any, in the rating.

If the problem cannot be resolved, the student has the right to appeal the grade through a formal resolution process. This formal process begins with the filing of "Qualification Appeal Request." This communication is sent by email to the academic mentor and must contain the following information:

The student must include a request for grade review and provide evidence that the grade is incorrect or arbitrarily awarded as defined in this policy.

The student must provide a comprehensive statement that fully describes and documents all the evidence supporting their claim.

The Academic Coordination will assign a panel composed of designated faculty members with experience in the course in which the appeal is requested, which will not include the teacher currently assigned in the subject. The academic coordinator will request the panel to issue a resolution on the appealed grade. After evaluating the evidence and hearing all parties involved, the panel will issue a decision and establish a resolution to be implemented. The panel will report the decision to all parties involved as soon as possible. A record of the panel's decision will become part of the student's official academic record. The panel's decision is final and is not eligible for further review under another policy.

3.3.6 PROGRAM CERTIFICATIONS

All study programs have a certification available in the area of their competence; some consider this certification within their study program while others consider it optional.

For the programs that include it in their study program:

- Certification is mandatory to obtain the academic degree.

- In case of not passing the certification, the student must take it again and make the payment corresponding to the current cost of said certification.

For programs that do not include certifications in their study program:

- Certification is not mandatory to obtain the academic degree, which is why it is optional.
- The student may request it only after completing their study program.
- In case of not approving the certification, the student will make the decision if he wants to take it again, in which case he must make the payment corresponding to the current cost of said certification.

3.3.7 STUDENT PARTICIPATION AND COMMITMENT

The participation and participation of students is essential for student learning. Engagement engages students who dedicate time and energy to learning course materials and skills, demonstrating that learning, engaging in a meaningful way with others in the online class, and emotional involvement with their learning. The Social Learning model seeks to achieve the following by making students excited about the course content, integrating practical applications and game techniques to follow so that students enjoy learning and / or interactions. This has been deliberately incorporated into the courses since the design process. Therefore, the Universidad Europea de Monterrey believes in its social learning model that only students are really learning when they engage in communication with others about what they are learning, they have a succession of appropriate tasks to apply their skills / knowledge , and receive comments from their classmates and Faculty members.

At the same time, there is a lot of emphasis on tracking student engagement and completion assignments by course in order to contact students who are falling behind. If a student does not actively participate in a course within a period of one (1) week, the academic advisor will determine the conditions that prevent the student from participating and give advice on time management techniques, and establish a course of action to Assisting the student will contact the student.

3.3.8 SATISFACTORY ACADEMIC PROGRESS (SAP)

DEFINITION OF SATISFACTORY ACADEMIC PROGRESS

Definition of Satisfactory Academic Progress:

Each student enrolled must demonstrate that he or she is making satisfactory academic progress toward the completion of his or her chosen program of study. The criteria that each student must meet to qualify as making "Satisfactory Academic Progress" are defined below. A student who is failing to meet this criterion at any point outlined below will not meet the standard of "Satisfactory Academic Progress". Any of three remedies may be applied if a student is not making Satisfactory Academic Progress. These are as follows: academic probation, restricted class load status and/or termination from the program of study.

The definition of Satisfactory Academic Progress has both qualitative and quantitative criteria that must be met. The student must meet both of these sets of criteria to make Satisfactory Academic Progress. Unmet satisfactory academic progress also affects scholarship eligibility.

QUALITATIVE CRITERIA FOR SATISFACTORY ACADEMIC PROGRESS

Under the qualitative criteria, to make Satisfactory Academic Progress, the student must comply with the following two criteria:

1. Demonstrate a minimum overall cumulative grade point average of 3.0 at the end of the student's second term of enrollment, and at the end of each subsequent term thereafter.

2. Demonstrate successful completion of the required percentage of the total cumulative Semester Credit Hours he or she has attempted in the program of study.

To maintain Satisfactory Academic Progress, a student must establish and maintain at least a 3.0 overall cumulative grade point average by the end of the student's second term of enrollment and all subsequent terms of enrollment. Also, to maintain Satisfactory Academic Progress, the student must complete the required percentage

of coursework attempted.

Any student who fails to establish or maintain Satisfactory Academic Process must meet with the Academic Dean.

A student who fails to establish or maintain Satisfactory Academic Progress will be placed on academic probation and maintain this status of academic probation during the following semester. At the end of the semester in which the student is on probation, the student's overall GPA and Semester Credit Hours Completion Percentage will be recalculated. A student will be removed from academic probation only if the student completes the appropriate percentage of coursework and earns a "B" or better in all courses attempted during the semester in which he or she is on academic probation and earns a cumulative GPA of 3.0 or higher.

	Minimum Overall Cumulative GPA Graduate:	**Required percentage of completion of coursework attempted:**
Interval I: End of the second term:	3.0	80%
Interval II: End of the student's third and any subsequent term:	3.0	80%
Interval III: The total maximum for completion as timeframe described under "Quantitative Criteria" below.	3.0	80%

CALCULATION OF THE SEMESTER CREDIT HOUR COMPLETION PERCENTAGE

The Semester Credit Hours completion ratio or percentage is calculated by dividing the total number Semester Credit Hours successfully completed by the student in his or her program by the total number of Semester Credit Hours attempted by the student. For the purposes of calculation, Semester Credit Hours attempted by the student include:

A. all courses taken while the student is enrolled in his or her program of study or

B. a different program of study, if:

1) The subject matter of a course or courses in that different program of study is substantially the same as a course in his or her current program of study, or

2) If a course or courses count toward the satisfaction of any of the coursework requirement in the current program.

CONDITIONS THAT MAY RESULT IN PROBATION, RESTRICTED COURSE LOAD STATUS OR TERMINATION

The following describes the conditions under which a student may be placed on probation, restricted course load or terminated completely from a program of study.

1. Termination automatically applies to any student not making Satisfactory Academic Progress at the end of the semester, unless the student appeals the determination of the lack of Satisfactory Academic Progress in writing to the Academic Dean.

2. The Academic Dean may grant the student's appeal if all the requirements specified below under Academic Probation and Restricted Course Load sections are met. If the appeal is granted, the student will be placed on probation or restricted course load status during the student's next semester of attendance. Such action is not automatic, but at the discretion of the Institution.

3. Termination automatically applies to any student not making Satisfactory Academic Progress at the end of the following semester, unless the student appeals the determination of the lack of Satisfactory Academic Progress in writing to the Academic Dean. The Academic Dean may grant the student's appeal if all the requirements specified below under Restricted Course Load sections are met. If the appeal is granted, the student will be placed on Restricted Course Load status during the student's next semester of attendance.

4. At the end of following semester, if the student is not making Satisfactory Academic Progress, he or she will be terminated from his or her program of study.

CALCULATION OF OVERALL CUMULATIVE GRADE POINT AVERAGE

The calculation of a student's overall GPA in his or her program of study will include the following:

- The grade or grades earned by the student during each course in which he or she was enrolled in the program of study at the Institution.
- The grade or grades earned by the student during which he or she was enrolled in a different program of study at the Institution.
- If the course or the content matter of any course taken in another program of study is substantially the same as a course in the student's current program of study, that course satisfies the coursework requirement of his or her current program of study.

QUANTITATIVE CRITERIA FOR SATISFACTORY ACADEMIC PROGRESS

All student must maintain a satisfactory overall GPA and successfully complete a minimum percentage of coursework (80% of hours attempted) each academic year. Additionally, a student must complete the program within a maximum timeframe of attempted Semester Credit Hours.

The Maximum Time Frame for the Completion of any program of study is 150% of the Semester Credit Hours designated for the program. A student is not be making Satisfactory Academic Progress if the Institution determines that the student is unable to obtain a diploma from his or her program without exceeding the Maximum Time Frame for Completion. In such case, the student will be terminated from his or her program of study.

The calculation of the Maximum Time Frame for Completion includes all courses taken while the student is enrolled in his or her program of study or a different program of study, if the subject matter of a course or courses in that different program of study is substantially the same as a course in his or her current program of study, or if a course or courses count toward the satisfaction of any of the coursework requirement in the current program. Authorized leave of absence periods will not be

counted toward maximum time frame calculation.

MAXIMUM TIME FRAME FOR SATISFACTORY ACADEMICPROGRESS

Program		Credential	Program / Hours MX/US	Maximum Time Frame Per Program (MTF)
1		Master	MX105 / US45	67.5
2		Master	45	67.5
3		Master	48	72

ACADEMIC PROBATION

All students enrolled must demonstrate that he or she is making satisfactory academic progress toward the completion of his or her chosen program of study. The criteria that each student must meet to qualify as making "Satisfactory Academic Progress" are defined below. A student who is failing to meet this criterion at any point outlined below will not meet the standard of "Satisfactory Academic Progress". Any of three remedies may be applied if a student is not making Satisfactory Academic Progress. These are as follows: academic probation, restricted class load status and/or termination from the program of study. The definition of Satisfactory Academic Progress has both qualitative and quantitative criteria that must be met. The student must meet both of these sets of criteria to make Satisfactory Academic Progress. Unmet satisfactory academic progress also affects scholarship eligibility.

RESTRICTED COURSE LOAD

Student who, during the semester of probation, still does not earn a B in every course or a 3.0 cumulative GPA is required to meet with his or her Academic Dean to determine whether a reduced course load may be appropriate for the student. If the Academic Dean determines that a reduced course load may be favorable for the student, then the student may register the next semester for only half of the number of Semester Credit Hours normally taken by a full-time student. If, during the semester in which the student is on Restricted Course Load, the student still does not

earn at least a "B" or better in all courses and earn a cumulative grade point average of 3.0, then the following semester the student must register only for those courses in which he or she did not receive a "B" or better. If, during that semester, the student still does not earn a "B" or better for those courses, he or she will be terminated from the program of study and suspended from the Institution for unsatisfactory academic performance. A suspended student is eligible to apply for readmission after a minimum of one semester, and, if permitted to return, will be on academic probation and/ or restricted course load status.

A student who, during the semester of probation, still does not earn a B in every course or a 3.0 cumulative GPA is required to meet with his or her Academic Dean to determine whether a reduced course load may be appropriate for the student. If the Academic Dean determines that a reduced course load may be favorable for the student, then the student may register the next semester for only half of the number of Semester Credit Hours normally taken by a full-time student. If, during the semester in which the student is on Restricted Course Load, the student still does not earn at least a "B" or better in all courses and earn a cumulative grade point average of 3.0, then the following semester, the student must register only for those courses in which he or she did not receive a "B" or better. If, during that semester, the student still does not earn a "B" or better for those courses, he or she will be terminated from the program of study and suspended from the Institution for unsatisfactory academic performance. A suspended student is eligible to apply for readmission after a minimum of one semester, and, if permitted to return, will be on academic probation and/ or restricted course load status.

INCOMPLETE GRADE IN A COURSE

If a student receives a grade of A, B in any course, the student will have successfully completed that course. If the student receives a grade of "I", he or she must successfully complete the required work for that course within a specified time arranged by the instructor and communicated to the student, but no later than the end of the semester following the semester in which the "I" was received. It is the student's responsibility to follow up with the instructor to complete the course work. If the

course work is not completed by the arranged time, the "I" becomes an "F".

REPEATED COURSES

A student may repeat a course to improve the overall cumulative grade point average. If a student has an "F" and repeats the course and receives a better grade, for example, an "A", then only the "A" is counted in the calculation of the cumulative grade point average. Semester Credit Hours attempted and earned for the second attempt are counted in lieu of those earned for the initial attempt.

Though both attempts remain part of the student's permanent record, the cumulative grade point average will reflect only the grade earned on the second attempt.

A student who earns grade of "F" in any course included in his or her program of study must repeat that course and complete it successfully before taking any course with respect to which the failed course is a prerequisite and before graduation.

A student who has successfully completed a course, but wishes to improve the grade received in the course, may also repeat the course. If the course is repeated, the grade earned for the last time the course is taken replaces the previous grade when the overall GPA is calculated. All grades for all courses attempted will remain on the student's transcript, however.

CHANGE OF PROGRAM

Students who contemplate a change from one program to another should discuss this possibility with the Academic Dean to determine the effect such a change would make on the student's satisfactory academic progress. This institution defines satisfactory academic progress as completion of the total program in no more than 1.5 times the number of semester described in this catalog for the program. All Semester Hours attempted count toward the total program length of 1.5 times the number of semesters required for completion of the program. If a student changes his/her program only the Semester Hours that are common to both programs may be accepted toward the new program.

ADDITIONAL PROGRAM

Students who wish to enroll in an additional program must re-apply for admission. Upon acceptance, courses which count toward the new program completion requirements will be transferred. A student may only transfer courses with a final grade of "B" or higher. Semester Credit Hours attempted and grades earned in the student's new program of study will count towards determining satisfactory academic progress.

WITHDRAWAL FROM A COURSE

Students may withdraw from a course during the drop/add period. If the student withdraws a course during the drop/add period, they will receive a "W" grade in the course. The last day of physical attendance determines whether or not grades are recorded for the semester. If the last day of attendance is within the first half of the semester, a grade of "W" is given. If the last day of attendance is within the second half of the semester, the student will receive a final letter grade. The grade of "W" has no effect on the student's cumulative GPA. However, the grade of "W" is added to hours attempted within the specified maximum time frame.

*Financial Obligations for withdrawing from a course will be as stated in the Refund Policy

READMISSION AFTER SUSPENSION FOR UNSATISFACTORY ACADEMIC PROGRESS

If the student was not making satisfactory academic progress in his or her program of study as of the last coho enrolled, the student will not be readmitted into the same or a different program, unless the student makes an appeal in writing concerning the institution's determination to the Academic Dean (as provided below in the Appeal section) and the Academic Dean grants the student's appeal. The Academic Dean will consider mitigating circumstances in addressing the appeal. If the Academic Dean grants the appeal, then the student will be placed on either academic probation or restricted course load status (at the Academic Dean discretion, as appropriate) during the student's next semester of attendance in any program of study.

If the student is given permission for readmission, the student must agree in writing to the terms for readmission outlined by the institution and must execute a new Enrollment Agreement. The student must also pay all current tuition, fees and any other costs associated with the student's program of study.

APPEALING A DETERMINATION OF UNSATISFACTORY PROGRESS

If it is determines that a student is failing to make satisfactory academic progress in his or her program of study, the student may appeal the determination in writing to the Academic Dean. The student's appeal must provide details concerning the circumstances affecting the student's academic progress (such as serious illness or injury befalling the student, the death of a close relative of the student or any other special circumstances) that may influence the institution's decision to terminate or not to readmit the student into his or her program of study.

The Academic Dean will consider the appeal to determine whether the special circumstances explained in the student's written appeal are mitigating circumstances that will allow the student to remain enrolled in or readmitted to his or her program of study despite the student's failure to conform to the requirements of Satisfactory Academic Progress. The determination of the student's appeal will be made by the discretion of the Academic Dean in conformity to the principles and standards described in this catalog and will be final and binding on the student. If the Academic Dean decides in favor of the student's appeal, the student will be placed either on academic probation or restricted course load status during the student's next semester of attendance in a program of study.

PROCEDURE FOR GRADE APPEALS

There is a committee, the purpose of which is to address requests for revision of academic grade(s). This Committee, known as the "Grades Committee," consists of the Academic Dean and two instructors. The Grades Committee members are proposed every semester by the Academic Dean and approved by the Provost. The Committee establishes its internal decision-making procedure that will be made

public.

The instructor responsible for the course is the only person who may make a grade change and he or she must notify the Registration Department when and if the change is made. When a student appeals a grade, the student will provide the faculty member with a copy of all petitions. A challenge to a grade received in a course, comprehensive examination, or other graduation requirement will be considered only when the student alleges that the grade received reflects other than appropriate academic criteria, that is, achievement and proficiency in the subject matter as stated in the course syllabus.

A student who deems it appropriate to challenge a grade will proceed as follows:

If the grade challenged is in a course, the student will first discuss the matter with the instructor teaching the course in an effort to resolve the grievance informally.

If the grievance is not settled, the student may then file the Grade Appeal Form with the Academic Dean.

The form must be filed no later than ninety (90) calendar days after the date on which the grade was due in the Registrar's Office.

The Academic Dean will make an informal investigation, hearing both the student and the instructor, and attempt an informal reconciliation.

The Academic Dean will render a decision within thirty (30) calendar days and inform the student and instructor in writing.

If the student wishes to appeal the decision of the Academic Dean, he or she may request that the Grades Committee investigate the decision.

The Grades Committee will make a formal investigation, hearing both the student and instructor.

The Committee will reach a decision within thirty (30) calendar days and notify the student, the instructor, and the Academic Dean in writing.

The decision will be either that the grade will stand, or that the faculty member will change the grade as recommended by the Grades Committee.

The student and/or the faculty member may appeal the decision of the Grades

Committee to the Academic Dean no later than five (5) working days after the Committee's decision.

The Academic Dean's decision shall be final.

3.3.9 COURSE LEVELING POLICY

Leveling is a mandatory process for Master's students with one or more failed subjects, since this is the only way in which they can recover academically and obtain the necessary credits to graduate from their program.

For the Leveling process, all the subjects of the curriculum map are considered, regardless of when it has been completed.

Students who are up to date with their monthly payments will be eligible for the Leveling program. In case of a debit, it must be liquidated to be eligible.

The student will only be able to level one subject at a time, unless considered by the Academic Council, since at the same time they continue to study the subject or subjects corresponding to their academic calendar.

A course in which a grade of 7.9 or below is earned must be repeated. Only the higher grade is used in computation of a cumulative grade point average once the course is successfully completed.

Students are allowed two opportunities to repeat a course they have completed and for which a grade has been assigned for the purpose of raising their grade. No more than three (3) courses may be repeated in a graduate program. No course may be repeated for average grade purposes after graduation.

3.3.10 ACADEMYC HISTORY

Official copy of the academic record of a student at the European University of Monterrey, bears the official seal of the University and the signature of School Control is known as a transcript. Requests for Academic History must be submitted in writing to educational advisers and accompanied by a fee for each copy.

3.3.11 WITHDRAWAL POLICY

The quality of student of the European University of Monterrey is lost due to the following causes:

a) Voluntary withdrawal.

b) Repeated breach of academic and / or financial commitment.

c) Academic dishonesty: destroy, hide or misappropriate any electronic information contained in the platform belonging to other students, teachers and / or institution; falsify or adulterate documents of any kind and present them to the University; violate national and international copyright rules, execute actions or utter expressions that discredit and harm the University, teachers and colleagues.

d) Prolonged absence, without prior notice, or a period of 60 days or more of inactivity.

e) Deliver apocryphal documents during the admission process.

f) Failing more than 2 times the same subject.

g) Accumulate 3 failed subjects.

h) Not having sent complete physical documentation in a period greater than 60 calendar days.

The Academic Council of the European University of Monterrey shall be empowered, through the corresponding committees, to resolve and apply the grounds contemplated in paragraphs b) and c) in addition to those cases not included in these regulations.

3.3.12 TEMPORARY WITHDRAWAL

The quality of regular student of the European University of Monterrey is lost due to the following causes:

a) Request a partial withdrawal

b) Postpone

c) Failing a subject

d) Disconnection due to financial debt

e) Disconnection due to documents due

f) Disconnection due to academic inactivity

g) Disconnection or partial withdrawal for committing a fault

When any of these conditions are met, the regular student will become an irregular student, which implies that he will be subject to the availability of the current academic offer, which may imply a delay in the end date of his study program, possible change of financial fees, or some other unforeseen modification.

Temporary or total cancellations will be applied in the following cases:

- Express request of the student through the current withdrawal form and duly signed by the student and authorized by the Departments of School Services and the Financial Department.
- For having exceeded the maximum established academic inactivity time (60 calendar days).
- For presenting a financial debt of more than 90 days.
- For having committed a serious fault.
- For not having delivered the requested documentation in the first 60 calendar days from the start of studies.

To stop having activity on the platform or not to continue paying is not a formal withdrawal process, so that until one of the aforementioned points is not met, the student will continue to generate financial debt and will have the corresponding academic repercussions.

3.3.13 READMISSION

Readmission is the process by which students reapply for college admission after at least 12 months of academic inactivity or after being placed in an academic status that requires readmission. Students must submit a new application that is subject to review by the Admissions Director.

3.3.14 GRADUATION REQUIREMENTS

The student who successfully passes all the subjects of the study plan will have the character of graduating candidate, therefore, they will be able to start the corresponding degree activities. To obtain the corresponding degree, the student must meet the requirements established by Universidad Europea de Monterrey.

To graduate at the postgraduate level, the following requirements must be met:

- Have passed all the subjects corresponding to the curriculum of the academic program and fulfilled the other curricular requirements.
- Not being disciplined.
- Comply with the procedures and deadlines established by the Department of School Services to process the title.
- Pay the rights related to obtaining the qualifications required by the Institution in a timely manner.
- Be current on their financial obligations to the Institution.
- Accredit the legal and academic documents required to obtain the respective title.
- Comply with the other requirements determined by the Department of School Services and the applicable legislation.

The student candidate for graduation will have a period of one year, from the date of completion of their study plan, to meet the degree requirements set forth in the articles in this chapter.

After this period, the student must request in writing to the Directorate of School Services a new term to complete the pending activities. In any case, the term granted will not exceed 6 months from the moment the authorization is approved.

The degree process is inherent to the General Directorate of Professions, so the student and the academic areas of UEM must adhere to the calendars established by said institution.

It is the student's responsibility to be attentive to the titling process so that in case of

requiring or updating any document, it will be delivered in a timely manner so that it can continue satisfactorily with the titling process.

Graduate with honors

At each academic level at the end of each period, a letter of recognition will be delivered to students who have achieved academic excellence with a final average of 10 in their study program and who have not failed a subject, who are regular students, is say, without transfers or postponements.

Graduates who have had outstanding achievements in community, academic and professional activities where leadership and teamwork stand out, are also recognized as “Distinguished Graduates” and will be awarded only once a year at the Graduation ceremony (in case of which it applies), being able to be by academic program or as the Academic Direction decides.

4. ADMISSION

4.1 ADMISSION REQUIREMENTS

The Universidad Europea de Monterrey will accept its applicants only if they meet the admission requirements defined for each level.

The admission process in any curricular program will be based on the academic conditions, skills and attitudes of the applicant.

All the documents, as well as the information collected by the Admissions and School Services Department, are strictly confidential and will be the property of Universidad Europea de Monterrey.

If an admitted, readmitted or re-entry student does not exercise the right to enroll in the curricular program for which he was admitted within the period established by the institution, this right automatically prescribes and the person in question must start the application process again. readmission or re-entry to obtain such a right again.

The admission process and procedures will be carried out in accordance with the rules and procedures established by the Admissions Department and must be carried out only by the interested party.

You can enter any academic program taught by Universidad Europea Monterrey, the person who meets all the requirements that are stipulated for enrollment in the various programs, the students must present the documents required by the Admissions Department, these are:

For students of Mexican nationality:

- Updated birth certificate or supporting document.
- Proof of the unique population registration key (CURP).
- Notarized copy of the Certificate of completion of secondary education studies for the upper secondary level, for the bachelor's degree and for postgraduate studies, notarized copy of the title and professional license of bachelor's or master's degree as appropriate as an academic record.
- Resolution of revalidation of studies, if he attended secondary and / or preparatory education abroad, as well as the certification documents that served as background for the issuance of the respective resolution.

For foreign students studying abroad:

- Updated birth certificate or supporting document.
- Proof of the unique population registration key (CURP).
- Notarized and Apostilled Copy of the Certificate of completion of secondary education studies for the upper secondary level, for bachelor's degree for baccalaureate and for postgraduate studies, notarized copy of the title and professional license of bachelor's or master's degree as appropriate as an academic record.

For foreign students studying in Mexico:

- Updated birth certificate or supporting document.
- Proof of the unique population registration key (CURP).
- Notarized Copy of Certificate of completion of secondary education studies for upper secondary level, for bachelor's degree and for postgraduate studies, notarized copy of the title and professional license of bachelor's or master's degree as appropriate as an academic record.

In addition, you must submit:

- Recent child-size, front, black and white photographs on matte paper.
- Entry request form.
- Comply with the administrative procedures requested by this Educational Institution.

The documents must be sent or delivered to the Admissions Department to be evaluated. If the admission application is approved and your stationery is complete, these documents will be integrated into the student's file.

In any case, it will be the sole responsibility of the student to present, before the first cycle of enrollment to the University, the documents that the institution requires, both for permanence and for the respective degree.

Any person who has studied abroad and will apply for admission to Universidad Europea de Monterrey, must present the required documentation in Spanish, duly certified in the country where they studied and legalized by the competent official.

All applicants must formalize their enrollment at the University, for which purpose they must

fill out the forms and make the corresponding payments set by the institution.

Student status ceases in the following cases:

- When the person has completed and approved their studies in the curricular program they were studying.
- When he has been definitively separated from the institution for any of the reasons established for the withdrawal of a student.
- When falsehood is verified or that any of the documents presented for the student admission process are not officially valid; Your registration will be canceled, and the acts derived from it will be void.
- If apocryphal documents are detected during the student's stay in the institution, all the studies carried out will be automatically invalidated, notifying the competent authorities and disclaiming the University from any responsibility.

4.2 ADMISSIONS PROCEDURE

For the registration, enrollment, academic registration and curricular control processes, the student must go to the School Services Directorate in accordance with the provisions issued by the competent authority for this purpose.

In order to be considered a student at the Universidad Europea de Monterrey, it is required to have complied with all the academic and administrative procedures established by the Institution and to have accepted the rules and regulations that govern this University.

4.3 EQUIVALENCE OF CREDITS

Applicants from national (equivalent) or foreign (revalidation) educational institutions with partial or total studies of any educational level can enter the studies.

The revalidation of studies is the administrative act through which the educational authority grants official validity to those studies outside the national educational system, as long as they are comparable to studies carried out within said system and which will be processed by Universidad Europea de Monterrey before the Corresponding authorities, as part of the process, a pre-judgment of equivalence / revalidation is generated that is delivered to the

Secretary of Education. This document will be used temporarily for the provisional location; however, it is subject to modification by the competent educational authority.

The final document is the one issued by the Secretary of Education and this is the one that will be finally used for any legal process.

The student must satisfy the following requirements:

- Partial or total legalized certificate of studies issued by the institution of origin.
- In equivalences, present the analytical content of each of the subjects taken at the home institution.
- The minimum grade will be 8/10 in the case of Master.
- The content between both study programs must be at least 80%.
- In the event that the subject has an academic requirement / serialization, it cannot be accredited if the requirement has not been fully met.

4.3.1 CREDIT EQUIVALENCE LIMIT

The maximum number of credits to be revalidated at Universidad Europea de Monterrey is 40% of the total study plan corresponding to the level to be studied.

4.3.2 TRANSFER OF CREDITS IN PROGRAM CHANGES

Those students who change careers and request equivalency of subjects taken and approved at Universidad Europea de Monterrey or at another University, if these are recognized, will have the qualification they obtained in the original degree course.

When the equivalence comes from several subjects, the corresponding grade will be determined in a weighted way, as defined by the Academic Department that teaches the subject.

5. STUDENT RIGHTS AND OBLIGATIONS

5.1 RIGHTS

All students of Universidad Europea de Monterrey have the following rights:

- Receive the best possible training in the studies you decide to pursue at Universidad Europea de Monterrey, according to the means the institution offers.
- Receive full and timely information on all academic and regulatory matters that refer to their student status and others that are of importance to the entire university community.
- Have the infrastructure online.

Each student of Universidad Europea de Monterrey will be attached to the Academic Directorate that administers and directs the curricular program in which they have enrolled and in which they can request:

- Assistance in the registration process.
- Advice for the selection of the subjects of the program of your interest.
- Orientation in solving academic problems.
- Participate actively in the accreditation processes of the UEM study programs.

Additionally, the student,

- You have at your disposal the effective means of communication that allow you to present any disagreement on the part of the institution in academic matters, or of any other nature.
- You have the right to have the institution protect and safeguard your personal data in accordance with the relevant legislation.
- Receive courteous, friendly and dignified treatment from all UEM collaborators.
- Be received, listened to and attended to.
- Participate and be informed in a timely manner of all the academic-administrative processes that affect their permanence in the institution.
- Request official documents such as Certificate of Studies, Records, Academic Records, among others, as long as you make the corresponding payment of the process (if applicable) and are also up to date on your financial and academic status.

5.2 OBLIGATIONS

All students at Universidad Europea de Monterrey will have the following duties:

- Respect the ethical, legal and regulatory norms that make up the University order.
- Make the payment of tuition and established fees.
- Observe study behaviors, respect and tolerance typical of academic life, within the University.
- Contribute to the development and prestige of Universidad Europea de Monterrey, as well as to preserve the Institution's moral and material heritage.
- Devote your best effort responsibly, for the benefit of your own training, personal and professional development.
- Participate in the activities indicated in the teaching schedule for each subject, as established in the study plans and programs for each degree.
- Know the study plan in which you are enrolled.
- Know and accept the current regulations.
- Observe good conduct as a member of the university community.
- Participate promptly in the activities established on the academic platform.
- Make sure that the registration process has been completed correctly.
-

5.3 NO DISCRIMINATION POLICY

Universidad Europea de Monterrey admits students of any race, color, sex, age, marital status, physical disability, religion or creed, national or ethnic origin, marital status, veteran status or any other basis prohibited by federal and state law. The University prohibits discrimination of any member of the university community and any retaliatory behavior related to reports of such conduct.

5.4 NO HARASSMENT POLICY

Harassment is conduct that has the purpose or effect of substantially interfering with a student's work or educational opportunity; creates an intimidating, hostile, or offensive job or educational environment; or otherwise adversely affects a student's work or educational opportunities.

Universidad Europea de Monterrey is committed to providing an online environment free from harassment. The University expressly prohibits any form of harassment; including verbal, threats, demands and retaliation. Violation of this policy will result in disciplinary action, which may include suspension or expulsion, depending on the severity of the violation.

The University prohibits harassment by all members of its community, including employees, students, and others associated with Universidad Europea de Monterrey. It is illegal and expressly against the policy of the Universidad Europea de Monterrey to retaliate against anyone for filing a complaint of harassment or for cooperating with a complaint investigation.

If any student or employee believes that they have been harassed, they have the right to file a complaint, either orally or in writing by contacting the Student Services Department at supervisor3@ue.edu.mx or by phone at (81) 47395120.

6. CODE OF CONDUCT

As long as they are members of the Universidad Europea de Monterrey, teachers, administrative staff and students expect a certain environment in which to promote study and pursue knowledge. Mutual respect and encouragement, healthy relationships, honesty, and personal responsibility for one's actions create an environment in which people from a variety of backgrounds and who hold diverse views can learn from each other.

Furthermore, integrity is the basis of the commitment of the Universidad Europea de Monterrey to the academic honesty of its university community. Knowing and maintaining academic standards of honesty and integrity are the responsibility of the entire University community, including faculty members, staff, and students. The institution expects responsible student behavior and strives to create and maintain an environment of social, moral, and intellectual excellence. When this environment of trust is violated, the academic community suffers and must act to ensure that its standards remain meaningful. The vehicle for this action is the establishment of rigorous prohibitions of the Code of Conduct that must not be violated under any circumstances.

6.1 PROHIBITIONS

The following prohibitions apply to all students, faculty, and staff involved in the administration of courses, programs, and delivery of courses at Universidad Europea de Monterrey.

6.2 PROHIBITIONS AGAINST MISCONDUCT

Any conduct that intentionally or recklessly endangers the physical or mental health of a student, teacher, or University employee. Here are some cases of misconduct that are not tolerated under any circumstances:

Physical or verbal abuse, intimidation, intimidation, or harassment of another person or group of people, including any harassment based on race, religion, color, age, sexual orientation, national origin, disability, gender, or any other protected state.

Obscene or harassing communication directed at a student, professor, or any member of the University staff.

6.3 POLICY AGAINST INITIATION PRACTICES

Universidad Europea de Monterrey takes a firm stance against hazing and strictly implements an anti-hazing policy. Hazing is defined as: "any group or individual action or activity that recklessly or intentionally inflicts or is intended to inflict physical or mental harm or grief, or that may degrade, dishonor or degrade any person, regardless of their location, intent or consent of the participants ". Hazing includes, but is not limited to:

1. Interference with a student's academic performance.
2. Brutality: any brutality of a physical nature such as spanking; beatings; brand; exclusion from social contact; forced calisthenic; exposure to the elements; or any activity that could negatively affect the physical and / or mental health or dignity of the person.
3. Any activity that subjects the individual to shame, humiliation, or potential harm.

Universidad Europea de Monterrey believes that all students should be able to participate in any activity free of hazing concerns. Students and members of the Faculty who are aware of any activity or statement that may constitute hazing should contact the Registrar's Office. Persons found guilty of hazing violations will receive penalties including withholding of diplomas or transcripts until compliance with the rules, and the imposition of reprimand, probation, suspension or dismissal (Academic Withdrawal).

6.4 ACCESS AND USE OF UEM RESOURCES

The use of content, tools and materials of the Universidad Europea de Monterrey without the authorization of the institution is totally prohibited.

At the same time, the manipulation, destruction or alterations by a student of documents, data programs or any other type of information can lead to disciplinary measures, including the dismissal of the Universidad Europea de Monterrey.

6.5 POLICY AGAINST PLAGIARISM AND DISHONESTY

Cheating is using or trying to use materials, information, notes, study aids, materials

purchased from the Internet, or other human assistance in any type of exam or evaluation that has not been authorized by the instructor or indicated in the Program course.

Plagiarism intentionally or carelessly presents someone else's work as their own. Includes submitting a task that is intended to be the student's original work, which has been created in whole or in part by someone else. It also includes the presentation of the work, ideas, representations or words of another person without the habitual and adequate recognition of the original sources. Manufacturing is the use of fabricated, falsified, altered or falsified information documents of any kind, including any Activity carried out in conjunction with academic courses, enrollment for academic courses, student appeals, etc. The European University of Monterrey uses Turnitin's plagiarism prevention software service (www.turnitin.com) to encourage Student to use best practices in citing other people's written material. Turnitin offers a comprehensive web-based service to manage the document submission and tracking process electronically, providing instant feedback to students. Turnitin is a service trusted by 15,000 institutions and 30 million students worldwide.

6.6 REPORTING ACADEMIC DISHONESTY CASES

Anyone can report an allegation of academic dishonesty. The accusation must be reported verbally or in writing to the teacher responsible for supervising the course or activity during which the complaint occurred.

6.7 RESOLUTION OF CASES OF ACADEMIC DISHONESTY

Whenever the teacher associated with the course in which the alleged academic dishonesty has occurred will resolve the allegations of academic dishonesty. These steps will be taken to ensure a successful resolution:

1. The teacher will contact the student to notify them of the alleged academic dishonesty.
2. The teacher will review the circumstances surrounding the accusation with the student. The student will have the opportunity to explain or refute the accusation.
3. If the teacher determines that the allegation was accurately identified as academic

dishonesty, the teacher will normally give the student the opportunity to demonstrate academic integrity in the event that this is the student's first offense.

4. The teacher may decide to carry out a teaching / learning experience with the student to work on improving their academic integrity skills and abilities. The teacher can carry out as many teaching / learning experiences as necessary.
5. A record of the teaching / learning experience will become part of the student's official academic record, including first-time offenses.
6. Although first-time offenses often result in a teaching / learning experience that the teacher conducts with the student, the teacher may also choose to issue the student a penalty.

Under university policy, faculty members are limited to three academic sanction options in cases of academic dishonesty:

1. Reduction in grade for the assignment in question.
2. Reduction of the final grade in the course (including the failure of the course).
3. Additional academic work.

If an acceptable resolution is not reached between the student and the teacher, the decision of an academic sanction will rest with the Director of Academic Affairs.

6.8 LESS SERIOUS FOULS

Less serious offenses will be considered:

- Use the name of the University or its activities without the prior authorization of the corresponding person, for non-academic purposes.
- Complicity in serious offenses.
- Any infraction that implies a breach of the basic principles that the condition of university student imposes or that attempts against a healthy coexistence within the university community that is not indicated in the preceding articles.

6.9 SERIOUS FOULS

According to their nature, the faults will be classified as serious and less serious. Absences are those that constitute a breach of ethics and the provisions in force at Universidad Europea de Monterrey.

Serious offenses will be considered:

- Supplant or allow to be supplanted in the fulfillment of academic activities and proceed with dishonesty or fraudulently in them.
- Inciting, inducing, collaborating or adhering to any action intended to break the normal development of University activities.
- The adulteration of documents that serve as the basis for the preparation of certificates or official documents of the University.
- Deliberately deliver falsified or incomplete information to the University, especially with a view to obtaining or retaining benefits or special rights.
- The recurrence of less serious offenses.

7 DISCIPLINARY SANCTIONS

7.5 ADMINISTRATIVE SANCTIONS

Administrative penalties may include academic warning and suspension from the university, or dismissal from the university in the form of an administrative withdrawal, and the cancellation of previously awarded postgraduate course credits.

7.6 ACADEMIC WARNING

A written warning may result from engaging in prohibited conduct; describes certain conditions that students must meet in order to continue having access to the online platform.

7.7 SUSPENSION FROM THE UNIVERSITY

A suspension of the student for a period with reinstatement, thereafter, provided the student has met all conditions imposed as part of the suspension and provided he is qualified for reinstatement. Violation of the conditions of suspension or University policies during the suspension period may be the cause of further disciplinary measures, normally in the form of dismissal from the University.

7.8 ADMINISTRATIVE WITHDRAWAL

Administrative discharge is a university-initiated separation of a student from the university. It can occur for a variety of reasons. These reasons may include a) university determination that the student is no longer attending classes, b) non-payment of the student, c) violations of the code of conduct, and d) non-compliance with published university policies.

7.9 NOTIFICATION

If it is determined that a university disciplinary sanction, administrative sanction or administrative withdrawal is justified, the student will be notified by email to his official email from the Universidad Europea de Monterrey. This notification will be followed by a phone call to the registered student's phone number.

7.10 STUDENT COMPLAINT POLICY

This policy provides a structured process to resolve problems, complaints or grievances related to the execution of institutional policies or procedures. The University ensures that students will not be subject to unfair actions as a result of their initiating a complaint procedure.

A complaint is a complaint against a person based on specific facts that there has been a misinterpretation, incorrect application, discriminatory application, or violation of a university policy or procedure that may or may not include a violation of rights as set forth in the Code of Conduct.

7.11 INITIAL POLICY

Before filing a written complaint, the aggrieved person is encouraged to make a good faith effort to speak to the party against whom they have a complaint to reach an amicable resolution. For this initial process, the aggrieved party may contact the Director of Academic Affairs for assistance in the resolution effort.

7.12 FORMAL RESOLUTION

If the aggrieved party does not receive an appropriate resolution to the complaint after the initial process, they may submit a formal, written complaint to the Director of Academic Affairs.

Upon receipt of the complaint, the Director of Academic Affairs will confirm receipt of the complaint and inform all parties involved that a formal resolution process has been initiated and that the complaint is being forwarded to a Complaint Review Panel.

A Complaint Review Panel is an independent review panel appointed by the Director of Academic Affairs to which all student complaints are forwarded during the formal resolution process.

Within 10 calendar days of notification that a formal resolution process has been initiated, all parties involved must submit information on the matter to the Complaint Review Panel. This information should include:

1. The person (s) or department (s) against whom the complaint is directed.

2. A brief description of the complaint, including the date (s), time (s), and location (s).
3. Any effort to resolve the issue during the initial resolution process.
4. The corrective action that the afflicted is seeking.

After receiving all relevant materials, the Grievance Review Group (the Task Force) will meet to review the materials and issue a decision as soon as possible. The Panel will provide all parties with an adequate opportunity to state their perspective in writing should it consider that additional information is required. In evaluating all the evidence, the Panel will issue a decision and establish a resolution to be applied. Both parties have the right to appeal the Panel's decision, as described in the Formal Appeal Process.

8 COSTS AND FINANCE POLICIES

8.5 COSTS

Cost of the courses per Credit Hour	
Cost per credit	**$315.42 MXN** **Master's in Education** ($33,120 MXN / 105 credits) **$636.60 MXN** **Master's in Industrial Safety and Environmental Protection** ($71,300 MXN / 112 credits) **$536.66 MXN** **Master in Human Resources Management** ($56,350 MXN / 105 credits) **$679.04 MXN** **Master's in international commerce** **Master's in financial management** **Master's in general management with emphasis on business** **Master's in general management with emphasis in finance** **Master's in general management with emphasis in project management** **Master's in general management with emphasis in marketing** **Master's in entrepreneurship and innovation** **Master's in project management** **Master's in business management** **Master's in commercial engineering** **Master's in logistics and commercialization** ($71,300 MXN / 105 credits)

Fees:	
Enrollment	**Master's in Education** $2,550 MXN (Non-refundable, single charge) **Master in Human Resources Management** $2,528 MXN (Non-refundable, single charge) **Master's in international commerce** **Master's in financial management** **Master's in general management with emphasis on business** **Master's in general management with emphasis in finance** **Master's in general management with emphasis in project management** **Master's in general management with emphasis in marketing** **Master's in entrepreneurship and innovation** **Master's in project management** **Master's in business management** **Master's in commercial engineering** **Master's in logistics and commercialization** **Master's in Industrial Safety and Environmental Protection** $3,197 MXN (Non-refundable, single charge)
Special Fees & Other Fees:	
Set of costs associated with issuing Titling documents	$10,480 MXN
Return check fee	$650 MXN
Academic History	$225 MXN (Each copy)
Withdrawal Process	No cost

8.6 REFUND POLICY

The registration fee includes the first month of classes will not be refundable except in cases of force majeure or fortuitous cases. The refund in any case, applies from the first monthly payment made by the student, which corresponds to his second month of classes. The refund policy for this payment is as follows:

Day 1*	100% of the first monthly payment, corresponding to the second month of classes.
Day 2	75% of the first monthly payment, corresponding to the second month of classes
Day 3	50% of the first monthly payment, corresponding to the second month of classes
Day 4	25% of the first monthly payment, corresponding to the second month of classes
Day 5	0% refund no longer applies.

* Refers to day 1 of the scheduled start of classes for the student.

The payment scheme will be as follows:

Program	Enrollment + 1st payment	Monthly Payment	# of Payments	Total	Scholarship
All Master's (Except Education and Human Resources)	$3,197.00	$3,100.00	23	$74,49700	57%
Master in Human Resources Management	$2,528.00	$2,450.00	23	$58,878.00	66%
Master's in Education	$2,550.00	$1,440.00	23	$35,670.00	52%

For reasons of force majeure or fortuitous event, the student may request a refund of 80% of the registration fee as long as the scheduled start date has not passed (the proposed initial date is taken, transfers do not apply). It is called force majeure or fortuitous event, the unforeseen that cannot be resisted or prevented, such as a major health situation (Hospitalization), arrest against your will, etc.

In case of need, the University may modify the starting dates, as well as the change of the teachers, thematic content and reserves the right to cancel and / or postpone the start of classes. Under no circumstances is a refund of the registration fee made after starting classes.

In case of need, the University may modify the starting dates, as well as the change of teachers, thematic content and reserves the right to cancel and / or postpone the start of classes. Under no circumstances is a refund of the registration fee made after starting classes.

Each return request must be studied by the university's administrative staff since there are special conditions.

8.7 PAYMENT METHODS

This manual allows you to know the most important aspects to consider when making your payments with the Universidad Europea de Monterrey. Here we share the most important points:

8.7.1 ABOUT PAYMENTS

I. All payments must be made using the personalized references that correspond to the concept you want to pay, on the date and for the amounts established.

II. Payments made to a certain reference may not be applied to another student or to another concept, under any circumstances.

III. In case of deposits greater than the established amount, the additional amount will be applied to the immediate subsequent payment, without possibility of refund, or application to another different concept.

IV. The payment of a tuition cannot be made when there is a previous tuition with a debt; the immediate payment will be to cover the monthly payments in arrears.

V. The payment deadline for tuition will be the 20th of each month, regardless of whether that date is on a weekend or a non-business day, so the necessary precautions must be taken according to the form of payment.

VI. To avoid a disconnection from the platform, it is necessary to be up to date in payment of your tuition, surcharges or any other concept, and not exceed 90 days late.

8.7.2 DUE DATES

Starting in May 2019, the European University of Monterrey establishes a change in the payment dates of fees for all undergraduate and graduate students.

The monthly payments must be made no later than the 20th of each month under the modalities mentioned in this manual, otherwise the student who does not comply with their payment on the aforementioned date will be creditor of the collection of a concept of Blackberry.

Deadline: 20 of each month

Failure to comply with payments on time and form will generate a surcharge of $ 90 for late payment, plus $ 9 per day of delay.

It is the student's total responsibility to report the payment to ensure that it is reflected before the due date and thus avoid inconveniences.

Any student who accumulates 90 days or more of debt will be subject to platform disconnection.

8.7.3 PAYMENT METHODS

a. Deposit / Bank transfer
b. Recurrent payment
c. Charge to credit / debit card
d. Pay on

8.7.4 DEPOSIT / BANK TRANSFER PROCEDURE

The European University of Monterrey has an agreement with some banking entities, below we provide you with the details to make movements with the institution of your choice:

BBVA Bancomer

Contract or Agreement: 001420267

Account Name: GÉNESIS DESARROLLO INTEGRAL, S.C.

Card Number: 4555 1130 0198 3917

And / or

Account Number: 0106221408

CLABE / Wire Number: 012580001062214082

SWIFT Code: BCMRMXMMMTY

Bank: BBVA Bancomer, S.A.

City: Monterrey

Department: Letters of Credit and Collections Department, Monterrey, N.L.

Santander

Contract or Agreement: 9983

Account Number: 65506607324

CLABE / Wire Number: 014580655066073246

Account Name: GÉNESIS DESARROLLO INTEGRAL, S.C.

Clients Code: 39964982

8.7.5 RECURRENT PAYMENT

For your convenience, the European University of Monterrey can automatically program to be charged monthly to your credit or debit card, below we explain the process:

1. Download the Scheduled Payment Form from the page: www.ue.edu.mx/finanzas/pagodomiciliado/formato
2. Properly fill out the contract and send it scanned in PDF format within 48 hours to the email address: Finanzas@ue.edu.mx
3. You will receive a confirmation email from the Finance team.
4. Once done, your payment will be scheduled based on the information provided.

8.7.6 CARD CHARGE

The Finance department can support you with the payment of your monthly payment by phone, below we explain the process:

1. Contact the Finance area at the contact telephone numbers: 8180808080.
2. Request the person online to collect.
3. Have your credit or debit card ready to provide the information requested.
4. Confirm the amount for which the collection will be made.
5. You will receive a confirmation email when the transaction is successful.

8.7.7 ONLINE PAYMENT

Universidad Europea de Monterrey has an online payment portal where you can make the transaction quickly and safely.

Follow the next steps:

1. Request your accesses via email to the Finance area at the address: finanzas@ue.edu.mx
2. Enter the page https://www.ue.edu.mx/pagos-on-line/
3. Select the option to pay.
4. Once you have selected the option to pay, click on the button to make your payment.
5. Fill in the information that you are asked for full name, email, telephone and click continue.
6. Select payment method.
7. If the payment method is by credit / debit card, fill in the empty fields and click on pay.
8. If the payment method is by cash, click on generate payment receipt.
9. If the method is payment in banks, click on generate payment receipt.
10. If the method is by SPEI, click on generate payment reference.

8.7.8 BILLING

Below we share the procedure to request billing for the payment of your tuition:
You have a period of no more than 48 hours to request your digital tax receipt (CFDI). To request your invoice, contact the Finance area.

8.7.9 CONTACT

For any questions or concerns, we provide you with the contact details of the Finance department:

Telephone: +52 (81) 4739 5120

Whatsapp: +52 (81) 4739 5120

Mail: Finanzas@ue.edu.mx

9 SCHOLARSHIPS REGULATIONS

9.5.1 Chapter I: General Provisions

1.1 Article 1

The European University of Monterrey, as part of its commitment to the national and international community and in order to motivate and encourage the approach of a greater number of people to their postgraduate studies and achieve academic and professional success, awards scholarships to their Master's level students in their study plans endorsed by the Secretary of Education.

1.2 Article 2

This regulation defines and establishes the types of scholarships granted by the University, their allocation and the requirements to maintain and, where appropriate, lose said benefit.

These regulations are governed by the following considerations:

a. Provide greater accessibility to students at the postgraduate educational level
b. Motivate and encourage student success

1.3 Article 3

The European University of Monterrey defines as an economic scholarship the benefit provided to the student when starting their graduate studies in order to facilitate their access to said educational level through a reduction in their tuition fees to carry out their studies at the University.

9.5.2 Chapter II: Of the Scholarships

2.1 Article 4

The scholarships considered by the European University of Monterrey will be 40, 50, 52, 57 and 66 percent discount on tuition and registration fee and will be defined according to the program the student is enrolling in.

The scholarships will be awarded according to the budget of the University and the dates that it defines for their promotion.

2.2 Article 5

New students may obtain a scholarship upon admission by the University, which they may maintain during their study program as long as

comply with the criteria established in this regulation.

2.3 Article 6

The scholarship will be automatically renewed at the beginning of each school year as long as:

a. The student is up-to-date in his financial status, not accumulating a debt of more than ninety days
b. Have your complete file in the Department of School Services
c. Do not accumulate more than three failed subjects

2.4 Article 7

The scholarships awarded by the European University of Monterrey will be non-transferable. In the event of having lost the benefit due to disconnection or any of the previously defined criteria, its restoration will be at the discretion of the scholarship committee.

2.5 Article 8

Those students who benefit from a scholarship who decide to change the program must carry out the procedure with the corresponding authority and their scholarship percentage will be subject to the criteria of the new program and the scholarship committee.

2.6 Article 9

The scholarships will be administered by a scholarship committee according to budget.

9.5.3 Chapter III: Terms and conditions

3.1 Article 10

The scholarships awarded by the University will not cover expenses for the degree, graduation or other procedures requested by the student such as leveling, certifications and courses outside the study plan.

3.2 Article 11

The scholarships will be applied according to the current costs and defined by the University.

3.3 Article 12

When a scholarship is awarded, the student must sign the scholarship acceptance letter which specifies the benefits and requirements to maintain it.

9.5.4 Chapter IV: Rights and obligations

4.1 Article 13

Students will have the right to:

a. Receive your scholarship acceptance letter electronically
b. Renew your scholarship and keep your benefit as long as you meet the requirements established in this regulation
c. Present any type of clarification to the scholarship committee

4.2 Article 14

Students will be required to:

a. Duly sign your scholarship acceptance letter on the dates established by the University.
b. Complete each school year and comply with the load of subjects established in the study plan.
c. Show good conduct and behavior in their dealings with the University and within their academic work
d. Be up to date on your financial status, not accumulating a debt of more than ninety days
e. Have your complete file in the Department of School Services
f. Do not accumulate more than three failed subjects
g. Consult and comply with the rules and regulations of the University

9.5.5 Chapter V: Scholarship Committee

5.1 Article 15

The scholarship committee of the European University of Monterrey will be constituted by:

- The Rector of the European University of Monterrey

- The Director of Student Life and Experience
- The Academic Coordinator
- Finance Coordinator

5.2 Article 16

The University Scholarship Committee will meet at the beginning of each school year or on an extraordinary basis when exceptionally required.

5.3 Article 17

The Scholarship Committee will have the following powers:

- Supervise compliance with these regulations, as well as the processes established for the granting of scholarships
- Define the criteria for the allocation, renewal and cancellation of scholarships
- Attend to those special cases that arise during the student's program.

5.4 Article 18

Any case that is not established in these regulations, as well as special cases, will be analyzed by the Scholarship Committee, for review and resolution, which will be final.

9.5.6 Chapter VI: Sanctions and cancellation

6.1 Article 19

The student will lose the scholarship right when:

- They do not comply with the provisions of this Regulation or any other regulation of the institution.
- Have debts greater than ninety days
- Present false documentation or do not have your complete file with the Department of School Services
- Accumulate three failed subjects

6.2 Article 20

Any student who incurs serious academic or administrative offenses will lose any benefits established in these regulations.

10 STUDENT SERVICES

Each month "Master Classes" are offered to the student community in which current topics are touched on, which are taught by experts in different areas of knowledge, who may or may not belong to the University.

The master class is a teaching method that basically consists of the transmission of information (or knowledge) by the teachers to the students in a unidirectional way. In other words, the teacher speaks, and the students listen.

The master class:

- It allows structuring knowledge.
- It favors the equality of relation with the students who attend class.
- It favors the assimilation of a consolidated model regarding the structure and dynamics of the class.
- Allows teaching to large groups.

11 ACADEMIC PROGRAMS

11.5 MASTER'S DEGREE IN INTERNATIONAL TRADE

Duration of the program:

Six cycles of fourteen weeks each.

Academic degree:

Master in International Trade.

Program objective:

The study program of the Master in International Trade is based on training professionals specialized in the international environment, with skills to manage processes aimed at international business and relations and foreign trade, which contribute to the competitiveness of organizations in this world globally. competitive.

The professional in International Trade has the strategic knowledge for the management of international business in its social, logistical and economic aspects.

Specific objectives:

- Know the main concepts related to foreign and international trade in particular.
- Know theoretical and practical tools that allow the student to respond quickly and effectively to problems that may arise within the managerial field.
- Know the essential principles of the management of international and foreign trade
- Understand the functioning of international markets and train the student as a citizen of the world, with critical and constructive thinking towards their peers and future problems that may arise.
- Apply the knowledge acquired on the fundamentals of finance and the implementation of useful tools for the student.

Curriculum:

Educational modality: out of school

Duration: five four-month periods of fourteen weeks each

FIRST PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
GETD-501	Senior Business Management		3	5	8	7
TIAN-501	Globalization and Integration		3	5	8	7
TIDP-501	Future Studies Seminar		3	5	8	7
Subtotal First Period			**9**	**15**	**24**	**21**
SECOND PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
GEAN-508	Global Economic Environment		3	5	8	7
NITD-501	Fundamentals of International Trade	TIAN-501	3	5	8	7
ICTD-504	Interpretation of Trade Indicators		3	5	8	7
Subtotal Second Period			**9**	**15**	**24**	**21**
THIRD PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
NIDP-501	Customs System		3	5	8	7
NIDP-502	Logistics and International Transport		3	5	8	7
GETD-506	Competitive Strategies: The Search for Excellence		3	5	8	7
Subtotal Third Period			**9**	**15**	**24**	**21**
FOURTH PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
NIDP-503	International markets	NITD-501	3	5	8	7
NIDP-504	International recruitment		3	5	8	7
GEAN-503	Risks, Means of Payment and Financing of Foreign Trade		3	5	8	7
Subtotal Fourth Period			**9**	**15**	**24**	**21**
FIFTH PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
GPTD-503	Process Management		3	5	8	7
GEAN-505	Corporate Finance		3	5	8	7
ICDP-503	International Marketing		3	5	8	7
Subtotal Fifth Period			**9**	**15**	**24**	**21**
Total			**45**	**75**	**120**	**105**

HFD: Weekly Faculty Hours. **HSS:** Weekly Synchronous Hours.	
HEI: Weekly Independent Study Hours. **HAS:** Weekly Asynchronous Hours.	
THS:	Total Hours per Week
CRS:	Credits

Effective weeks of class per school year not including evaluations (16): 14

UNIVERSIDAD EUROPEA DE MONTERREY

DEGREE PROGRAM

COURSE	Senior Business Management	CODE	GETD-501	PRE-REQUISTE		None	
PERIOD	First	HFD / HSS	3	HEI / HAS	5	HTS / THS	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	From a general perspective, globalization, economic openness and competitiveness are phenomena that organizations have to face and, as these are fundamental elements in the success of any organization, managers will make a greater effort to reach high levels of productivity and efficiency.						
	Apply analytical tools to positively infer the evolution of the macroeconomic, technological and social scenario.						
	Implement strategic methodologies for a business plan.						
	Provide analysis techniques to implement the strategy that allows the company a competitive advantage.						
	Understand the company as an organization, as well as the determinants of the behavior and performance of individuals within it.						
	Interpret and contextualize human resources management tools and policies within the framework of business strategies and decisions.						
LEARNING MODULES	The Role of Human Resources in the Company.						
	Keys to Developing People.						
	Processes that Covers the Function of People Management (I).						
	Processes that Covers the Function of People Management (II).						
	Ethics and Business Efficiency.						
	Career Management and Compensation Systems.						
RECOMMENDED BIBLIOGRAPHY	Simon, D. (2014). People and Talent Management. (1st ed.). ISBN: 9788448185909.						
	Jericho, P. (2011). The New Talent Management. (2nd ed.). ISBN: 9788483229323.						
	Simon, D. (2012). Values Coaching. (1st ed.). ISBN: 9788483566787.						
	Jobs, S. (2014). Leadership Lessons. (1st ed.). ISBN: 9788499924168.						
	Brouwer, D. (2007). Ethics and Corporate Responsibility. (1st ed.). ISBN: 9788433026163.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Globalization and Integration	CODE	TIAN-501	PRE-REQUISTE		None	
PERIOD	First	HFD / HSS	3	HEI / HAS	5	HTS / THS	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Globalization implies operating at relatively low costs, selling the same and in the same way everywhere, it implies adopting new forms of management to achieve a high level of competitiveness. On the other hand, economic integration is oriented towards the elimination of economic barriers to trade in goods and services between countries, allowing the expansion of trade. With the conceptualization and contextualization of both, changes in trends, emerging issues, and the threats and opportunities to face are visualized.						
	Characterize globalization and integration.						
	Evaluate the impact of globalization and integration on organizations.						

	Determine the potential of a company to compete in the global market.
	Analyze the main aspects that must be taken into account to interact with global and integrated markets.
	Reflect on the attitude that the administrative management of a company must have to act in the processes of globalization and integration.
LEARNING MODULES	The ecosystem of internationalization.
	Competitive and technological keys to internationalization.
	Internationalization as a strategy.
	Key decisions.
	Operational aspects.
	Multinationals: the final phase.
RECOMMENDED BIBLIOGRAPHY	Daniels, J. D .; Radebaugh, L. H. and Sullivan, D. P. (2013). International Business. Environments and Operations. (14th ed.). ISBN: 9786073221603.
	Garaña, M. (2012). "The Fundamental Role of Information Technologies in the Internationalization of SMEs". Madrid College of Economists.
	Guerras, L.A. and Navas, J. E. (2015): The Strategic Management of the Company. Theory and applications (4th ed.). ISBN: 9788447028504.
	Castellano, J. M (2002). "The Inditex Internationalization Process". Spanish Multinational Companies.
	VV.AA. (2006). Foreign Trade Operation and Practice. Basic course. (2nd ed.). ISBN: 9788478119356.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Future Studies Seminar	**CODE**	TIDP-501	**PRE-REQUISTE**		None	
PERIOD	First	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The future of the world is a function of complex forces, which arise from multiple domains and involve many actors, and which are expressed as a set of feasible alternatives with future possibilities. These forces and domains define the impersonal character of world events, while people also act in the shadow of these forces by making decisions that affect the future. These decisions direct the course of nations, multinational corporations, and NGOs.						
	Being able to examine and predict the themes and developments that can change the future of the world in the next ten years.						
	Forecast the future of potential developments and issues on national, international and / or organizational agendas.						
	Communicate interesting and informative aspects of forecasts in a concise manner.						
	Acquire techniques and skills to successfully apply visionary knowledge processes in varied environments.						
	Detect emerging issues in the field and provide consulting in your area.						
LEARNING MODULES	Why Investigate the Future? Is Your Forecast Possible?						
	Problems and Obstacles in the Future Forecast.						
	Tools for the Future Forecast.						
	Technological Convergences and their Impact on the World.						
	The Main Sociopolitical and Economic Problems.						
	The Challenges of 2040						

RECOMMENDED BIBLIOGRAPHY	Guilló, M. Bas, E. (2012). Foresight and Innovation. Vol. 1. ISBN: 9788492751389.
	Baena Paz, G. (2007). Application of prospective to politics. ISBN: 9783845494388.
	Bas, E. (1999). Prospective; tools for strategic change management.
	Balbi, E. R. (2002). Futures Research Methodology - Prospective Methodology. ISBN: 9872034303.
	Gabiña, J. (2015). The Revisited Future: Prospective reflection as a weapon of strategy and decision. (eBook). ASIN: B013CEP6T0.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Global Economic Environment	**CODE**	GEAN-508	**PRE-REQUISTE**		None	
PERIOD	Second	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This subject allows us to study how resources are allocated, efficiently to meet needs. Obviously, if we want an "efficient" allocation of these resources, we will have to take into account that the consumption of one resource cannot be improved without worsening the consumption of the other. In turn, the economic analysis presents two study approaches: Microeconomics, and Macroeconomics.						
	Learn the concepts of Microeconomics and Macroeconomics and everything related to them.						
	To understand the operation of aggregate supply and demand, it is necessary to know the dynamics of the market, the agents, participants and productive factors.						
	Analyze the behavior of the supply and demand for money.						
	Know the operation and purpose of monetary policy and the public debt market.						
	Know the operation and purpose of real markets and money markets and know how to invest in them.						
LEARNING MODULES	General Concepts of Economic Analysis.						
	The money.						
	Money Markets, Monetary Policy and Public Debt Market.						
	In International Environment.						
	Employment and Economic Growth.						
	Real Markets and Monetary Markets.						
RECOMMENDED BIBLIOGRAPHY	Ávila, J. (2004). Introduction to Economics. ISBN: 9789707222564.						
	Gaviria, F. (2006). Currency, Banking and Monetary Theory. ISBN: 9789589029824.						
	Mochón, F .; de Juan, R. (2006). Introduction to Macroeconomics. Exercises. ISBN: 9788492477272.						
	Mancha, T. (2007). The IS-LM model. ISBN: 9788448146566.						
	González, D. (April 9, 2011). Economic Magazine of Venezuela.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Fundamentals of International Trade	CODE	NITD-501	PRE-REQUISTE		TIAN-501	
PERIOD	Segundo	HFD / HSS	3	HEI / HAS	5	HTS / THS	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The International Trade course aims to provide the student with a set of knowledge that allows them to understand why countries trade, the configuration of international trade patterns, the effects of free trade on income distribution or the effects of trade policies in social welfare.						
	Know the concept of globalization and its main facets, as well as the assets that have facilitated and made this phenomenon a reality.						
	Become aware of the concept of interdependence as inseparable from that of globalization, as well as the effects that such interdependence has on international relations.						
	Know the different ways to hinder free trade advocated by the World Trade Organization.						
	Learn to distinguish the different barriers to international trade.						
	Know the concept of balance of payments.						
LEARNING MODULES	International Trade Scenarios.						
	International Trade Theories. Specialization and commercial advantages. Inter and intra-industrial trade.						
	Trade Policy: protectionism vs. free trade. Protectionism systems.						
	International Organizations that intervene in International Trade.						
	The balance of payments: fundamental concepts and practical cases.						
	International business strategy and structure.						
RECOMMENDED BIBLIOGRAPHY	Nye, J. (2000). *Governance in a Globalizing World.* ISBN:9780815764076.						
	Nye, J. (January 20, 2008). United States and China: Reciprocal Fear. The country. Recovered from: http://elpais.com/diario/2008/01/20/opinion/1200783604_850215.html						
	Krugman, P. R .; Obstfeld, M .; Melitz, M. J. (2012). International Economy: Theory and Politics. ISBN: 9788478290802.						
	Reques, P. (2012): An Asymmetric World: Demographic Change, Globalization and Territory. ISBN: 9788486116675.						
	Shaikh, A. (2009). International Trade Theories. ISBN: 9788492724062.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Interpretation of Trade Indicators	CODE	ICTD-504	PRE-REQUISTE		None	
PERIOD	Second	HFD / HSS	3	HEI / HAS	5	HTS / THS	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	It directly, completely and with proven methodology addresses the basic concepts to understand the operation of the economic, business and financial gear of today's world. This course also includes a glossary of useful financial terms to make it easier for the student to approach and establish the foundations that articulate the world of finance.						
	Learn to read, interpret and analyze the financial statements (Balance Sheet, Income Statement and Statement of Cash Flows).						
	Know how to communicate with the financial managers of your company.						
	Make a realistic diagnosis of the financial situation of your company to establish appropriate action plans.						
	Use the economic and financial data necessary for decision-making.						
	Construction of the Balance Sheet and the Profit and Loss Account.						

LEARNING MODULES	Analysis of a company through its financial ratios.
	How to grow in a sustainable way.
	Analysis of the different financial flows and their implications.
	Establishment of the price of the products.
	Making a budget and its importance.
RECOMMENDED BIBLIOGRAPHY	Pulido, A. and Mayo, C. (2008). Financial Accounting: A current approach. ISBN: 9788428330244.
	Amat, O. (2008). Accounting and finance for non-financials. (2nd ed). ISBN: 9788423426713.
	Morales-Arce Macías, R., Arguedas Sanz, R., González Arias, J., Oliver Yébenes, M. (2008). Situation and perspective of the financial markets. ISBN: 9788436255157.
	Gitman, Lawrence J. and Zutter, Chad J. (2012). Principles of financial administration. (12th ed). ISBN: 9786073209830.
	Díaz Mata, A; Aguilera Gómez, V.M. (2013) Introduction to the stock market: invest in the stock market. ISBN: 9786071508478.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Customs System	**CODE**	NIDP-501	**PRE-REQUISTE**		None	
PERIOD	Third	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This course develops the bases of the various areas that the customs regime affects for the entry of a merchandise in a foreign market. The study focuses on the customs system fundamentally established by the WTO, in order to understand this fundamental issue in international trade.						
	Know and know how to apply customs regulations.						
	Determine from the tariff heading corresponding to the merchandise in each case.						
	Know the different existing customs regimes.						
	Know the protection of intellectual and industrial property.						
LEARNING MODULES	Customs and the tariff system. Tariff nomenclature.						
	Origin of the goods.						
	Customs value. The customs tariff. Customs debt.						
	VAT and special taxes.						
	Destinations and customs regimes.						
	Customs protection of intellectual and industrial property.						
RECOMMENDED BIBLIOGRAPHY	Pardo, G. (2009). Customs Taxation. (1st ed.). ISBN: 9789586537667.						
	Witker, J. A. (2011). Foreign Trade Law. (1st ed.). ISBN: 9786070221767.						
	Pelechá, F. (2009). Taxation on Foreign Trade: Tax Customs Law. (1st ed.). ISBN: 9788497686709						
	Gascon, A. (2009). VAT and International Trade. (1st ed.). ISBN: 9788492513000.						
	Pardo, G. (2009). Customs Law. (1st ed.). ISBN: 9789587380651.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has						

PROFILE	verifiable practical experience in the area.

COURSE	Logistics and International Transport	**CODE**	NIDP-502	**PRE-REQUISTE**		None	
PERIOD	Third	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The International Logistics Course is undoubtedly very interesting because it is directly applicable in practically all areas of the company. It is a cross-sectional department that, by dealing with such varied and key issues as packaging, Incoterms, means of transport, insurance, or customs, in some way affects and influences all departments of the company. .						
	The student must understand all the phases of logistics. From raw materials arriving from the supplier, packaging, storage and final transport.						
	At the end of the course, the student will be able to assess and quantify the importance of transportation, customs and insurance costs, within the context of logistics.						
	Understand and take into account business objectives in their entirety, as this is a fully cross-cutting subject within business dynamics.						
	Practical sense in the valuation, analysis and selection of the transport of goods and their storage.						
	Common sense in the selection of destinations, taking into account the risks derived from distance, insurance and types of goods.						
LEARNING MODULES	Logistics management. Merchandise treatment.						
	Containers and packaging.						
	The distribution. Means of transport.						
	The Incoterms.						
	Transportation contracting.						
	Transport and insurance costs. Customs.						
RECOMMENDED BIBLIOGRAPHY	San Juan, C. (2012-2013). Foreign Trade Techniques Course. International logistics. UPNA. 2012-2013.						
	Molins, A. (2011-2012). International logistics.						
	Mauleón, M. (2006). Logistics and Costs. ISBN: 9788479787417.						
	Global Marketing Strategies (2010). Incoterms 2010 Practical Guide. ISBN: 9788492570829.						
	ICEX (2016). The Exporter. Recovered from: http://www.icex.es/icex/es/Navegacion-zona-contacto/revista-el-exportador/index.html						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Competitive strategies	**CODE**	GETD-506	**PRE-REQUISTE**		None	
PERIOD	Third	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This course is focused on the competitive strategies of the company, examining the central points of its competitiveness in the short, medium and long term, thus focusing on the development of the specific capabilities of the company that contribute to competitive advantage, as well as the formulation of the necessary strategies to sustain the company.						
	Acquire, develop and perfect, both conceptually and practically, the most relevant aspects of the organization's competitive strategies.						
	Apply strategies in solving problems, in the plan of innovations and in the daily management of the company.						

	Plan the strategy of an organization.
	Organize the limited resources of the company
	Analyze the current situation of an organization.
LEARNING MODULES	A Framework for Strategy Analysis.
	Analysis of the Competitive Environment.
	Internal Analysis of the Company.
	The Formulation of the Strategy at Business Level.
	The Formulation of the Strategy at the Corporate Level.
	The Implementation and Evaluation of the Strategy.
RECOMMENDED BIBLIOGRAPHY	Chan, K. (2008). The blue Ocean Strategy. (1st ed.). ISBN: 9788492421282.
	Porter, M. E. (2009). To be competitive. (1st ed.). ISBN: 9788423426959.
	Kourdi, J. (2009). Business Strategy: A Guide to Taking Your Business Forward. (1st ed.). ISBN: 9781846681240.
	Guerras, L.A. and Navas, J. E. (2008). Strategic Management of the Company. Theory and Applications. (4th ed.). ISBN: 9788447028504.
	Wars, L.A. (2012). Strategic Management Foundation of the Company. (1st ed.). ISBN: 9788447040384.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	International markets	**CODE**	NIDP-503	**PRE-REQUISTE**		NITD-501	
PERIOD	Fourth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This subject offers us an analysis of the process of commercial and financial globalization on an international scale. This is done by examining the most recent evolution of trade and financial flows as well as the main repercussions of globalization on the labor market. Likewise, it offers us a global vision of the current socio-economic situation as well as the future prospects of those international environments and countries that may be especially relevant in the field of foreign relations in our country.						
	Complement the theoretical-practical training received by conventional methods, strengthening the acquired knowledge.						
	Increase its critical capacity regarding issues related to the globalization process.						
	Interpreting statistical tables, graphs and indexes will be part of the normal language of the classes.						
	Deepen the understanding of academic articles at a level appropriate to their degree and training specialty.						
	Carry out practical cases proposed, encouraging them to debate, argue and provide solutions to real situations in the different economies analyzed.						
LEARNING MODULES	European Union, United States and Japan.						
	Anglo-Saxon countries: Canada, South Africa, Australia and New Zealand.						
	Muslim countries.						
	Latin American countries.						
	Asian markets: Singapore, Korea, Hong Kong, Taiwan and Malaysia.						
	The Great Emerging Economies: China, India and Russia.						
RECOMMENDED	Witker, J. A. (2011). Foreign Trade Law. ISBN: 9786070221767						

BIBLIOGRAPHY	Habermas, J. (2012). The Crisis of the European Union a Response. ASIN: B01181KURC.
	Anguita, A. (2012). International trade and international transfer prices. ISBN: 9788497689557.
	Pardo, G. (2009). S. XXI Customs Law. ISBN: 9789587380651.
	Feenstra, C. and Taylor, A. (2011). International Trade. ISBN: 9788429126488.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	International recruitment	**CODE**	NIDP-504	**PRE-REQUISTE**		None	
PERIOD	Fourth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The main objective of this subject is to publicize the existence and purpose of International Commercial Law as an integral part of the legal system. As well as identifying and solving the problems that arise in international contracts.						
	Being able to resolve conflicts, determine the applicable law and know the extraterritorial validity of their decisions.						
	Know how to correctly apply the norms destined to solve the problems derived from international contracts.						
	Be able to correctly handle the system of sources of the legal system.						
	Know how to apply the theoretical knowledge acquired to the resolution of practical cases.						
	Obtain the perception of the unitary character of the legal system and the necessary interdisciplinary vision of legal problems.						
LEARNING MODULES	Basic concepts of international law.						
	Private international law.						
	International operations and contracts.						
	International changes and international taxation.						
	Negotiation and drafting of contracts.						
	Conflict resolution and negotiation.						
RECOMMENDED BIBLIOGRAPHY	Draetta, U. et al (1992). Breach and Adaptation of International Contracts, An Introduction to Lex Mercatoria. (2nd ed.). ISBN: 9780880637503.						
	Ortega, A. (2012). International Recruitment of Commercial Agents. (1st ed.). ISBN: 9788478117338.						
	Cabrera, A. (2011). Contracting of the National and International Transport of Merchandise. (1st ed.). ISBN: 9788492735600.						
	Ortega, A. (2011). Practical Guide to International Recruitment. (2nd ed.). ISBN: 9788473567817.						
	Fernández, J., Arenas, R., Miguel, P. (2013). International Business Law. (4th ed.). ISBN: 9788498902150.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Risks, Means of Payment and Foreign Trade Financing	CODE	GEAN-503	PRE-REQUISTE		None	
PERIOD	Fourth	HFD / HSS	3	HEI / HAS	5	HTS / THS	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Internationally operating companies operate in a particularly complex environment that manifests itself above all in the scenario of risks in which they have to operate. Where there are risks, there are opportunities, and managing these risks properly is the great challenge for those who hold positions of responsibility in companies active in foreign trade.						
	Know the different means of payment, which are used in foreign trade, and their operations, in the framework of international transactions.						
	Know the operations of the currency market.						
	Know what the spot and forward quotes are for.						
	Valuing the different instruments for hedging exchange rate and interest rate risks.						
	Know the financial possibilities at any time for importers.						
LEARNING MODULES	The risks in foreign trade.						
	Insurance coverage.						
	Currency markets.						
	Payment methods and international guarantees (I).						
	Payment methods and international guarantees (II).						
	Foreign Trade Financing in the short, medium and long term.						
RECOMMENDED BIBLIOGRAPHY	Larraga, P., Elvira, O (2008). Derivative Products Market: Futures, Forwards, Options and Structured Products. (1st ed.). ISBN: 9788496998742.						
	Brun, X., Elvira, O. (2015). Variable Income Market and Foreign Exchange Market. (1st ed.). ISBN: 9788496998735.						
	Larraga, P., Peña, I. (2008). Know the Financial Products of Collective Investment. (1st ed.). ISBN: 9788496998711.						
	González, S., Aragonés, J .R. (2001). Foreign Exchange Market and Financial Market Analysis. (1st ed.). ISBN: 9788436815559.						
	Vera, M., (2014). Payment Methods in International Commerce. (2nd ed.). ISBN: 9781505549300.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Process Management	CODE	GPTD-503	PRE-REQUISTE		None	
PERIOD	Fifth	HFD / HSS	3	HEI / HAS	5	HTS / THS	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This course helps us think about the product or service we offer from a customer point of view. It makes us take into account the need to design all our steps in production processes with one goal in mind: that our product or service be positively valued by the customer. In the future, a good design of a productive system will be a first-rate strategic advantage that will position us better than our competitors from the beginning.						
	Know what values are and how our clients perceive them. Understand and make process diagrams.						
	Understand and manage the parameters of efficiency and save time and money.						
	Design an economical batch: quantity of product to request that optimizes times and costs in our warehouses.						
	Compression and relationship of key process concepts. Developments of quick calculations and their practical meaning.						

	Discovery of real cases in which theoretical concepts have been used.
LEARNING MODULES	Analysis of a process: what and how do we do it?
	The reliability of the process: an absolute requirement.
	Process optimization.
	The client's perspective: what opportunities / challenges does it incorporate?
	Effective inventory management. Time management in logistics.
	Integral management.
RECOMMENDED BIBLIOGRAPHY	Riba, C. and Molina, A. (2006). Concurrent engineering. An innovative methodology. ISBN: 9788483018996.
	Andreasen, M. and Hein, L. (1987). "Integrated Product Development". ISBN: 9780948507212.
	Crowson, R. (2006). The Handbook of Manufacturing Engineering. Product Design and Factory Development. ISBN: 9780073404776.
	Ulrich, K. (2003). Product Design and Development. (3rd ed.). ISBN: 9780073404776.
	Center of Design Innovation. Ireland: Creative Commons. http://www.designinnovation.ie/
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Corporate Finance	**CODE**	GEAN-505	**PRE-REQUISTE**		None	
PERIOD	Fifth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Corporate Finance focuses on how companies can create and maintain value through the efficient use of financial resources. The aim is for the student to acquire sufficient analytical knowledge and skills to be able to develop an adequate investment and financing policy in the company, through the tools and practical cases that will be developed throughout the course.						
	Understand the importance of finance in business administration, in order to use them optimally in order to maximize profits.						
	Know the factors that influence the birth and development of companies.						
	Explain the methods of evaluating the cash flows generated by the company.						
	Identify the short- and long-term financial management flows that allow the financial management to achieve the financial objective of the company in an investment.						
	Ability to analyze the financial structure of the company, through the diagnosis and study proposal of the different financing alternatives.						
LEARNING MODULES	Financial planning: optimal capital structure.						
	National and international sources of financing.						
	National and international collection and payment instruments.						
	Currency management.						
	Long-term management.						
	Risk management. Insurance Exchange.						
RECOMMENDED BIBLIOGRAPHY	Brealey, M. Principles of Corporate Finance. (9th ed.). ISBN: 9789701072837.						
	Ross, Westerfield and Jaffe. (2008). Fundamentals of corporate finance. (7th ed.). ISBN: 9789701072806.						
	Suárez, Suárez, A. (2003). Optimal Investment and Financing Decisions in the company. (20th ed.). ISBN: 9788436817676.						
	López Lubián, F. J. (2007). Corporate finance case studies. ISBN: 9788497325127.						

	Massons, J. (2006). Practical finance: from analysis to action: with resolved business cases. ISBN: 9788425511974.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	International Marketing	**CODE**	ICDP-503	**PRE-REQUISTE**		None	
PERIOD	Fifth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The objective of this course is to publicize the context of international business and create a foundation to understand the internationalization of the company and specifically international marketing. It is a highly relevant subject due to the necessary internationalization strategy in the globalized environment.						
	Know the process of internationalization of the company and the importance of international marketing in such a process.						
	Understand the concept of International Marketing and how it fits within the marketing discipline.						
	Analyze in depth the product and communication variables within the international marketing mix program.						
	Identify each of the variables that influence international pricing.						
	Point out the main logistics activities.						
LEARNING MODULES	Internationalization of the Company.						
	International Marketing Strategies.						
	International Marketing Mix.						
	Organization, Implementation and Control of International Marketing.						
	Information Systems in International Marketing.						
	Global brands.						
RECOMMENDED BIBLIOGRAPHY	Hollensen, S. and Arteaga, J. (2010). International Marketing Strategies. (4th ed.). ISBN: 9788483226407.						
	García, R. (2000). International marketing. (4th ed.). ISBN 9788473563246.						
	Keegan, W.J. (nineteen ninety-six). Global Marketing. (5th ed.). ISBN: 9780133545005.						
	Churruca, N., García-Lomas, L. (1997). International marketing. (1st ed.). ISBN: 9788436812862.						
	Churruca, N., García-Lomas, L. (1997). International Marketing: Cases and Practical Exercises. (1st ed.). ISBN: 9788436811278.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

11.6 MASTER'S DEGREE IN FINANCIAL MANAGEMENT

Duration of the program:

Six cycles of fourteen weeks each.

Academic degree:

Master in Financial Management

Program objective:

The study program of the Master in Financial Management is based on training professionals specialized in Financial Management with skills to manage innovation and business development processes that contribute to the competitiveness of organizations, which makes this program one of the most sought-after master's degrees. by companies.

Specialized instruction in financial management is extremely necessary to understand the value of investments and how to make sound accounting decisions.

Specific objectives:

- Know the main concepts related to finance in particular.
- Know theoretical and practical tools that allow the student to respond quickly and effectively to problems that may arise within the managerial field.
- Know the essential principles of budgeting and financial management of a company.
- Understand the functioning of international markets and train the student as a citizen of the world, with critical and constructive thinking towards their peers and future problems that may arise.
- Apply the knowledge acquired on the fundamentals of finance and the implementation of useful tools for the student.

Curriculum:
Educational modality: out of school
Duration: five four-month periods of fourteen weeks each

FIRST PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
GETD-501	Senior Business Management		3	5	8	7
GEAN-507	Operational Finance		3	5	8	7
TIDP-501	Future Studies Seminar		3	5	8	7
Subtotal First Period			**9**	**15**	**24**	**21**
SECOND PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
GEAN-508	Global Economic Environment		3	5	8	7
GEAN-509	International Financial System		3	5	8	7
ICTD-504	Interpretation of Trade Indicators	GEAN-507	3	5	8	7
Subtotal Second Period			**9**	**15**	**24**	**21**
THIRD PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
GEAN-510	Financial Planning and Budgeting		3	5	8	7
GEAN-501	Decision Making Costs	ICTD-504	3	5	8	7
GETD-506	Competitive Strategies: The Search for Excellence		3	5	8	7
Subtotal Third Period			**9**	**15**	**24**	**21**
FOURTH PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
GETD-507	Interpretation of Business Indicators	GEAN-501	3	5	8	7
GEAN-502	Cash management		3	5	8	7
GEAN-503	Risks, Means of Payment and Financing of Foreign Trade		3	5	8	7
Subtotal Fourth Period			**9**	**15**	**24**	**21**
FIFTH PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
GEAN-504	Management Instruments	GETD-507	3	5	8	7
GEAN-505	Corporate Finance		3	5	8	7
GEAN-506	Financial markets		3	5	8	7
Subtotal Fifth Period			**9**	**15**	**24**	**21**
Total			**45**	**75**	**120**	**105**

HFD: Weekly Faculty Hours. **HSS:** Weekly Synchronous Hours.	
HEI: Weekly Independent Study Hours. **HAS:** Weekly Asynchronous Hours.	
THS:	Total Hours per Week
CRS:	Credits
Effective weeks of class per school year not including evaluations (16): 14	

UNIVERSIDAD EUROPEA DE MONTERREY
DEGREE PROGRAM

COURSE	Senior Business Management	**CODE**	GETD-501	**PRE-REQUISTE**		None	
PERIOD	First	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	From a general perspective, globalization, economic openness and competitiveness are phenomena that organizations have to face and, as these are fundamental elements in the success of any organization, managers will make a greater effort to reach high levels of productivity and efficiency.						
	Apply analytical tools to positively infer the evolution of the macroeconomic, technological and social scenario.						
	Implement strategic methodologies for a business plan.						
	Provide analysis techniques to implement the strategy that allows the company a competitive advantage.						
	Understand the company as an organization, as well as the determinants of the behavior and performance of individuals within it.						
	Interpret and contextualize human resources management tools and policies within the framework of business strategies and decisions.						
LEARNING MODULES	The Role of Human Resources in the Company.						
	Keys to Developing People.						
	Processes that Covers the Function of People Management (I).						
	Processes that Covers the Function of People Management (II).						
	Ethics and Business Efficiency.						
	Career Management and Compensation Systems.						
RECOMMENDED BIBLIOGRAPHY	Simon, D. (2014). People and Talent Management. (1st ed.). ISBN: 9788448185909.						
	Jericho, P. (2011). The New Talent Management. (2nd ed.). ISBN: 9788483229323.						
	Simon, D. (2012). Values Coaching. (1st ed.). ISBN: 9788483566787.						
	Jobs, S. (2014). Leadership Lessons. (1st ed.). ISBN: 9788499924168.						
	Brouwer, D. (2007). Ethics and Corporate Responsibility. (1st ed.). ISBN: 9788433026163.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Operational Finance	**CODE**	GEAN-507	**PRE-REQUISTE**		None	
PERIOD	First	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	It is a subject with special relevance in current times to know how to value most of the financial products on the market such as financial income, loans, fixed income and risk coverage on interest rates and exchange rates. The student must know the mathematical models of certain financial operations in discrete time.						
	Analyze both theoretical operations and specific operations of the Spanish financial system (income, loans, bank discounts, Treasury securities, etc.).						
	Make basic financial decisions (cash or forward purchase, investment valuation).						
	Understand the concept of market valuation.						
	Have analytical and comprehension skills.						

	Fluently use computer tools such as Excel as well as financial calculators to obtain the best results in the shortest possible time.
LEARNING MODULES	The interest rate: NPV calculation.
	Equivalent Rates.
	Short-Term Financial Assets.
	State Debt: Bonds and Obligations.
	Position Management.
	Study and Assessment of Income.
RECOMMENDED BIBLIOGRAPHY	de Pablo López, A., (2002). Financial Valuation. (3rd ed.). ISBN: 9788480045094.
	de Pablo López, A., (2000). Mathematics of Financial Operations. Volumes I and II. ISBN: 9788436246759.
	de Pablo López, A., (2000). Practical Manual of Commercial and Financial Mathematics. Volumes I and II. ISBN: 9788480044332.
	Duarte, Schlageter, J. and Fernández, Alonso, L. (2005). Operational finance, a colloquium. ISBN: 9789687571072.
	López, Lubián, F. Practical cases of corporate finance. ISBN: 9788497525127.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Future Studies Seminar	**CODE**	TIDP-501	**PRE-REQUISTE**		None	
PERIOD	First	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The future of the world is a function of complex forces, which arise from multiple domains and involve many actors, and which are expressed as a set of feasible alternatives with future possibilities. These forces and domains define the impersonal character of world events, while people also act in the shadow of these forces by making decisions that affect the future. These decisions direct the course of nations, multinational corporations, and NGOs.						
	Being able to examine and predict the themes and developments that can change the future of the world in the next ten years.						
	Forecast the future of potential developments and issues on national, international and / or organizational agendas.						
	Communicate interesting and informative aspects of forecasts in a concise manner.						
	Acquire techniques and skills to successfully apply visionary knowledge processes in varied environments.						
	Detect emerging issues in the field and provide consulting in your area.						
LEARNING MODULES	Why Investigate the Future? Is Your Forecast Possible?						
	Problems and Obstacles in the Future Forecast.						
	Tools for the Future Forecast.						
	Technological Convergences and their Impact on the World.						
	The Main Sociopolitical and Economic Problems.						
	The Challenges of 2040						
RECOMMENDED BIBLIOGRAPHY	Guilló, M. Bas, E. (2012). Foresight and Innovation. Vol. 1. ISBN: 9788492751389.						
	Baena Paz, G. (2007). Application of prospective to politics. ISBN: 9783845494388.						
	Bas, E. (1999). Prospective; tools for strategic change management.						

	Balbi, E. R. (2002). Futures Research Methodology - Prospective Methodology. ISBN: 9872034303.
	Gabiña, J. (2015). The Revisited Future: Prospective reflection as a weapon of strategy and decision. (eBook). ASIN: B013CEP6T0.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Global Economic Environment	**CODE**	GEAN-508	**PRE-REQUISTE**		None	
PERIOD	Second	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This subject allows us to study how resources are allocated, efficiently to meet needs. Obviously, if we want an "efficient" allocation of these resources, we will have to take into account that the consumption of one resource cannot be improved without worsening the consumption of the other. In turn, the economic analysis presents two study approaches: Microeconomics, and Macroeconomics.						
	Learn the concepts of Microeconomics and Macroeconomics and everything related to them.						
	To understand the operation of aggregate supply and demand, it is necessary to know the dynamics of the market, the agents, participants and productive factors.						
	Analyze the behavior of the supply and demand for money.						
	Know the operation and purpose of monetary policy and the public debt market.						
	Know the operation and purpose of real markets and money markets and know how to invest in them.						
LEARNING MODULES	General Concepts of Economic Analysis.						
	The money.						
	Money Markets, Monetary Policy and Public Debt Market.						
	In International Environment.						
	Employment and Economic Growth.						
	Real Markets and Monetary Markets.						
RECOMMENDED BIBLIOGRAPHY	Ávila, J. (2004). Introduction to Economics. ISBN: 9789707222564.						
	Gaviria, F. (2006). Currency, Banking and Monetary Theory. ISBN: 9789589029824.						
	Mochón, F .; de Juan, R. (2006). Introduction to Macroeconomics. Exercises. ISBN: 9788492477272.						
	Mancha, T. (2007). The IS-LM model. ISBN: 9788448146566.						
	González, D. (April 9, 2011). Economic Magazine of Venezuela.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	International Financial System	**CODE**	GEAN-509	**PRE-REQUISTE**		None	
PERIOD	Second	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8

GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The Financial System provides the financing channel for economic units with need to raise funds, as well as the most efficient way to manage the investments of those who have the ability to save and, therefore, funds available to transfer to third parties. The course aims to provide the student with a global knowledge of the Financial System, the financial markets and the assets that are traded in them, and the factors that influence their behavior.
	Acquire a global knowledge of the operation of financial systems as an efficient way of financing and investment.
	Interpret the movements of the financial markets in each phase of the economic cycle.
	Be able to interpret economic indicators.
	Being able to interpret the economic policies executed by governments in terms of impact on markets and financial assets.
	Being able to solve problems and make decisions.
LEARNING MODULES	Introduction to the Financial system: assets.
	Introduction to the Financial System: the markets.
	Introduction to the Financial System: intermediaries.
	Monetary policy.
	Macroeconomic Magnitudes and Situation Indicators.
RECOMMENDED BIBLIOGRAPHY	Manzano, D. and Valero, F. J. (2013). Guide to the Spanish Financial System. (6th ed.). ISBN: 9788489378681.
	Martín, J. L. and Trujillo, A. (2004). Financial Markets Manual. (1st ed.) ISBN: 9788497323260.
	Bodie, Z. and Kane, A. (2004). Investment Principles. (5th ed.). ISBN: 9788448140755.
	González, I. (2012). Finance system. (1st ed.). ISBN: 9788445422434.
	Sanz, A. (2002, September). Who regulates the International Financial System? Forums and Rules. Recovered from: http://www.revistasice.com/CachePDF/ICE_801_145-164__8917E65CB20CE27570171F665B7B0560.pdf.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Interpretation of Trade Indicators	**CODE**	ICTD-504	**PRE-REQUISTE**		GEAN-507	
PERIOD	Second	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	It directly, completely and with proven methodology addresses the basic concepts to understand the operation of the economic, business and financial gear of today's world. This course also includes a glossary of useful financial terms to make it easier for the student to approach and establish the foundations that articulate the world of finance.						
	Learn to read, interpret and analyze the financial statements (Balance Sheet, Income Statement and Statement of Cash Flows).						
	Know how to communicate with the financial managers of your company.						
	Make a realistic diagnosis of the financial situation of your company to establish appropriate action plans.						
	Use the economic and financial data necessary for decision-making.						
LEARNING MODULES	Construction of the Balance Sheet and the Profit and Loss Account.						
	Analysis of a company through its financial ratios.						
	How to grow in a sustainable way.						

	Analysis of the different financial flows and their implications.
	Establishment of the price of the products.
	Making a budget and its importance.
RECOMMENDED BIBLIOGRAPHY	Pulido, A. and Mayo, C. (2008). Financial Accounting: A current approach. ISBN: 9788428330244.
	Amat, O. (2008). Accounting and finance for non-financials. (2nd ed). ISBN: 9788423426713.
	Morales-Arce Macías, R., Arguedas Sanz, R., González Arias, J., Oliver Yébenes, M. (2008). Situation and perspective of the financial markets. ISBN: 9788436255157.
	Gitman, Lawrence J. and Zutter, Chad J. (2012). Principles of financial administration. (12th ed). ISBN: 9786073209830.
	Díaz Mata, A; Aguilera Gómez, V.M. (2013) Introduction to the stock market: invest in the stock market. ISBN: 9786071508478.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Financial Planning and Budgeting	**CODE**	GEAN-510	**PRE-REQUISTE**		None	
PERIOD	Third	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The budgets are to the organizations like the flight plans to an airplane: where we are, where we want to arrive, what we are going to do to get it, who has to do what things. The Budget must detail the plans of any organization to reach the objectives. In addition, it must make it possible to measure compliance with these objectives, detect and quantify deviations, and provide alternatives. It should also be a simulation tool for alternatives and different options.						
	Know and understand the usefulness of budgets to analyze, forecast and make decisions in the business field.						
	Understand what investments are as opposed to expenses and how to quantify them.						
	Identify the steps necessary to prepare the investment budget.						
	Know, understand and distinguish cash flows from income or expenses.						
	Know the main components of a treasury budget and the basic foundations for its analysis.						
LEARNING MODULES	The budget as a useful management tool.						
	Operating budget.						
	Investment budget.						
	Budgets of personnel and human resources.						
	The general expenses and administration budget.						
	Treasury budget.						
RECOMMENDED BIBLIOGRAPHY	Tovar, J. (2014). Finances and budgets (interpretation and elaboration). ISBN: 9788445426753.						
	Amat, J. M .; Soldevila, P. and Castelló, G. (2007). Budget Control. ISBN: 9788480887113.						
	Rincon, C. (2011). Business budgets. ISBN: 9789586486903.						
	Mallo, C. and Merlo, J. (1996). Management control and budget control. ISBN: 9788448117092.						
	Muñiz, L. (2009). Budgetary control: planning, preparation, implementation and monitoring of the budget. ISBN: 9788496998940.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85.						

	• Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Decision Making Costs	**CODE**	GEAN-501	**PRE-REQUISTE**		ICTD-504	
PERIOD	Third	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This course is aimed at providing the necessary knowledge for the company to obtain and be able to maintain competitive differentiation in costs. Concepts and approaches that help calculate, control and reduce costs are explained.						
	Define and explain the fundamental notions necessary to understand cost analysis.						
	Know the different methods that are applied in calculating the costs of products.						
	Know the tools used to make decisions from the cost perspective in the management of the company.						
	Ability to design the cost system of a company.						
	Ability to analyze the costs of products and their evolution.						
LEARNING MODULES	Costs: concepts and definitions.						
	Cost centers: cost accumulation systems.						
	Costs per order. Costs per process.						
	Relationships between cost benefits and volume of activity.						
	Decision-making costs.						
	Budgets and deviations.						
RECOMMENDED BIBLIOGRAPHY	Horngren, C. (2009). Cost Accounting: A Management Approach. (1st ed.). ISBN: 9789702607618.						
	Hansen, Don R., Mowen, M. (2007). Cost Management: Accounting and Control. (5th ed.). ISBN: 9789706865830.						
	Pérez-Carballo, J. F. (2013). Business Management Control. (8th ed.). ISBN: 9788473568968.						
	Tanaka, M. (1997). Modern Cost Management. (1st). ISBN: 9788479782870.						
	Bloomberg Business (2016). New York. Bloomberg L. P. http://www.bloomberg.com						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Competitive strategies	**CODE**	GETD-506	**PRE-REQUISTE**		None	
PERIOD	Third	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This course is focused on the competitive strategies of the company, examining the central points of its competitiveness in the short, medium and long term, thus focusing on the development of the specific capabilities of the company that contribute to competitive advantage, as well as the formulation of the necessary strategies to sustain the company.						
	Acquire, develop and perfect, both conceptually and practically, the most relevant aspects of the organization's competitive strategies.						
	Apply strategies in solving problems, in the plan of innovations and in the daily management of the company.						

	Plan the strategy of an organization.
	Organize the limited resources of the company
	Analyze the current situation of an organization.
LEARNING MODULES	A Framework for Strategy Analysis.
	Analysis of the Competitive Environment.
	Internal Analysis of the Company.
	The Formulation of the Strategy at Business Level.
	The Formulation of the Strategy at the Corporate Level.
	The Implementation and Evaluation of the Strategy.
RECOMMENDED BIBLIOGRAPHY	Chan, K. (2008). The blue Ocean Strategy. (1st ed.). ISBN: 9788492421282.
	Porter, M. E. (2009). To be competitive. (1st ed.). ISBN: 9788423426959.
	Kourdi, J. (2009). Business Strategy: A Guide to Taking Your Business Forward. (1st ed.). ISBN: 9781846681240.
	Guerras, L.A. and Navas, J. E. (2008). Strategic Management of the Company. Theory and Applications. (4th ed.). ISBN: 9788447028504.
	Wars, L.A. (2012). Strategic Management Foundation of the Company. (1st ed.). ISBN: 9788447040384.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Interpretation of Business Indicators	**CODE**	GETD-507	**PRE-REQUISTE**		GEAN-501	
PERIOD	Fourth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	In today's world of business management, it is important to address characteristics of the different productive sectors of the company such as: production sector, financial sector, market sector and human resources sector. For this, the course will identify and interpret those indicators that allow having a clear vision of the behavior of the company in the global environment.						
	Know the determining factors of the competitiveness of a given sector.						
	To value the function of the individual business diagnosis as the prior instrument of other interventions.						
	Become familiar with the client's requirements and decide on which indicators to manage.						
	Recognize and interpret the company's indicators that allow it to diagnose the new operating plan.						
LEARNING MODULES	Financial Analysis through Ratios.						
	Planning in the Company.						
	Investment Analysis.						
	Introduction to Business Valuation.						
	Business Valuation Models.						
	Consolidation.						
RECOMMENDED BIBLIOGRAPHY	Brealey, R .; Myers, S. and Allen, F. (2014). Principles of Corporate Finance. (11th ed.). ISBN: 9780078034763.						
	Brealey, R .; Myers, S. and Marcus, A. (2012). Fundamentals of Corporate Finance. (7th ed.). ISBN: 9780077861629.						
	Ross, S .; Westerfield, R. W. and Jaffe, J. (2012). Corporate Finance. (9th ed.). ISBN: 9786071507419.						

	Ross, S .; Westerfield, R. W. and Jaffe, J. et al. (2007). Corporate Finance: Core Principles and Applications. (1st ed.). ISBN: 9780077861650.						
	Hawawini, G. and Viallet, C. (2006). Finance for Executives: Managing for Value Creation. (3rd ed.). ISBN: 9781408093801.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						
COURSE	Cash Management	**CODE**	GEAN-502	**PRE-REQUISTE**		None	
PERIOD	Fourth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED LEARNING MODULES	A correct management of the treasury translates into a guarantee in the management of a company. In a situation where, apart from the liquidity crisis, obtaining resources becomes increasingly complex, making companies have to bet on proper treasury management. The student will be able to use a series of tools, framed in the strategy on investment and working capital financing.						
	Understand how the treasurer of a company meets the aforementioned objectives.						
	Understand and manage the available of a company, understanding as such not only cash, but any asset equivalent to cash.						
	Understand what are the essential starting elements of this financial discipline. Understand the issues raised in business and financial reality.						
	Analyze the information related to the various activities of financial management in companies, in order to propose continuous improvements in each financial year.						
	Ability to design and adapt the treasury area to support the strategy and organizational structure of the company, and the fulfillment of its objectives.						
MÓDULOS DE APRENDIZAJE	Introduction to Cash-Management. Functions of the treasury department. The treasury as a profit center.						
	Management of cash flows. Management of charges and payments.						
	National and international payment methods.						
	Financing instruments: short term and long term.						
	Management of financial risks in the company.						
	Bank negotiation. Bank-company relationship. Centralization of the treasury.						
RECOMMENDED BIBLIOGRAPHY	López, F. J. (2003). Cash-Management Manual. ISBN: 9788423406920.						
	Olsina, F. (2009). Treasury Management. Optimizing the Monetary Flows. ISBN: 9788496998049.						
	López, F. and Soriano, N. (2012). Treasury Management. ISBN: 9788494004766.						
	Cantalapiedra, M. (2004). How to Manage your Company's Relationship with Banks. ISBN: 9788496169449.						
	De Jaime, J. and Gómez, D. (2006). International Financing of the Company. ISBN: 9788415986980.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Risks, Means of Payment and Foreign Trade Financing	**CODE**	GEAN-503	**PRE-REQUISTE**		None	
PERIOD	Fourth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8

GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Internationally operating companies operate in a particularly complex environment that manifests itself above all in the scenario of risks in which they have to operate. Where there are risks, there are opportunities, and managing these risks properly is the great challenge for those who hold positions of responsibility in companies active in foreign trade.
	Know the different means of payment, which are used in foreign trade, and their operations, in the framework of international transactions.
	Know the operations of the currency market.
	Know what the spot and forward quotes are for.
	Valuing the different instruments for hedging exchange rate and interest rate risks.
	Know the financial possibilities at any time for importers.
LEARNING MODULES	The risks in foreign trade.
	Insurance coverage.
	Currency markets.
	Payment methods and international guarantees (I).
	Payment methods and international guarantees (II).
	Foreign Trade Financing in the short, medium and long term.
RECOMMENDED BIBLIOGRAPHY	Larraga, P., Elvira, O (2008). Derivative Products Market: Futures, Forwards, Options and Structured Products. (1st ed.). ISBN: 9788496998742.
	Brun, X., Elvira, O. (2015). Variable Income Market and Foreign Exchange Market. (1st ed.). ISBN: 9788496998735.
	Larraga, P., Peña, I. (2008). Know the Financial Products of Collective Investment. (1st ed.). ISBN: 9788496998711.
	González, S., Aragonés, J .R. (2001). Foreign Exchange Market and Financial Market Analysis. (1st ed.). ISBN: 9788436815559.
	Vera, M., (2014). Payment Methods in International Commerce. (2nd ed.). ISBN: 9781505549300.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Management Instruments	**CODE**	GEAN-504	**PRE-REQUISTE**		GETD-507	
PERIOD	Fifth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Within an extremely complex and evolved competitive and market environment, successfully developing and developing a business idea requires the adoption of a rational approach, in order to study the internal and external variables of the company's economic game, which allows closely the evolution of the market.						
	Be able to use basic analysis tools to determine the strategy and competitive advantages of a company or business unit.						
	Understand the importance of the existence of a formal control system.						
	Learn to make a master budget.						
	Understand the importance and the need to put in place performance measurement systems and instruments.						
	Understand the different implications of the management control system in carrying out specific projects.						
LEARNING MODULES	Management Control Systems and Instruments.						
	Formal Management Control System.						

	Management Control Process.
	Performance evaluation.
	Compensation Administration.
	Management of Services / Multinationals / Projects.
RECOMMENDED BIBLIOGRAPHY	VV. AA. (2011). Case Manual on the creation of companies. ISBN: 9788448179915.
	Gómez, A. P; Rodríguez, P. and Alcaraz, F. (2009). Accounting Assumptions for SMEs. ISBN: 9788483225202.
	Bermúdez, L. T. and Rodríguez, L. F. (2013). Research in business management. ISBN: 9789586488181.
	García del Junco, J .; Casanueva, Rocha, C. (2005). Fundamentals of Business Management. ISBN: 9788436816433.
	Laborda, Castillo, L. and Zuani, E. (2005). Introduction to Business Management: Theoretical Foundations and Practical Applications. ISBN: 9788481386295.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Corporate Finance	**CODE**	GEAN-505	**PRE-REQUISTE**		None	
PERIOD	Fifth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Corporate Finance focuses on how companies can create and maintain value through the efficient use of financial resources. The aim is for the student to acquire sufficient analytical knowledge and skills to be able to develop an adequate investment and financing policy in the company, through the tools and practical cases that will be developed throughout the course.						
	Understand the importance of finance in business administration, in order to use them optimally in order to maximize profits.						
	Know the factors that influence the birth and development of companies.						
	Explain the methods of evaluating the cash flows generated by the company.						
	Identify the short- and long-term financial management flows that allow the financial management to achieve the financial objective of the company in an investment.						
	Ability to analyze the financial structure of the company, through the diagnosis and study proposal of the different financing alternatives.						
LEARNING MODULES	Financial planning: optimal capital structure.						
	National and international sources of financing.						
	National and international collection and payment instruments.						
	Currency management.						
	Long-term management.						
	Risk management. Insurance Exchange.						
RECOMMENDED BIBLIOGRAPHY	Brealey, M. Principles of Corporate Finance. (9th ed.). ISBN: 9789701072837.						
	Ross, Westerfield and Jaffe. (2008). Fundamentals of corporate finance. (7th ed.). ISBN: 9789701072806.						
	Suárez, Suárez, A. (2003). Optimal Investment and Financing Decisions in the company. (20th ed.). ISBN: 9788436817676.						
	López Lubián, F. J. (2007). Corporate finance case studies. ISBN: 9788497325127.						
	Massons, J. (2006). Practical finance: from analysis to action: with resolved business cases. ISBN: 9788425511974.						

EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Financial Market	**CODE**	GEAN-506	**PRE-REQUISTE**		None	
PERIOD	Fifth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Know and analyze the elements that make up the financial markets, as well as the function and operation of currencies and securities, considering the movement of money through the economy. Distinguish that in the decision making is the success or failure of the distribution of the wealth of a company or a country.						
	Define concepts of financial context.						
	Identify the elements that make up financial decision-making.						
	Recognize the regulations that govern the financial markets.						
	Identify the different investment systems.						
	Perform irrigation analysis.						
LEARNING MODULES	Financial Agents, (main and secondary agents and regulatory and supervisory agents).						
	Conceptual Framework of the Financial Markets. Regulations of the Financial Markets.						
	Fixed Income and Variable Income. Foreign Exchange and Securities Market. Derivative Markets.						
	Mexican and International Financial System.						
	Financial risks						
	International Financial Markets						
RECOMMENDED BIBLIOGRAPHY	Borja Martínez Francisco (2008) The new Mexican financial system (1st ed) ISBN: 9681636007.						
	Ruiz Vizquez Carlos (2005) The stock market in the financial system (1st ed) ISBN: 9701048148.						
	Varo Vicente (2013) What are financial markets for? (1st ed) ISBN: 9788449328787.						
	Bruno Lozano Xavier, Moreno Fuentes Manuel, (2009) Analysis and selection of investments in financial markets (1st ed.) ISBN: 9788415330837.						
	Ortega Alfonso (2008) Introduction to Finance (1st ed.) ISBN: 9789701067222.						
	Diaz Mondragón Manuel (2013) International Financial Markets (1st ed.) ISBN: 9786071717498.						
	Mishkin Frederic (2013) Currency, Banking, and Financial Markets (9th ed.) ISBN: 9786073222044.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

11.7 MASTER'S DEGREE IN GENERAL MANAGEMENT WITH EMPHASIS ON BUSINESS

Duration of the program:

Six cycles of fourteen weeks each.

Academic degree:

Master in General Management with emphasis on Business.

Program objective:

The study program of the Master in General Management with emphasis on Business is based on Senior Management, whose main objective is to train professionals capable of making competitive strategic decisions considering the risks of the corporate financial markets, with tools that measure productivity indicators. , the development and innovation of the company and its growth in national and international markets.

These actions are carried out in the following global areas of the organization or in any of these areas:

- Costs and Decision Making.
- Analysis of the best strategies to ensure the sustainable growth of the organization.
- Open and accurate communication with companies for tactical growth.

Likewise, it is based on developing spaces that allow the development of studies on the current and future state of companies, presenting evidence where management promotes economic development and taking advantage of the opportunities and resources provided by the economic environment in favor of sustainable development.

Specific objectives:

- Know the main concepts related to the particular company.
- Know theoretical and practical tools that allow the student to respond quickly and effectively to problems that may arise within the managerial field.
- Know the essential principles of budgeting and financial management of a company.
- Understand the functioning of international markets and train the student as a citizen of the world, with critical and constructive thinking towards their peers and future problems that may arise.
- Apply the knowledge acquired on the fundamentals of finance and the

implementation of useful tools for the student.

Curriculum:

Educational modality: out of school.

Duration: five four-month periods of fourteen weeks each.

FIRST PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
GETD-501	Senior Business Management		3	5	8	7
TIAN-501	Globalization and Integration		3	5	8	7
TIDP-501	Future Studies Seminar		3	5	8	7
Subtotal First Period			**9**	**15**	**24**	**21**
SECOND PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
LCDP-501	Strategic and Tactical Communication		3	5	8	7
ICAN-504	Strategic Marketing Administration		3	5	8	7
ICTD-504	Interpretation of Trade Indicators		3	5	8	7
Subtotal Second Period			**9**	**15**	**24**	**21**
THIRD PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
TIAN-502	Innovation and development		3	5	8	7
GEAN-501	Decision Making Costs	ICTD-504	3	5	8	7
GETD-506	Competitive Strategies: The Search for Excellence		3	5	8	7
Subtotal Third Period			**9**	**15**	**24**	**21**
FOURTH PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
LCTD-502	Business Logistics Systems Analysis		3	5	8	7
ICAN-502	Marketing Strategies		3	5	8	7
GETD-507	Interpretation of Business Indicators	GEAN-501	3	5	8	7
Subtotal Fourth Period			**9**	**15**	**24**	**21**
FIFTH PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
GEAN-504	Management Instruments	GETD-507	3	5	8	7
GEAN-505	Corporate Finance		3	5	8	7
GPTD-503	Process Management		3	5	8	7
Subtotal Fifth Period			**9**	**15**	**24**	**21**
Total			**45**	**75**	**120**	**105**

HFD: Weekly Faculty Hours. **HSS:** Weekly Synchronous Hours.	
HEI: Weekly Independent Study Hours. **HAS:** Weekly Asynchronous Hours.	
THS:	**THS:**
CRS:	**CRS:**

Effective weeks of class per school year not including evaluations (16): 14

UNIVERSIDAD EUROPEA DE MONTERREY

DEGREE PROGRAM

COURSE	Senior Business Management	**CODE**	GETD-501	**PRE-REQUISTE**		None	
PERIOD	First	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	From a general perspective, globalization, economic openness and competitiveness are phenomena that organizations have to face and, as these are fundamental elements in the success of any organization, managers will make a greater effort to reach high levels of productivity and efficiency.						
	Apply analytical tools to positively infer the evolution of the macroeconomic, technological and social scenario.						
	Implement strategic methodologies for a business plan.						
	Provide analysis techniques to implement the strategy that allows the company a competitive advantage.						
	Understand the company as an organization, as well as the determinants of the behavior and performance of individuals within it.						
	Interpret and contextualize human resources management tools and policies within the framework of business strategies and decisions.						
LEARNING MODULES	The Role of Human Resources in the Company.						
	Keys to Developing People.						
	Processes that Covers the Function of People Management (I).						
	Processes that Covers the Function of People Management (II).						
	Ethics and Business Efficiency.						
	Career Management and Compensation Systems.						
RECOMMENDED BIBLIOGRAPHY	Simon, D. (2014). People and Talent Management. (1st ed.). ISBN: 9788448185909.						
	Jericho, P. (2011). The New Talent Management. (2nd ed.). ISBN: 9788483229323.						
	Simon, D. (2012). Values Coaching. (1st ed.). ISBN: 9788483566787.						
	Jobs, S. (2014). Leadership Lessons. (1st ed.). ISBN: 9788499924168.						
	Brouwer, D. (2007). Ethics and Corporate Responsibility. (1st ed.). ISBN: 9788433026163.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Globalization and Integration	**CODE**	TIAN-501	**PRE-REQUISTE**		None	
PERIOD	First	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Globalization implies operating at relatively low costs, selling the same and in the same way everywhere, it implies adopting new forms of management to achieve a high level of competitiveness. On the other hand, economic integration is oriented towards the elimination of economic barriers to trade in goods and services between countries, allowing the expansion of trade. With the conceptualization and contextualization of both, changes in trends, emerging issues, and the threats and opportunities to face are visualized.						
	Characterize globalization and integration.						
	Evaluate the impact of globalization and integration on organizations.						

	Determine the potential of a company to compete in the global market.
	Analyze the main aspects that must be taken into account to interact with global and integrated markets.
	Reflect on the attitude that the administrative management of a company must have to act in the processes of globalization and integration.
LEARNING MODULES	The ecosystem of internationalization.
	Competitive and technological keys to internationalization.
	Internationalization as a strategy.
	Key decisions.
	Operational aspects.
	Multinationals: the final phase.
RECOMMENDED BIBLIOGRAPHY	Daniels, J. D .; Radebaugh, L. H. and Sullivan, D. P. (2013). International Business. Environments and Operations. (14th ed.). ISBN: 9786073221603.
	Garaña, M. (2012). "The Fundamental Role of Information Technologies in the Internationalization of SMEs". Madrid College of Economists.
	Guerras, L.A. and Navas, J. E. (2015): The Strategic Management of the Company. Theory and applications (4th ed.). ISBN: 9788447028504.
	Castellano, J. M (2002). "The Inditex Internationalization Process". Spanish Multinational Companies.
	VV.AA. (2006). Foreign Trade Operation and Practice. Basic course. (2nd ed.). ISBN: 9788478119356.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Future Studies Seminar	**CODE**	TIDP-501	**PRE-REQUISTE**		None	
PERIOD	First	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The future of the world is a function of complex forces, which arise from multiple domains and involve many actors, and which are expressed as a set of feasible alternatives with future possibilities. These forces and domains define the impersonal character of world events, while people also act in the shadow of these forces by making decisions that affect the future. These decisions direct the course of nations, multinational corporations, and NGOs.						
	Being able to examine and predict the themes and developments that can change the future of the world in the next ten years.						
	Forecast the future of potential developments and issues on national, international and / or organizational agendas.						
	Communicate interesting and informative aspects of forecasts in a concise manner.						
	Acquire techniques and skills to successfully apply visionary knowledge processes in varied environments.						
	Detect emerging issues in the field and provide consulting in your area.						
LEARNING MODULES	Why Investigate the Future? Is Your Forecast Possible?						
	Problems and Obstacles in the Future Forecast.						
	Tools for the Future Forecast.						
	Technological Convergences and their Impact on the World.						
	The Main Sociopolitical and Economic Problems.						

	The Challenges of 2040
RECOMMENDED BIBLIOGRAPHY	Guilló, M. Bas, E. (2012). Foresight and Innovation. Vol. 1. ISBN: 9788492751389.
	Baena Paz, G. (2007). Application of prospective to politics. ISBN: 9783845494388.
	Bas, E. (1999). Prospective; tools for strategic change management.
	Balbi, E. R. (2002). Futures Research Methodology - Prospective Methodology. ISBN: 9872034303.
	Gabiña, J. (2015). The Revisited Future: Prospective reflection as a weapon of strategy and decision. (eBook). ASIN: B013CEP6T0.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Strategic and Tactical Communication	**CODE**	LCDP-501	**PRE-REQUISTE**		None	
PERIOD	Second	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This course will provide the student with a complete vision of the variable "communication" as part of the strategies and techniques of organizations. It will try to provide knowledge of the fundamentals of communication within the overall strategy of the company, not only from the point of Marketing view. The basic way of proceeding to develop communication actions in a strategic way will be studied.						
	Know the main steps for the selection of the advertising or communication agency.						
	Understand the importance of direct marketing and its impact on communication.						
	Delve into strategic communication interactions with others with other areas.						
	Have a global vision of the relevance of communication tools, as a source of innovation in the company and its impact on society.						
	Understand the essential characteristics of both online and offline media and be able to analyze and manage a complete communication plan.						
LEARNING MODULES	Strategic communication.						
	The communication plan.						
	Advertising management: the choice of the agency. The briefing and the creative proposal. The evaluation of the media plan.						
	BTL tools in strategic communication.						
	Direct marketing as a BTL tool.						
	Corporate communication: external and internal relations.						
RECOMMENDED BIBLIOGRAPHY	Pintado, T. (2014). New trends in strategic communication. ISBN: 9788415986058.						
	Godin, S. (2016). Seth Godin. Onramp. http://www.sethgodin.com/sg/.						
	Argenti, P. A. (2015). Strategic communication and its contribution to reputation. ISBN: 9788483569375.						
	Newman, B. and Mejía. M. (2009). Organizations under fire. Strategic communication to prevent and manage crises. ISBN: 9786071600554.						
	Barquero, J. D. (2013). Strategic direction of public relations: How to use information in the company. ASIN: B00F51W1P6.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Strategic Marketing Administration	CODE	ICAN-504	PRE-REQUISTE		None	
PERIOD	Second	HFD / HSS	3	HEI / HAS	5	HTS / THS	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Strategic Marketing is included within the most relevant tasks that today must be addressed by the Marketing Departments and the Management Committee or Board of Directors of a company. During the course, all the relevant elements to be taken into account for the proper conduct of the entire Strategic Marketing process will be studied.						
	Become aware of the importance of Strategic Marketing and its definition.						
	Define the main elements to consider: Segmentation, consumer behavior, environment management and positioning.						
	Learn methodology and process to carry out a correct Strategic Marketing plan.						
	Manage segmentation criteria.						
	Understand the main elements that affect consumer behavior.						
LEARNING MODULES	Conceptualization of Strategic Marketing.						
	Market Segmentation: Who is Our Target Audience ?.						
	Analysis of the Environment and its Influence on the Company.						
	Influence Factors on Consumer Behavior.						
	Consumer Behavior (I): The Purchase Decision Process.						
	Positioning (I): Our Place in the Mind of the Consumer.						
	Positioning (II): Image and Corporate Reputation.						
RECOMMENDED BIBLIOGRAPHY	Navas, J. E. y Guerras, L.Á. (2012). The strategic direction of the company. Theory and applications. ISBN: 9788447028504.						
	Kotler, P. (2006). Marketing direction. ISBN: 9786073212458.						
	Lambin, J. J. (1996). Strategic marketing. ISBN: 9788476157046.						
	Peter, J. P .; Oslon, J. C. (2006). Consumer behavior and marketing strategy. ISBN: 9789701056325.						
	Schiffman, L. G. and Kanuk, L. (2005). Consumer behavior. (8th ed.). ISBN: 9789702605966.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Interpretation of Trade Indicators	CODE	ICTD-504	PRE-REQUISTE		None	
PERIOD	Second	HFD / HSS	3	HEI / HAS	5	HTS / THS	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	It directly, completely and with proven methodology addresses the basic concepts to understand the operation of the economic, business and financial gear of today's world. This course also includes a glossary of useful financial terms to make it easier for the student to approach and establish the foundations that articulate the world of finance.						
	Learn to read, interpret and analyze the financial statements (Balance Sheet, Income Statement and Statement of Cash Flows).						
	Know how to communicate with the financial managers of your company.						
	Make a realistic diagnosis of the financial situation of your company to establish appropriate action plans.						
	Use the economic and financial data necessary for decision-making.						

LEARNING MODULES	Construction of the Balance Sheet and the Profit and Loss Account.
	Analysis of a company through its financial ratios.
	How to grow in a sustainable way.
	Analysis of the different financial flows and their implications.
	Establishment of the price of the products.
	Making a budget and its importance.
	Pulido, A. and Mayo, C. (2008). Financial Accounting: A current approach. ISBN: 9788428330244.
	Amat, O. (2008). Accounting and finance for non-financials. (2nd ed). ISBN: 9788423426713.
	Morales-Arce Macías, R., Arguedas Sanz, R., González Arias, J., Oliver Yébenes, M. (2008). Situation and perspective of the financial markets. ISBN: 9788436255157.
	Gitman, Lawrence J. and Zutter, Chad J. (2012). Principles of financial administration. (12th ed). ISBN: 9786073209830.
	Díaz Mata, A; Aguilera Gómez, V.M. (2013) Introduction to the stock market: invest in the stock market. ISBN: 9786071508478.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Innovation and development	**CODE**	TIAN-502	**PRE-REQUISTE**		None	
PERIOD	Third	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED LEARNING MODULES	Research and Development (R&D) has been replaced by a new R&D - Innovation and Development, two key words that will set the tone in the politics of nations to bring the most disadvantaged regions closer to those with medium levels of developing. In addition to this, computational and telecommunications advances, which in the form of the internet and the world wide web have generated energy, excitement, activity and performance improvement in the industry also serve as a technological context for innovation and development.						
	Develop the ability to visualize technological opportunities and match them with the unspoken and articulated needs of customers.						
	Visualize opportunities for innovation.						
	Analyze how technologies and markets evolve.						
	Exploit opportunities to create differentiation and new products, processes and services.						
	Select the most effective techniques for market segmentation, technology commercialization, and new development offerings.						
RECOMMENDED BIBLIOGRAPHY LEARNING MODULES	Idea and business model.						
	The business plan.						
	Investor approach.						
	Economic model.						
	Startup valuation.						
	Negotiation with investors.						
RECOMMENDED BIBLIOGRAPHY	Vlaskovits, P. (2013) .The Lean Entrepreneur: How Visionaries Create Products, Innovate with New Ventures, and Disrupt Market. (1st ed.). ISBN: 9781118295342.						
	Blank, S. (2013) .The Four Steps to the Epiphany: Successful Strategies for Startups That Wi. (1st ed.). ISBN: 9780989200509.						
	Blank, B. and Dorf, B. (2012) .The Startup Owner's Manual: The Step-by-Step Guide for Building a Great Company. (1st ed.). ISBN: 9780984999309.						

	Croll, A. (2013). Lean Analytics: Use Data to Build a Better Startup Faster. (1st ed.). ISBN: 9781449335670.
	Kawasaki, G. (2014). *The art of beginning.* (1ª ed.). ISBN: 9788493614805.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Decision Making Costs	**CODE**	GEAN-501	**PRE-REQUISTE**		ICTD-504	
PERIOD	Third	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This course is aimed at providing the necessary knowledge for the company to obtain and be able to maintain competitive differentiation in costs. Concepts and approaches that help calculate, control and reduce costs are explained.						
	Define and explain the fundamental notions necessary to understand cost analysis.						
	Know the different methods that are applied in calculating the costs of products.						
	Know the tools used to make decisions from the cost perspective in the management of the company.						
	Ability to design the cost system of a company.						
	Ability to analyze the costs of products and their evolution.						
LEARNING MODULES	Costs: concepts and definitions.						
	Cost centers: cost accumulation systems.						
	Costs per order. Costs per process.						
	Relationships between cost benefits and volume of activity.						
	Decision-making costs.						
	Budgets and deviations.						
RECOMMENDED BIBLIOGRAPHY	Horngren, C. (2009). Cost Accounting: A Management Approach. (1st ed.). ISBN: 9789702607618.						
	Hansen, Don R., Mowen, M. (2007). Cost Management: Accounting and Control. (5th ed.). ISBN: 9789706865830.						
	Pérez-Carballo, J. F. (2013). Business Management Control. (8th ed.). ISBN: 9788473568968.						
	Tanaka, M. (1997). Modern Cost Management. (1st). ISBN: 9788479782870.						
	Bloomberg Business (2016). New York. Bloomberg L. P. http://www.bloomberg.com						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Competitive strategies	**CODE**	GETD-506	**PRE-REQUISTE**		None	
PERIOD	Third	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES	This course is focused on the competitive strategies of the company, examining the central points of its competitiveness in the short, medium and long term, thus focusing on the development of the specific capabilities of the company that contribute to competitive advantage, as well as the formulation of the necessary strategies to sustain the company.						

TO BE DEVELOPED	Acquire, develop and perfect, both conceptually and practically, the most relevant aspects of the organization's competitive strategies.
	Apply strategies in solving problems, in the plan of innovations and in the daily management of the company.
	Plan the strategy of an organization.
	Organize the limited resources of the company
	Analyze the current situation of an organization.
LEARNING MODULES	A Framework for Strategy Analysis.
	Analysis of the Competitive Environment.
	Internal Analysis of the Company.
	The Formulation of the Strategy at Business Level.
	The Formulation of the Strategy at the Corporate Level.
	The Implementation and Evaluation of the Strategy.
RECOMMENDED BIBLIOGRAPHY	Chan, K. (2008). The blue Ocean Strategy. (1st ed.). ISBN: 9788492421282.
	Porter, M. E. (2009). To be competitive. (1st ed.). ISBN: 9788423426959.
	Kourdi, J. (2009). Business Strategy: A Guide to Taking Your Business Forward. (1st ed.). ISBN: 9781846681240.
	Guerras, L.A. and Navas, J. E. (2008). Strategic Management of the Company. Theory and Applications. (4th ed.). ISBN: 9788447028504.
	Wars, L.A. (2012). Strategic Management Foundation of the Company. (1st ed.). ISBN: 9788447040384.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Business Logistics Systems Analysis	**CODE**	LCTD-502	**PRE-REQUISTE**		None	
PERIOD	Fourth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This course introduces the fundamentals of logistics, which has gone from being a cost factor and of secondary importance, to be a distribution factor and source of competitive advantage in the market.						
	Understand the differences between purchasing management and supply management.						
	Identify the differences between supply chain and value chain.						
	Understand the differences between cost and expense.						
	Identify and differentiate between the different types of costs and their origins.						
	Acquire general knowledge of warehouse management.						
LEARNING MODULES	Logistics and Supply Chain System.						
	Logistics Costs and Customer Service. Indicators.						
	Logistics and Supply Chain Management Models. Continuous improvement.						
	Supply Chain, Functional Environment.						
	Storage. Operating environment.						
	Physical distribution.						
RECOMMENDED BIBLIOGRAPHY	Anaya, J. J. (2007). Integral Logistics: the operational management of the company. ASIN: B015EQIGNM.						

	Sunil, C. (2011). Supply chain management. ISBN: 9789702611929.
	Bowersox, D. J .; Closs D. J. and Helferich, O. K (1996). Logistical Management. A systems integration of physical distribution, manufacturing, support and materials procurement. ISBN: 9789701061329.
	Cazier, J. A., Poluha, R. (2007). *Application of the SCOR model in SCM.* ISBN: B0071MIPPW.
	Coyle, J. (2014). *Supply chain administration.* ISBN: 9786074818918.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Marketing Strategies	**CODE**	ICAN-502	**PRE-REQUISTE**		None	
PERIOD	Fourth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	In today's global world, you need to be up to date with business strategic models, as well as business planning design and management tools that support your business's success and permanence in the market.						
	Develop skills for variable analysis and assertive decision making.						
	Design competitive strategies based on real market situations.						
	Analyze the theoretical and methodological concepts of strategic planning and management.						
	Discuss the relationship between marketing and other company functions such as: logistics and distribution, research and development.						
LEARNING MODULES	Introduction to the Sales Function.						
	Organization of the Sales Structure.						
	Sales Strategies and Plans.						
	Direction and Management of the Sales Force.						
	Control of Sales, Sellers and Business.						
	Sales, Negotiation and Customer Management Techniques.						
RECOMMENDED BIBLIOGRAPHY	Artal, M. (2015). Sales Management. (13th ed.). ISBN: 9788415986768.						
	Churchill, G .; Ford, N. et al. (1993). Sales Management. (1st ed.). ISBN: 9788460466055.						
	Kotler, P. (2007). Marketing direction. (6th ed.). ISBN: 9789702604006.						
	Puchol, L. (2007). Management and human resources management. (7th ed.). ISBN: 9788479788315.						
	Strafford J. and Grant, C. (2007). Sales Director's Manual. (1st ed.). ISBN: 9788423420056.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Interpretation of Business Indicators	**CODE**	GETD-507	**PRE-REQUISTE**		GEAN-501	
PERIOD	Fourth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8

GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	In today's world of business management, it is important to address characteristics of the different productive sectors of the company such as: production sector, financial sector, market sector and human resources sector. For this, the course will identify and interpret those indicators that allow having a clear vision of the behavior of the company in the global environment.
	Know the determining factors of the competitiveness of a given sector.
	To value the function of the individual business diagnosis as the prior instrument of other interventions.
	Become familiar with the client's requirements and decide on which indicators to manage.
	Recognize and interpret the company's indicators that allow it to diagnose the new operating plan.
LEARNING MODULES	Financial Analysis through Ratios.
	Planning in the Company.
	Investment Analysis.
	Introduction to Business Valuation.
	Business Valuation Models.
	Consolidation.
RECOMMENDED BIBLIOGRAPHY	Brealey, R .; Myers, S. and Allen, F. (2014). Principles of Corporate Finance. (11th ed.). ISBN: 9780078034763.
	Brealey, R .; Myers, S. and Marcus, A. (2012). Fundamentals of Corporate Finance. (7th ed.). ISBN: 9780077861629.
	Ross, S .; Westerfield, R. W. and Jaffe, J. (2012). Corporate Finance. (9th ed.). ISBN: 9786071507419.
	Ross, S .; Westerfield, R. W. and Jaffe, J. et al. (2007). Corporate Finance: Core Principles and Applications. (1st ed.). ISBN: 9780077861650.
	Hawawini, G. and Viallet, C. (2006). Finance for Executives: Managing for Value Creation. (3rd ed.). ISBN: 9781408093801.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Management Instruments	**CODE**	GEAN-504	**PRE-REQUISTE**		GETD-507	
PERIOD	Fifth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Within an extremely complex and evolved competitive and market environment, successfully developing and developing a business idea requires the adoption of a rational approach, in order to study the internal and external variables of the company's economic game, which allows closely the evolution of the market.						
	Be able to use basic analysis tools to determine the strategy and competitive advantages of a company or business unit.						
	Understand the importance of the existence of a formal control system.						
	Learn to make a master budget.						
	Understand the importance and the need to put in place performance measurement systems and instruments.						
	Understand the different implications of the management control system in carrying out specific projects.						
LEARNING MODULES	Management Control Systems and Instruments.						
	Formal Management Control System.						
	Management Control Process.						

	Performance evaluation.
	Compensation Administration.
	Management of Services / Multinationals / Projects.
RECOMMENDED BIBLIOGRAPHY	VV. AA. (2011). Case Manual on the creation of companies. ISBN: 9788448179915.
	Gómez, A. P; Rodríguez, P. and Alcaraz, F. (2009). Accounting Assumptions for SMEs. ISBN: 9788483225202.
	Bermúdez, L. T. and Rodríguez, L. F. (2013). Research in business management. ISBN: 9789586488181.
	García del Junco, J .; Casanueva, Rocha, C. (2005). Fundamentals of Business Management. ISBN: 9788436816433.
	Laborda, Castillo, L. and Zuani, E. (2005). Introduction to Business Management: Theoretical Foundations and Practical Applications. ISBN: 9788481386295.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Corporate Finance	**CODE**	GEAN-505	**PRE-REQUISTE**		None	
PERIOD	Fifth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Corporate Finance focuses on how companies can create and maintain value through the efficient use of financial resources. The aim is for the student to acquire sufficient analytical knowledge and skills to be able to develop an adequate investment and financing policy in the company, through the tools and practical cases that will be developed throughout the course.						
	Understand the importance of finance in business administration, in order to use them optimally in order to maximize profits.						
	Know the factors that influence the birth and development of companies.						
	Explain the methods of evaluating the cash flows generated by the company.						
	Identify the short- and long-term financial management flows that allow the financial management to achieve the financial objective of the company in an investment.						
	Ability to analyze the financial structure of the company, through the diagnosis and study proposal of the different financing alternatives.						
LEARNING MODULES	Financial planning: optimal capital structure.						
	National and international sources of financing.						
	National and international collection and payment instruments.						
	Currency management.						
	Long-term management.						
	Risk management. Insurance Exchange.						
RECOMMENDED BIBLIOGRAPHY	Brealey, M. Principles of Corporate Finance. (9th ed.). ISBN: 9789701072837.						
	Ross, Westerfield and Jaffe. (2008). Fundamentals of corporate finance. (7th ed.). ISBN: 9789701072806.						
	Suárez, Suárez, A. (2003). Optimal Investment and Financing Decisions in the company. (20th ed.). ISBN: 9788436817676.						
	López Lubián, F. J. (2007). Corporate finance case studies. ISBN: 9788497325127.						
	Massons, J. (2006). Practical finance: from analysis to action: with resolved business cases. ISBN: 9788425511974.						

EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Process Management	**CODE**	GPTD-503	**PRE-REQUISTE**		None	
PERIOD	Fifth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This course helps us think about the product or service we offer from a customer point of view. It makes us take into account the need to design all our steps in production processes with one goal in mind: that our product or service be positively valued by the customer. In the future, a good design of a productive system will be a first-rate strategic advantage that will position us better than our competitors from the beginning.						
	Know what values are and how our clients perceive them. Understand and make process diagrams.						
	Understand and manage the parameters of efficiency and save time and money.						
	Design an economical batch: quantity of product to request that optimizes times and costs in our warehouses.						
	Compression and relationship of key process concepts. Developments of quick calculations and their practical meaning.						
	Discovery of real cases in which theoretical concepts have been used.						
LEARNING MODULES	Analysis of a process: what and how do we do it?						
	The reliability of the process: an absolute requirement.						
	Process optimization.						
	The client's perspective: what opportunities / challenges does it incorporate?						
	Effective inventory management. Time management in logistics.						
	Integral management.						
RECOMMENDED BIBLIOGRAPHY	Riba, C. and Molina, A. (2006). Concurrent engineering. An innovative methodology. ISBN: 9788483018996.						
	Andreasen, M. and Hein, L. (1987). "Integrated Product Development". ISBN: 9780948507212.						
	Crowson, R. (2006). The Handbook of Manufacturing Engineering. Product Design and Factory Development. ISBN: 9780073404776.						
	Ulrich, K. (2003). Product Design and Development. (3rd ed.). ISBN: 9780073404776.						
	Center of Design Innovation. Ireland: Creative Commons. http://www.designinnovation.ie/						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

11.8 MASTER'S DEGREE IN GENERAL MANAGEMENT WITH EMPHASIS IN FINANCE

Duration of the program:
Six cycles of fourteen weeks each.

Academic degree:
Master in General Management.

Program objective:
In the business world today, knowledge based on methodological processes for decision-making in two important areas such as Business Development and Business Finance cannot be dispensed with.
Having skills and knowledge in Finance is essential, since every day companies are in charge of managing the resources of corporations, considering the global business environment and enriching it with professional decision making.
The business sector is the optimal area for a company to develop in top management, interpreting financial indicators and designing competitive strategies that lead to operational development and growth, this will be the task of the financiers.

Specific objectives:

- Know the main concepts related to the particular company.
- Know theoretical and practical tools that allow the student to respond quickly and effectively to problems that may arise within the managerial field.
- Know the essential principles of treasury management and financial management of a company.
- Understand the functioning of international markets and train the student as a citizen of the world, with critical and constructive thinking towards their peers and future problems that may arise.
- Apply the knowledge acquired on the fundamentals of finance and the implementation of useful tools for the student.

Curriculum:

Educational modality: out of school

Duration: Six four-month periods of fourteen weeks each

FIRST PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
GETD-501	Senior Business Management		3	5	8	7
TIAN-501	Globalization and Integration		3	5	8	7
TIDP-501	Future Studies Seminar		3	5	8	7
Subtotal First Period			**9**	**15**	**24**	**21**
SECOND PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
LCDP-501	Strategic and Tactical Communication		3	5	8	7
ICAN-504	Strategic Marketing Administration		3	5	8	7
ICTD-504	Interpretation of Trade Indicators		3	5	8	7
Subtotal Second Period			**9**	**15**	**24**	**21**
THIRD PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
TIAN-502	Innovation and development		3	5	8	7
GEAN-501	Decision Making Costs	ICTD-504	3	5	8	7
GETD-506	Competitive Strategies: The Search for Excellence		3	5	8	7
Subtotal Third Period			**9**	**15**	**24**	**21**
FOURTH PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
GETD-507	Interpretation of Business Indicators	GEAN-501	3	5	8	7
GEAN-502	Cash management		3	5	8	7
Subtotal Fourth Period			**6**	**10**	**16**	**14**
FIFTH PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
GEAN-503	Risks, Means of Payment and Financing of Foreign Trade		3	5	8	7
GEAN-504	Management Instruments	GETD-507	3	5	8	7
Subtotal Fifth Period			**6**	**10**	**16**	**14**
SIXT PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
GEAN-505	Corporate Finance		3	5	8	7
GEAN-506	Financial markets		3	5	8	7
Subtotal Sixth Period			**6**	**10**	**16**	**14**
Total			**45**	**75**	**120**	**105**

HFD: Weekly Faculty Hours. **HSS:** Weekly Synchronous Hours.

HEI: Weekly Independent Study Hours. **HAS:** Weekly Asynchronous Hours.

THS:	Total Hours per Week
CRS:	Credits

Effective weeks of class per school year not including evaluations (16): 14

UNIVERSIDAD EUROPEA DE MONTERREY

DEGREE PROGRAM

COURSE	Senior Business Management	**CODE**	GETD-501	**PRE-REQUISTE**		None	
PERIOD	First	**HFD / HSS**	3	**HEI / HAS**	5	**PERIOD**	First
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	From a general perspective, globalization, economic openness and competitiveness are phenomena that organizations have to face and, as these are fundamental elements in the success of any organization, managers will make a greater effort to reach high levels of productivity and efficiency.						
	Apply analytical tools to positively infer the evolution of the macroeconomic, technological and social scenario.						
	Implement strategic methodologies for a business plan.						
	Provide analysis techniques to implement the strategy that allows the company a competitive advantage.						
	Understand the company as an organization, as well as the determinants of the behavior and performance of individuals within it.						
	Interpret and contextualize human resources management tools and policies within the framework of business strategies and decisions.						
LEARNING MODULES	The Role of Human Resources in the Company.						
	Keys to Developing People.						
	Processes that Covers the Function of People Management (I).						
	Processes that Covers the Function of People Management (II).						
	Ethics and Business Efficiency.						
	Career Management and Compensation Systems.						
RECOMMENDED BIBLIOGRAPHY	Simon, D. (2014). People and Talent Management. (1st ed.). ISBN: 9788448185909.						
	Jericho, P. (2011). The New Talent Management. (2nd ed.). ISBN: 9788483229323.						
	Simon, D. (2012). Values Coaching. (1st ed.). ISBN: 9788483566787.						
	Jobs, S. (2014). Leadership Lessons. (1st ed.). ISBN: 9788499924168.						
	Brouwer, D. (2007). Ethics and Corporate Responsibility. (1st ed.). ISBN: 9788433026163.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Globalization and Integration	**CODE**	TIAN-501	**PRE-REQUISTE**		None	
PERIOD	First	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Globalization implies operating at relatively low costs, selling the same and in the same way everywhere, it implies adopting new forms of management to achieve a high level of competitiveness. On the other hand, economic integration is oriented towards the elimination of economic barriers to trade in goods and services between countries, allowing the expansion of trade. With the conceptualization and contextualization of both, changes in trends, emerging issues, and the threats and opportunities to face are visualized.						
	Characterize globalization and integration.						
	Evaluate the impact of globalization and integration on organizations.						
	Determine the potential of a company to compete in the global market.						

	Analyze the main aspects that must be taken into account to interact with global and integrated markets.
	Reflect on the attitude that the administrative management of a company must have to act in the processes of globalization and integration.
LEARNING MODULES	The ecosystem of internationalization.
	Competitive and technological keys to internationalization.
	Internationalization as a strategy.
	Key decisions.
	Operational aspects.
	Multinationals: the final phase.
RECOMMENDED BIBLIOGRAPHY	Daniels, J. D .; Radebaugh, L. H. and Sullivan, D. P. (2013). International Business. Environments and Operations. (14th ed.). ISBN: 9786073221603.
	Garaña, M. (2012). "The Fundamental Role of Information Technologies in the Internationalization of SMEs". Madrid College of Economists.
	Guerras, L.A. and Navas, J. E. (2015): The Strategic Management of the Company. Theory and applications (4th ed.). ISBN: 9788447028504.
	Castellano, J. M (2002). "The Inditex Internationalization Process". Spanish Multinational Companies.
	VV.AA. (2006). Foreign Trade Operation and Practice. Basic course. (2nd ed.). ISBN: 9788478119356.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Future Studies Seminar	**CODE**	TIDP-501	**PRE-REQUISTE**		None	
PERIOD	First	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The future of the world is a function of complex forces, which arise from multiple domains and involve many actors, and which are expressed as a set of feasible alternatives with future possibilities. These forces and domains define the impersonal character of world events, while people also act in the shadow of these forces by making decisions that affect the future. These decisions direct the course of nations, multinational corporations, and NGOs.						
	Being able to examine and predict the themes and developments that can change the future of the world in the next ten years.						
	Forecast the future of potential developments and issues on national, international and / or organizational agendas.						
	Communicate interesting and informative aspects of forecasts in a concise manner.						
	Acquire techniques and skills to successfully apply visionary knowledge processes in varied environments.						
	Detect emerging issues in the field and provide consulting in your area.						
LEARNING MODULES	Why Investigate the Future? Is Your Forecast Possible?						
	Problems and Obstacles in the Future Forecast.						
	Tools for the Future Forecast.						
	Technological Convergences and their Impact on the World.						
	The Main Sociopolitical and Economic Problems.						
	The Challenges of 2040						
RECOMMENDED	Guilló, M. Bas, E. (2012). Foresight and Innovation. Vol. 1. ISBN: 9788492751389.						

BIBLIOGRAPHY	Baena Paz, G. (2007). Application of prospective to politics. ISBN: 9783845494388.
	Bas, E. (1999). Prospective; tools for strategic change management.
	Balbi, E. R. (2002). Futures Research Methodology - Prospective Methodology. ISBN: 9872034303.
	Gabiña, J. (2015). The Revisited Future: Prospective reflection as a weapon of strategy and decision. (eBook). ASIN: B013CEP6T0.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Strategic and Tactical Communication	**CODE**	LCDP-501	**PRE-REQUISTE**		None	
PERIOD	Second	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This course will provide the student with a complete vision of the variable "communication" as part of the strategies and techniques of organizations. It will try to provide knowledge of the fundamentals of communication within the overall strategy of the company, not only from the point of Marketing view. The basic way of proceeding to develop communication actions in a strategic way will be studied.						
	Know the main steps for the selection of the advertising or communication agency.						
	Understand the importance of direct marketing and its impact on communication.						
	Delve into strategic communication interactions with others with other areas.						
	Have a global vision of the relevance of communication tools, as a source of innovation in the company and its impact on society.						
	Understand the essential characteristics of both online and offline media and be able to analyze and manage a complete communication plan.						
LEARNING MODULES	Strategic communication.						
	The communication plan.						
	Advertising management: the choice of the agency. The briefing and the creative proposal. The evaluation of the media plan.						
	BTL tools in strategic communication.						
	Direct marketing as a BTL tool.						
	Corporate communication: external and internal relations.						
RECOMMENDED BIBLIOGRAPHY	Pintado, T. (2014). New trends in strategic communication. ISBN: 9788415986058.						
	Godin, S. (2016). Seth Godin. Onramp. http://www.sethgodin.com/sg/.						
	Argenti, P. A. (2015). Strategic communication and its contribution to reputation. ISBN: 9788483569375.						
	Newman, B. and Mejía. M. (2009). Organizations under fire. Strategic communication to prevent and manage crises. ISBN: 9786071600554.						
	Barquero, J. D. (2013). Strategic direction of public relations: How to use information in the company. ASIN: B00F51W1P6.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Strategic Marketing Administration	CODE	ICAN-504	PRE-REQUISTE		None	
PERIOD	Second	HFD / HSS	3	HEI / HAS	5	HTS / THS	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Strategic Marketing is included within the most relevant tasks that today must be addressed by the Marketing Departments and the Management Committee or Board of Directors of a company. During the course, all the relevant elements to be taken into account for the proper conduct of the entire Strategic Marketing process will be studied.						
	Become aware of the importance of Strategic Marketing and its definition.						
	Define the main elements to consider: Segmentation, consumer behavior, environment management and positioning.						
	Learn methodology and process to carry out a correct Strategic Marketing plan.						
	Manage segmentation criteria.						
	Understand the main elements that affect consumer behavior.						
LEARNING MODULES	Conceptualization of Strategic Marketing.						
	Market Segmentation: Who is Our Target Audience ?.						
	Analysis of the Environment and its Influence on the Company.						
	Influence Factors on Consumer Behavior.						
	Consumer Behavior (I): The Purchase Decision Process.						
	Positioning (I): Our Place in the Mind of the Consumer.						
	Positioning (II): Image and Corporate Reputation.						
RECOMMENDED BIBLIOGRAPHY	Navas, J. E. y Guerras, L.Á. (2012). The strategic direction of the company. Theory and applications. ISBN: 9788447028504.						
	Kotler, P. (2006). Marketing direction. ISBN: 9786073212458.						
	Lambin, J. J. (1996). Strategic marketing. ISBN: 9788476157046.						
	Peter, J. P .; Oslon, J. C. (2006). Consumer behavior and marketing strategy. ISBN: 9789701056325.						
	Schiffman, L. G. and Kanuk, L. (2005). Consumer behavior. (8th ed.). ISBN: 9789702605966.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Interpretation of Trade Indicators	CODE	ICTD-504	PRE-REQUISTE		None	
PERIOD	Second	HFD / HSS	3	HEI / HAS	5	HTS / THS	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	It directly, completely and with proven methodology addresses the basic concepts to understand the operation of the economic, business and financial gear of today's world. This course also includes a glossary of useful financial terms to make it easier for the student to approach and establish the foundations that articulate the world of finance.						
	Learn to read, interpret and analyze the financial statements (Balance Sheet, Income Statement and Statement of Cash Flows).						
	Know how to communicate with the financial managers of your company.						
	Make a realistic diagnosis of the financial situation of your company to establish appropriate action plans.						
	Use the economic and financial data necessary for decision-making.						
LEARNING MODULES	Construction of the Balance Sheet and the Profit and Loss Account.						
	Analysis of a company through its financial ratios.						
	How to grow in a sustainable way.						

	Analysis of the different financial flows and their implications.
	Establishment of the price of the products.
	Making a budget and its importance.
	Pulido, A. and Mayo, C. (2008). Financial Accounting: A current approach. ISBN: 9788428330244.
	Amat, O. (2008). Accounting and finance for non-financials. (2nd ed). ISBN: 9788423426713.
	Morales-Arce Macías, R., Arguedas Sanz, R., González Arias, J., Oliver Yébenes, M. (2008). Situation and perspective of the financial markets. ISBN: 9788436255157.
	Gitman, Lawrence J. and Zutter, Chad J. (2012). Principles of financial administration. (12th ed). ISBN: 9786073209830.
	Díaz Mata, A; Aguilera Gómez, V.M. (2013) Introduction to the stock market: invest in the stock market. ISBN: 9786071508478.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Innovation and development	**CODE**	TIAN-502	**PRE-REQUISTE**		None	
PERIOD	Third	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED LEARNING MODULES	Research and Development (R&D) has been replaced by a new R&D - Innovation and Development, two key words that will set the tone in the politics of nations to bring the most disadvantaged regions closer to those with medium levels of developing. In addition to this, computational and telecommunications advances, which in the form of the internet and the world wide web have generated energy, excitement, activity and performance improvement in the industry also serve as a technological context for innovation and development.						
	Develop the ability to visualize technological opportunities and match them with the unspoken and articulated needs of customers.						
	Visualize opportunities for innovation.						
	Analyze how technologies and markets evolve.						
	Exploit opportunities to create differentiation and new products, processes and services.						
	Select the most effective techniques for market segmentation, technology commercialization, and new development offerings.						
RECOMMENDED BIBLIOGRAPHY LEARNING MODULES	Idea and business model.						
	The business plan.						
	Investor approach.						
	Economic model.						
	Startup valuation.						
	Negotiation with investors.						
RECOMMENDED BIBLIOGRAPHY	Vlaskovits, P. (2013) .The Lean Entrepreneur: How Visionaries Create Products, Innovate with New Ventures, and Disrupt Market. (1st ed.). ISBN: 9781118295342.						
	Blank, S. (2013) .The Four Steps to the Epiphany: Successful Strategies for Startups That Wi. (1st ed.). ISBN: 9780989200509.						
	Blank, B. and Dorf, B. (2012) .The Startup Owner's Manual: The Step-by-Step Guide for Building a Great Company. (1st ed.). ISBN: 9780984999309.						
	Croll, A. (2013). Lean Analytics: Use Data to Build a Better Startup Faster. (1st ed.). ISBN: 9781449335670.						
	Kawasaki, G. (2014). *The art of beginning.* (1ª ed.). ISBN: 9788493614805.						

EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Competitive strategies	**CODE**	GETD-506	**PRE-REQUISTE**		None	
PERIOD	Third	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This course is focused on the competitive strategies of the company, examining the central points of its competitiveness in the short, medium and long term, thus focusing on the development of the specific capabilities of the company that contribute to competitive advantage, as well as the formulation of the necessary strategies to sustain the company.						
	Acquire, develop and perfect, both conceptually and practically, the most relevant aspects of the organization's competitive strategies.						
	Apply strategies in solving problems, in the plan of innovations and in the daily management of the company.						
	Plan the strategy of an organization.						
	Organize the limited resources of the company						
	Analyze the current situation of an organization.						
LEARNING MODULES	A Framework for Strategy Analysis.						
	Analysis of the Competitive Environment.						
	Internal Analysis of the Company.						
	The Formulation of the Strategy at Business Level.						
	The Formulation of the Strategy at the Corporate Level.						
	The Implementation and Evaluation of the Strategy.						
RECOMMENDED BIBLIOGRAPHY	Chan, K. (2008). The blue Ocean Strategy. (1st ed.). ISBN: 9788492421282.						
	Porter, M. E. (2009). To be competitive. (1st ed.). ISBN: 9788423426959.						
	Kourdi, J. (2009). Business Strategy: A Guide to Taking Your Business Forward. (1st ed.). ISBN: 9781846681240.						
	Guerras, L.A. and Navas, J. E. (2008). Strategic Management of the Company. Theory and Applications. (4th ed.). ISBN: 9788447028504.						
	Wars, L.A. (2012). Strategic Management Foundation of the Company. (1st ed.). ISBN: 9788447040384.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Interpretation of Business Indicators	**CODE**	GETD-507	**PRE-REQUISTE**		GEAN-501	
PERIOD	Fourth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO	In today's world of business management, it is important to address characteristics of the different productive sectors of the company such as: production sector, financial sector, market sector and human resources sector. For this, the course will identify and interpret those indicators that allow						

BE DEVELOPED	having a clear vision of the behavior of the company in the global environment.
	Know the determining factors of the competitiveness of a given sector.
	To value the function of the individual business diagnosis as the prior instrument of other interventions.
	Become familiar with the client's requirements and decide on which indicators to manage.
	Recognize and interpret the company's indicators that allow it to diagnose the new operating plan.
LEARNING MODULES	Financial Analysis through Ratios.
	Planning in the Company.
	Investment Analysis.
	Introduction to Business Valuation.
	Business Valuation Models.
	Consolidation.
RECOMMENDED BIBLIOGRAPHY	Brealey, R .; Myers, S. and Allen, F. (2014). Principles of Corporate Finance. (11th ed.). ISBN: 9780078034763.
	Brealey, R .; Myers, S. and Marcus, A. (2012). Fundamentals of Corporate Finance. (7th ed.). ISBN: 9780077861629.
	Ross, S .; Westerfield, R. W. and Jaffe, J. (2012). Corporate Finance. (9th ed.). ISBN: 9786071507419.
	Ross, S .; Westerfield, R. W. and Jaffe, J. et al. (2007). Corporate Finance: Core Principles and Applications. (1st ed.). ISBN: 9780077861650.
	Hawawini, G. and Viallet, C. (2006). Finance for Executives: Managing for Value Creation. (3rd ed.). ISBN: 9781408093801.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Cash Management	**CODE**	GEAN-502	**PRE-REQUISTE**		None	
PERIOD	Fourth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED LEARNING MODULES	A correct management of the treasury translates into a guarantee in the management of a company. In a situation where, apart from the liquidity crisis, obtaining resources becomes increasingly complex, making companies have to bet on proper treasury management. The student will be able to use a series of tools, framed in the strategy on investment and working capital financing.						
	Understand how the treasurer of a company meets the aforementioned objectives.						
	Understand and manage the available of a company, understanding as such not only cash, but any asset equivalent to cash.						
	Understand what are the essential starting elements of this financial discipline. Understand the issues raised in business and financial reality.						
	Analyze the information related to the various activities of financial management in companies, in order to propose continuous improvements in each financial year.						
	Ability to design and adapt the treasury area to support the strategy and organizational structure of the company, and the fulfillment of its objectives.						
MÓDULOS DE APRENDIZAJE	Introduction to Cash-Management. Functions of the treasury department. The treasury as a profit center.						
	Management of cash flows. Management of charges and payments.						

	National and international payment methods.
	Financing instruments: short term and long term.
	Management of financial risks in the company.
	Bank negotiation. Bank-company relationship. Centralization of the treasury.
RECOMMENDED BIBLIOGRAPHY	López, F. J. (2003). Cash-Management Manual. ISBN: 9788423406920.
	Olsina, F. (2009). Treasury Management. Optimizing the Monetary Flows. ISBN: 9788496998049.
	López, F. and Soriano, N. (2012). Treasury Management. ISBN: 9788494004766.
	Cantalapiedra, M. (2004). How to Manage your Company's Relationship with Banks. ISBN: 9788496169449.
	De Jaime, J. and Gómez, D. (2006). International Financing of the Company. ISBN: 9788415986980.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Risks, Means of Payment and Foreign Trade Financing	**CODE**	GEAN-503	**PRE-REQUISTE**		None	
PERIOD	Fourth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Internationally operating companies operate in a particularly complex environment that manifests itself above all in the scenario of risks in which they have to operate. Where there are risks, there are opportunities, and managing these risks properly is the great challenge for those who hold positions of responsibility in companies active in foreign trade.						
	Know the different means of payment, which are used in foreign trade, and their operations, in the framework of international transactions.						
	Know the operations of the currency market.						
	Know what the spot and forward quotes are for.						
	Valuing the different instruments for hedging exchange rate and interest rate risks.						
	Know the financial possibilities at any time for importers.						
LEARNING MODULES	The risks in foreign trade.						
	Insurance coverage.						
	Currency markets.						
	Payment methods and international guarantees (I).						
	Payment methods and international guarantees (II).						
	Foreign Trade Financing in the short, medium and long term.						
RECOMMENDED BIBLIOGRAPHY	Larraga, P., Elvira, O (2008). Derivative Products Market: Futures, Forwards, Options and Structured Products. (1st ed.). ISBN: 9788496998742.						
	Brun, X., Elvira, O. (2015). Variable Income Market and Foreign Exchange Market. (1st ed.). ISBN: 9788496998735.						
	Larraga, P., Peña, I. (2008). Know the Financial Products of Collective Investment. (1st ed.). ISBN: 9788496998711.						
	González, S., Aragonés, J .R. (2001). Foreign Exchange Market and Financial Market Analysis. (1st ed.). ISBN: 9788436815559.						
	Vera, M., (2014). Payment Methods in International Commerce. (2nd ed.). ISBN: 9781505549300.						

EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Management Instruments	**CODE**	GEAN-504	**PRE-REQUISTE**		GETD-507	
PERIOD	Fifth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Within an extremely complex and evolved competitive and market environment, successfully developing and developing a business idea requires the adoption of a rational approach, in order to study the internal and external variables of the company's economic game, which allows closely the evolution of the market.						
	Be able to use basic analysis tools to determine the strategy and competitive advantages of a company or business unit.						
	Understand the importance of the existence of a formal control system.						
	Learn to make a master budget.						
	Understand the importance and the need to put in place performance measurement systems and instruments.						
	Understand the different implications of the management control system in carrying out specific projects.						
LEARNING MODULES	Management Control Systems and Instruments.						
	Formal Management Control System.						
	Management Control Process.						
	Performance evaluation.						
	Compensation Administration.						
	Management of Services / Multinationals / Projects.						
RECOMMENDED BIBLIOGRAPHY	VV. AA. (2011). Case Manual on the creation of companies. ISBN: 9788448179915.						
	Gómez, A. P; Rodríguez, P. and Alcaraz, F. (2009). Accounting Assumptions for SMEs. ISBN: 9788483225202.						
	Bermúdez, L. T. and Rodríguez, L. F. (2013). Research in business management. ISBN: 9789586488181.						
	García del Junco, J .; Casanueva, Rocha, C. (2005). Fundamentals of Business Management. ISBN: 9788436816433.						
	Laborda, Castillo, L. and Zuani, E. (2005). Introduction to Business Management: Theoretical Foundations and Practical Applications. ISBN: 9788481386295.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Corporate Finance	**CODE**	GEAN-505	**PRE-REQUISTE**		None	
PERIOD	Fifth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8

GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Corporate Finance focuses on how companies can create and maintain value through the efficient use of financial resources. The aim is for the student to acquire sufficient analytical knowledge and skills to be able to develop an adequate investment and financing policy in the company, through the tools and practical cases that will be developed throughout the course.
	Understand the importance of finance in business administration, in order to use them optimally in order to maximize profits.
	Know the factors that influence the birth and development of companies.
	Explain the methods of evaluating the cash flows generated by the company.
	Identify the short- and long-term financial management flows that allow the financial management to achieve the financial objective of the company in an investment.
	Ability to analyze the financial structure of the company, through the diagnosis and study proposal of the different financing alternatives.
LEARNING MODULES	Financial planning: optimal capital structure.
	National and international sources of financing.
	National and international collection and payment instruments.
	Currency management.
	Long-term management.
	Risk management. Insurance Exchange.
RECOMMENDED BIBLIOGRAPHY	Brealey, M. Principles of Corporate Finance. (9th ed.). ISBN: 9789701072837.
	Ross, Westerfield and Jaffe. (2008). Fundamentals of corporate finance. (7th ed.). ISBN: 9789701072806.
	Suárez, Suárez, A. (2003). Optimal Investment and Financing Decisions in the company. (20th ed.). ISBN: 9788436817676.
	López Lubián, F. J. (2007). Corporate finance case studies. ISBN: 9788497325127.
	Massons, J. (2006). Practical finance: from analysis to action: with resolved business cases. ISBN: 9788425511974.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Financial Market	**CODE**	GEAN-506	**PRE-REQUISTE**		None	
PERIOD	Fifth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Know and analyze the elements that make up the financial markets, as well as the function and operation of currencies and securities, considering the movement of money through the economy. Distinguish that in the decision making is the success or failure of the distribution of the wealth of a company or a country.						
	Define concepts of financial context.						
	Identify the elements that make up financial decision-making.						
	Recognize the regulations that govern the financial markets.						
	Identify the different investment systems.						
	Perform irrigation analysis.						
LEARNING MODULES	Financial Agents, (main and secondary agents and regulatory and supervisory agents).						
	Conceptual Framework of the Financial Markets. Regulations of the Financial Markets.						
	Fixed Income and Variable Income. Foreign Exchange and Securities Market. Derivative Markets.						

	Mexican and International Financial System.
	Financial risks
	International Financial Markets
RECOMMENDED BIBLIOGRAPHY	Borja Martínez Francisco (2008) The new Mexican financial system (1st ed) ISBN: 9681636007.
	Ruiz Vizquez Carlos (2005) The stock market in the financial system (1st ed) ISBN: 9701048148.
	Varo Vicente (2013) What are financial markets for? (1st ed) ISBN: 9788449328787.
	Bruno Lozano Xavier, Moreno Fuentes Manuel, (2009) Analysis and selection of investments in financial markets (1st ed.) ISBN: 9788415330837.
	Ortega Alfonso (2008) Introduction to Finance (1st ed.) ISBN: 9789701067222.
	Diaz Mondragón Manuel (2013) International Financial Markets (1st ed.) ISBN: 9786071717498.
	Mishkin Frederic (2013) Currency, Banking, and Financial Markets (9th ed.) ISBN: 9786073222044.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

11.9 MASTER'S DEGREE IN GENERAL MANAGEMENT WITH EMPHASIS IN PROJECT MANAGEMENT

Duration of the program

Five cycles of fourteen weeks each.

Academic degree

Master in General Management.

Program objective:

In the business world today, a methodology that ensures the orderly operation of the growth and improvement processes of each of the areas of a company cannot be dispensed with. Having skills and knowledge in Project Management is decisive for the success of a company, since it evaluates the scope, quality, time, costs, risks and satisfaction of internal and external customers every day.

The industrial sector is the optimal area for a company to develop and grow in an orderly and competitive way, focusing its efforts on projects that meet needs efficiently and effectively with innovative methods and relevant results, that is the task of Project Management.

Specific objectives:

- Know the main concepts related to project management under the PMI approach.
- Know theoretical and practical tools that allow the student to respond quickly and effectively to problems that may arise within the managerial field.
- Know the essential principles of quality management and its influence on the daily work of the project manager.
- Understand the functioning of international markets and train the student as a citizen of the world, with critical and constructive thinking towards their peers and future problems that may arise.
- Apply the knowledge acquired on the fundamentals of project management in the implementation of useful tools for the student.

Curriculum:

Educational modality: out of school.

Duration: five four-month periods of fourteen weeks each.

FIRST PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
GETD-501	Senior Business Management		3	5	8	7
TIAN-501	Globalization and Integration		3	5	8	7
TIDP-501	Future Studies Seminar		3	5	8	7
Subtotal First Period			**9**	**15**	**24**	**21**
SECOND PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
LCDP-501	Strategic and Tactical Communication		3	5	8	7
ICAN-504	Strategic Marketing Administration		3	5	8	7
ICTD-504	Interpretation of Trade Indicators		3	5	8	7
Subtotal Second Period			**9**	**15**	**24**	**21**
THIRD PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
TIAN-502	Innovation and development		3	5	8	7
GEAN-501	Decision Making Costs	ICTD-504	3	5	8	7
GETD-506	Competitive Strategies: The Search for Excellence		3	5	8	7
Subtotal Third Period			**9**	**15**	**24**	**21**
FOURTH PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
GPTD-501	Fundamentals of Project Management I		3	5	8	7
GPDP-501	Quality management		3	5	8	7
GPDP-502	Project Management Office	GEAN-501	3	5	8	7
Subtotal Fourth Period			**9**	**15**	**24**	**21**
FIFTH PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
GPTD-502	Fundamentals of Project Management II	GPTD-501	3	5	8	7
GPDP-503	Effective Project Management		3	5	8	7
GPDP-504	Financial Evaluation of Projects	ICTD-504	3	5	8	7
Subtotal Fifth Period			**9**	**15**	**24**	**21**
Total			**45**	**75**	**120**	**105**

HFD: Weekly Faculty Hours. **HSS:** Weekly Synchronous Hours.	
HEI: Weekly Independent Study Hours. **HAS:** Weekly Asynchronous Hours.	
THS:	Total Hours per Week

CRS:	Credits
Effective weeks of class per school year not including evaluations (16): 14	

UNIVERSIDAD EUROPEA DE MONTERREY

DEGREE PROGRAM

COURSE	Senior Business Management	CODE	GETD-501	PRE-REQUISTE	None		
PERIOD	First	HFD / HSS	3	HEI / HAS	5	HTS / THS	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	From a general perspective, globalization, economic openness and competitiveness are phenomena that organizations have to face and, as these are fundamental elements in the success of any organization, managers will make a greater effort to reach high levels of productivity and efficiency.						
	Apply analytical tools to positively infer the evolution of the macroeconomic, technological and social scenario.						
	Implement strategic methodologies for a business plan.						
	Provide analysis techniques to implement the strategy that allows the company a competitive advantage.						
	Understand the company as an organization, as well as the determinants of the behavior and performance of individuals within it.						
	Interpret and contextualize human resources management tools and policies within the framework of business strategies and decisions.						
LEARNING MODULES	The Role of Human Resources in the Company.						
	Keys to Developing People.						
	Processes that Covers the Function of People Management (I).						
	Processes that Covers the Function of People Management (II).						
	Ethics and Business Efficiency.						
	Career Management and Compensation Systems.						
RECOMMENDED BIBLIOGRAPHY	Simon, D. (2014). People and Talent Management. (1st ed.). ISBN: 9788448185909.						
	Jericho, P. (2011). The New Talent Management. (2nd ed.). ISBN: 9788483229323.						
	Simon, D. (2012). Values Coaching. (1st ed.). ISBN: 9788483566787.						
	Jobs, S. (2014). Leadership Lessons. (1st ed.). ISBN: 9788499924168.						
	Brouwer, D. (2007). Ethics and Corporate Responsibility. (1st ed.). ISBN: 9788433026163.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Globalization and Integration	CODE	TIAN-501	PRE-REQUISTE	None		
PERIOD	First	HFD / HSS	3	HEI / HAS	5	HTS / THS	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Globalization implies operating at relatively low costs, selling the same and in the same way everywhere, it implies adopting new forms of management to achieve a high level of competitiveness. On the other hand, economic integration is oriented towards the elimination of economic barriers to trade in goods and services between countries, allowing the expansion of trade. With the conceptualization and contextualization of both, changes in trends, emerging issues, and the threats and opportunities to face are visualized.						
	Characterize globalization and integration.						

	Evaluate the impact of globalization and integration on organizations.
	Determine the potential of a company to compete in the global market.
	Analyze the main aspects that must be taken into account to interact with global and integrated markets.
	Reflect on the attitude that the administrative management of a company must have to act in the processes of globalization and integration.
LEARNING MODULES	The ecosystem of internationalization.
	Competitive and technological keys to internationalization.
	Internationalization as a strategy.
	Key decisions.
	Operational aspects.
	Multinationals: the final phase.
RECOMMENDED BIBLIOGRAPHY	Daniels, J. D .; Radebaugh, L. H. and Sullivan, D. P. (2013). International Business. Environments and Operations. (14th ed.). ISBN: 9786073221603.
	Garaña, M. (2012). "The Fundamental Role of Information Technologies in the Internationalization of SMEs". Madrid College of Economists.
	Guerras, L.A. and Navas, J. E. (2015): The Strategic Management of the Company. Theory and applications (4th ed.). ISBN: 9788447028504.
	Castellano, J. M (2002). "The Inditex Internationalization Process". Spanish Multinational Companies.
	VV.AA. (2006). Foreign Trade Operation and Practice. Basic course. (2nd ed.). ISBN: 9788478119356.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Future Studies Seminar	**CODE**	TIDP-501	**PRE-REQUISTE**		None	
PERIOD	First	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The future of the world is a function of complex forces, which arise from multiple domains and involve many actors, and which are expressed as a set of feasible alternatives with future possibilities. These forces and domains define the impersonal character of world events, while people also act in the shadow of these forces by making decisions that affect the future. These decisions direct the course of nations, multinational corporations, and NGOs.						
	Being able to examine and predict the themes and developments that can change the future of the world in the next ten years.						
	Forecast the future of potential developments and issues on national, international and / or organizational agendas.						
	Communicate interesting and informative aspects of forecasts in a concise manner.						
	Acquire techniques and skills to successfully apply visionary knowledge processes in varied environments.						
	Detect emerging issues in the field and provide consulting in your area.						
LEARNING MODULES	Why Investigate the Future? Is Your Forecast Possible?						
	Problems and Obstacles in the Future Forecast.						
	Tools for the Future Forecast.						
	Technological Convergences and their Impact on the World.						
	The Main Sociopolitical and Economic Problems.						

	The Challenges of 2040
RECOMMENDED BIBLIOGRAPHY	Guilló, M. Bas, E. (2012). Foresight and Innovation. Vol. 1. ISBN: 9788492751389.
	Baena Paz, G. (2007). Application of prospective to politics. ISBN: 9783845494388.
	Bas, E. (1999). Prospective; tools for strategic change management.
	Balbi, E. R. (2002). Futures Research Methodology - Prospective Methodology. ISBN: 9872034303.
	Gabiña, J. (2015). The Revisited Future: Prospective reflection as a weapon of strategy and decision. (eBook). ASIN: B013CEP6T0.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Strategic and Tactical Communication	**CODE**	LCDP-501	**PRE-REQUISTE**		None	
PERIOD	Second	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This course will provide the student with a complete vision of the variable "communication" as part of the strategies and techniques of organizations. It will try to provide knowledge of the fundamentals of communication within the overall strategy of the company, not only from the point of Marketing view. The basic way of proceeding to develop communication actions in a strategic way will be studied.						
	Know the main steps for the selection of the advertising or communication agency.						
	Understand the importance of direct marketing and its impact on communication.						
	Delve into strategic communication interactions with others with other areas.						
	Have a global vision of the relevance of communication tools, as a source of innovation in the company and its impact on society.						
	Understand the essential characteristics of both online and offline media and be able to analyze and manage a complete communication plan.						
LEARNING MODULES	Strategic communication.						
	The communication plan.						
	Advertising management: the choice of the agency. The briefing and the creative proposal. The evaluation of the media plan.						
	BTL tools in strategic communication.						
	Direct marketing as a BTL tool.						
	Corporate communication: external and internal relations.						
RECOMMENDED BIBLIOGRAPHY	Pintado, T. (2014). New trends in strategic communication. ISBN: 9788415986058.						
	Godin, S. (2016). Seth Godin. Onramp. http://www.sethgodin.com/sg/.						
	Argenti, P. A. (2015). Strategic communication and its contribution to reputation. ISBN: 9788483569375.						
	Newman, B. and Mejía. M. (2009). Organizations under fire. Strategic communication to prevent and manage crises. ISBN: 9786071600554.						
	Barquero, J. D. (2013). Strategic direction of public relations: How to use information in the company. ASIN: B00F51W1P6.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Strategic Marketing Administration	CODE	ICAN-504	PRE-REQUISTE		None	
PERIOD	Second	HFD / HSS	3	HEI / HAS	5	HTS / THS	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Strategic Marketing is included within the most relevant tasks that today must be addressed by the Marketing Departments and the Management Committee or Board of Directors of a company. During the course, all the relevant elements to be taken into account for the proper conduct of the entire Strategic Marketing process will be studied.						
	Become aware of the importance of Strategic Marketing and its definition.						
	Define the main elements to consider: Segmentation, consumer behavior, environment management and positioning.						
	Learn methodology and process to carry out a correct Strategic Marketing plan.						
	Manage segmentation criteria.						
	Understand the main elements that affect consumer behavior.						
LEARNING MODULES	Conceptualization of Strategic Marketing.						
	Market Segmentation: Who is Our Target Audience ?.						
	Analysis of the Environment and its Influence on the Company.						
	Influence Factors on Consumer Behavior.						
	Consumer Behavior (I): The Purchase Decision Process.						
	Positioning (I): Our Place in the Mind of the Consumer.						
	Positioning (II): Image and Corporate Reputation.						
RECOMMENDED BIBLIOGRAPHY	Navas, J. E. y Guerras, L.Á. (2012). The strategic direction of the company. Theory and applications. ISBN: 9788447028504.						
	Kotler, P. (2006). Marketing direction. ISBN: 9786073212458.						
	Lambin, J. J. (1996). Strategic marketing. ISBN: 9788476157046.						
	Peter, J. P .; Oslon, J. C. (2006). Consumer behavior and marketing strategy. ISBN: 9789701056325.						
	Schiffman, L. G. and Kanuk, L. (2005). Consumer behavior. (8th ed.). ISBN: 9789702605966.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Interpretation of Trade Indicators	CODE	ICTD-504	PRE-REQUISTE		None	
PERIOD	Second	HFD / HSS	3	HEI / HAS	5	HTS / THS	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	It directly, completely and with proven methodology addresses the basic concepts to understand the operation of the economic, business and financial gear of today's world. This course also includes a glossary of useful financial terms to make it easier for the student to approach and establish the foundations that articulate the world of finance.						
	Learn to read, interpret and analyze the financial statements (Balance Sheet, Income Statement and Statement of Cash Flows).						
	Know how to communicate with the financial managers of your company.						
	Make a realistic diagnosis of the financial situation of your company to establish appropriate action plans.						
	Use the economic and financial data necessary for decision-making.						
LEARNING	Construction of the Balance Sheet and the Profit and Loss Account.						

MODULES	Analysis of a company through its financial ratios.
	How to grow in a sustainable way.
	Analysis of the different financial flows and their implications.
	Establishment of the price of the products.
	Making a budget and its importance.
	Pulido, A. and Mayo, C. (2008). Financial Accounting: A current approach. ISBN: 9788428330244.
	Amat, O. (2008). Accounting and finance for non-financials. (2nd ed). ISBN: 9788423426713.
	Morales-Arce Macías, R., Arguedas Sanz, R., González Arias, J., Oliver Yébenes, M. (2008). Situation and perspective of the financial markets. ISBN: 9788436255157.
	Gitman, Lawrence J. and Zutter, Chad J. (2012). Principles of financial administration. (12th ed). ISBN: 9786073209830.
	Díaz Mata, A; Aguilera Gómez, V.M. (2013) Introduction to the stock market: invest in the stock market. ISBN: 9786071508478.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Innovation and development	**CODE**	TIAN-502	**PRE-REQUISTE**		None	
PERIOD	Third	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED LEARNING MODULES	Research and Development (R&D) has been replaced by a new R&D - Innovation and Development, two key words that will set the tone in the politics of nations to bring the most disadvantaged regions closer to those with medium levels of developing. In addition to this, computational and telecommunications advances, which in the form of the internet and the world wide web have generated energy, excitement, activity and performance improvement in the industry also serve as a technological context for innovation and development.						
	Develop the ability to visualize technological opportunities and match them with the unspoken and articulated needs of customers.						
	Visualize opportunities for innovation.						
	Analyze how technologies and markets evolve.						
	Exploit opportunities to create differentiation and new products, processes and services.						
	Select the most effective techniques for market segmentation, technology commercialization, and new development offerings.						
RECOMMENDED BIBLIOGRAPHY LEARNING MODULES	Idea and business model.						
	The business plan.						
	Investor approach.						
	Economic model.						
	Startup valuation.						
	Negotiation with investors.						
RECOMMENDED BIBLIOGRAPHY	Vlaskovits, P. (2013) .The Lean Entrepreneur: How Visionaries Create Products, Innovate with New Ventures, and Disrupt Market. (1st ed.). ISBN: 9781118295342.						
	Blank, S. (2013) .The Four Steps to the Epiphany: Successful Strategies for Startups That Wi. (1st ed.). ISBN: 9780989200509.						
	Blank, B. and Dorf, B. (2012) .The Startup Owner's Manual: The Step-by-Step Guide for Building a Great Company. (1st ed.). ISBN: 9780984999309.						
	Croll, A. (2013). Lean Analytics: Use Data to Build a Better Startup Faster. (1st ed.). ISBN: 9781449335670.						

	Kawasaki, G. (2014). *The art of beginning.* (1ª ed.). ISBN: 9788493614805.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Decision Making Costs	**CODE**	GEAN-501	**PRE-REQUISTE**		ICTD-504	
PERIOD	Third	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This course is aimed at providing the necessary knowledge for the company to obtain and be able to maintain competitive differentiation in costs. Concepts and approaches that help calculate, control and reduce costs are explained.						
	Define and explain the fundamental notions necessary to understand cost analysis.						
	Know the different methods that are applied in calculating the costs of products.						
	Know the tools used to make decisions from the cost perspective in the management of the company.						
	Ability to design the cost system of a company.						
	Ability to analyze the costs of products and their evolution.						
LEARNING MODULES	Costs: concepts and definitions.						
	Cost centers: cost accumulation systems.						
	Costs per order. Costs per process.						
	Relationships between cost benefits and volume of activity.						
	Decision-making costs.						
	Budgets and deviations.						
RECOMMENDED BIBLIOGRAPHY	Horngren, C. (2009). Cost Accounting: A Management Approach. (1st ed.). ISBN: 9789702607618.						
	Hansen, Don R., Mowen, M. (2007). Cost Management: Accounting and Control. (5th ed.). ISBN: 9789706865830.						
	Pérez-Carballo, J. F. (2013). Business Management Control. (8th ed.). ISBN: 9788473568968.						
	Tanaka, M. (1997). Modern Cost Management. (1st). ISBN: 9788479782870.						
	Bloomberg Business (2016). New York. Bloomberg L. P. http://www.bloomberg.com						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Competitive strategies	**CODE**	GETD-506	**PRE-REQUISTE**		None	
PERIOD	Third	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This course is focused on the competitive strategies of the company, examining the central points of its competitiveness in the short, medium and long term, thus focusing on the development of the specific capabilities of the company that contribute to competitive advantage, as well as the formulation of the necessary strategies to sustain the company.						
	Acquire, develop and perfect, both conceptually and practically, the most relevant aspects of the organization's competitive strategies.						

	Apply strategies in solving problems, in the plan of innovations and in the daily management of the company.
	Plan the strategy of an organization.
	Organize the limited resources of the company
	Analyze the current situation of an organization.
LEARNING MODULES	A Framework for Strategy Analysis.
	Analysis of the Competitive Environment.
	Internal Analysis of the Company.
	The Formulation of the Strategy at Business Level.
	The Formulation of the Strategy at the Corporate Level.
	The Implementation and Evaluation of the Strategy.
RECOMMENDED BIBLIOGRAPHY	Chan, K. (2008). The blue Ocean Strategy. (1st ed.). ISBN: 9788492421282.
	Porter, M. E. (2009). To be competitive. (1st ed.). ISBN: 9788423426959.
	Kourdi, J. (2009). Business Strategy: A Guide to Taking Your Business Forward. (1st ed.). ISBN: 9781846681240.
	Guerras, L.A. and Navas, J. E. (2008). Strategic Management of the Company. Theory and Applications. (4th ed.). ISBN: 9788447028504.
	Wars, L.A. (2012). Strategic Management Foundation of the Company. (1st ed.). ISBN: 9788447040384.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Fundamentals of Project Management I	**CODE**	GPTD-501	**PRE-REQUISTE**		None	
PERIOD	Fourth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This is developed based on the approach provided by the PMI®. The discipline of Project Management is gaining high importance within organizations as they establish their strategic objectives that must be met through the development of numerous projects. Therefore, it is essential that organizations achieve maturity in their processes, procedures and policies when managing their projects.						
	Introduce the unique internationally recognized vocabulary of Project Management.						
	Encourage the use of good Project Management practices within organizations.						
	Acquire new knowledge and strengthen others on Project management, its processes, tools, techniques and interpersonal skills.						
	Increase recognition of the specific role of Project Management.						
	Acquire a global vision of the projects.						
LEARNING MODULES	Fundamentals of Project Management.						
	Project life cycle, stakeholders and organization structure.						
	Processes and areas of knowledge of project management.						
	Project integration management.						
	Project scope management.						
	Project time management.						
RECOMMENDED	Project Management Institute (2013). Guide to the Fundamentals for Project Management (PMBOK®						

BIBLIOGRAPHY	Guide). ISBN: 9781628250091.
	Zandhuis, A. (2014). The Pocket Companion of the PMBOK Guide. ISBN: 9789087537524.
	Lledó, P. (2013). Project Director: How to Pass the Pmp® Exam Without Dying in the Attempt. ISBN: 9781490711669.
	Lledó, P. (2013). Project management. ISBN: 9781426921414.
	Lledó, P., Rivarola, G. (2007). How to Lead Successful Projects, Coordinate Human Resources and Manage Risks. ISBN: 9789871147984.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Quality management	**CODE**	GPDP-501	**PRE-REQUISTE**		None	
PERIOD	Fourth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The current economic reality has generated a high level of competitiveness among companies in different sectors in the market. Said competition has not been made measurable only with the particular benefits that each one offers to the clients, but because a differentiating success factor called quality has emerged. Those companies that have given importance to this concept and have applied it correctly have achieved great benefits and positioned themselves in the market permanently.						
	Understand how what we know today as Quality Management is defined.						
	Deepen some monitoring and measurement methods that allow quality control.						
	Know and understand the ISO Quality standards.						
	Understand the importance and impact that this has within the processes of the Quality Management System.						
	Define the strategies and objectives of the organizations.						
LEARNING MODULES	Quality Management Overview.						
	Quality Planning.						
	Quality Assurance.						
	Quality Control.						
	Quality management system.						
	Quality audit.						
RECOMMENDED BIBLIOGRAPHY	Hoyle, D. (2005). Automotive Quality Systems Handbook 2002: ISO / TS 16949. ASIN: B00XV48ND8.						
	Montes, M. (2015). Interpretation of ISO 9001: 2015: Learn how you can meet the requirements of ISO 9001: 2015. ASIN: B013X89GFU.						
	VV. AA. (2003). ISO 10006: 2003, Quality management systems - Guidelines for quality management in projects. ASIN: B00150P1UI.						
	VV. AA. (2003). ISO 10012: 2003, Measurement management systems - Requirements for measurement processes and measuring equipment. ASIN: B00150P1US.						
	Blond. J. C. (2007). Guide for the consideration of regulatory requirements according to the OHSAS 18001: 2007 standard. ISBN: 9788498440904.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable						

PROFILE	practical experience in the area.

COURSE	Project Management Office	**CODE**	GPDP-502	**PRE-REQUISTE**		None	
PERIOD	Fourth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	In recent years the professionalization of the Project Management world has been carried out thanks to the publication of international regulations such as the PMBooK or ISO21500, in fact, it has reached such a point that currently, to access certain international tenders it is necessary that the Project Manager is certified as a PMP.						
	All these changes have caused companies to meet new challenges, both internal and external, leading to the creation of specialized departments in the management of Projects, Programs and Portfolios called Project Management Offices or Project Management Offices (PMOs).						
	Provide organizations with specialized organizational departments in their own Project, Program and Portfolio Management processes.						
	Understand what a Project Office (PMO) is and what its role is within an organization, distinguishing between the different existing typologies.						
	Train in own techniques and tools that are the competence of the Project Management Offices.						
	Acquire the necessary foundations to establish and evolve in terms of maturity a PMO within your organization.						
LEARNING MODULES	Understand the different technological tools that exist to support management so that different problems can be answered.						
	Project management in organizations.						
	Structure of a Project Office.						
	Maturity models.						
	PMO implementation.						
RECOMMENDED BIBLIOGRAPHY	PMO support tools.						
	Deloitte, The Value of Project Offices in Organizations 2013.						
	Letavec, C. (2006). The Program Management Office: Establishing, Managing and Growing the Value of a PMO. ISBN: 9781932159592.						
	Project Management Institute. A Guide to the Project Management Body of Knowledge (PMBOK GUIDE). ISBN: 9781935589679.						
	Kaplan, R. and Norton, D. (2002). Balanced Scorecard. ISBN: 9788480885041.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Fundamentals of Project Management II	**CODE**	GPTD-502	**PRE-REQUISTE**		GPTD-501	
PERIOD	Fifth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This course aims to explore the different areas of knowledge that the Project Management Institute (PMI) ® analyzes through A Guide to the Project Management Body of Knowledge, and which must be mastered by a project manager. This course will study related topics such as the management of costs, quality, Human Resources, communications, risks, acquisitions, and project stakeholders.						
	The student will understand the interrelation that exists between the various processes of knowledge in Project Management.						
	The student will analyze the impact they have on projects and the company, the application of knowledge in Project Management.						

	The student will apply their knowledge to solve practical cases and in their weekly discussion participations.
	The student will understand in detail the role of the Project Director within the company, his responsibilities and his integrative work.
	The student must develop and apply their criteria to propose a solution to the practical case presented weekly.
LEARNING MODULES	Project Cost Management.
	Project Quality Management.
	Project Human Resources Management.
	Project Communications Management.
	Project Risk Management. Project Procurement Management.
	Project Stakeholders Management.
RECOMMENDED BIBLIOGRAPHY	Project Management Institute (2013). Guide to the Fundamentals for Project Management (PMBOK® Guide). ISBN: 9781628250091.
	LLedó, P. (2013). Project director. ISBN: 9781490711669.
	Lledó, P. (2013). Project management. ISBN: 9781426921414.
	Lledó, P., Rivarola, G. (2007). How to Lead Successful Projects, Coordinate Human Resources and Manage Risks. ISBN: 9789871147984.
	Zandhuis, A. (2014). The Pocket Companion of the PMBOK Guide. ISBN: 9789087537524.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Effective Project Management	**CODE**	GPDP-503	**PRE-REQUISTE**		None	
PERIOD	Fifth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The habit of getting things done in project management means enforcing planning. This changeable planning must be kept up to date. There are many elements of planning that cannot be measured quantitatively, but that the Project Manager must nevertheless measure, trying to quantify the distance between what should happen and what is happening. In project management, the quantitative expression of what should happen is called the baseline. There are many ways to quantitatively measure project performance, but measuring is not the same as monitoring.						
	Apply the standardized concepts of the management areas developed in the PMBOK® Guide when you have to be accountable for the status of the project.						
	Practice standardized techniques to control baselines and determine deviations and forecasts.						
	Know how to propose corrective actions to ensure that the project ends meeting the management objectives.						
	Application of standardized terminology in the PMBOK® Guide.						
	Control of the schedule and costs.						
LEARNING MODULES	Project Monitoring Overview.						
	Follow-up scope.						
	Monitoring Planning.						
	Work Monitoring, Schedule and Costs.						
	Monitoring of Quality and Communications.						
	Monitoring of Risks, Acquisitions and Stakeholders.						

RECOMMENDED BIBLIOGRAPHY	Project Management Institute. A Guide to the Project Management Body of Knowledge (PMBOK Guide®). ISBN: 9781935589679.
	Mulchary, R. PMP® Exam Prep. ISBN: 9781932735185.
	Cheap, J. (2015). The Examination Project Director: Study guide in Spanish for the Project Director training. ISBN: 9788499699042.
	Barato, J. (2013). The Habits of an Effective Project Manager. ISBN: 9788499694214.
	Zandhuis, A., et al (2014). The Pocket Companion to the PMBOK® Guide. Holland: Van Haren Publishing. ISBN: 9789087537524.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Financial Evaluation of Projects	**CODE**	GPDP-504	**PRE-REQUISTE**		ICTD-504	
PERIOD	Fifth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Finding investment projects whose profitability exceeds the cost of carrying them out, that is, projects that add value to the company, must be the added value provided by a Project Director. The main problem, leaving aside the determination of the opportunity cost of the project capital, is that of the valuation of the asset that will be created when making the investment (a factory, a ship, a refinery, etc.).						
	Analyze different methodologies of financial evaluation of projects.						
	Employ feasibility studies that lead the Project Manager to use the relevant information when creating a financial model for a project.						
	Application of standardized terminology in the PMBOK® Guide.						
	Control of costs associated with projects and their valuation.						
MÓDULOS DE APRENDIZAJE	Basic Concepts in Financial Valuation of Projects.						
	Economic Valuation of Projects.						
	Cash Flows of a Project.						
	Decision criteria.						
	Project Feasibilities						
RECOMMENDED BIBLIOGRAPHY	PMI® (2013). A Guide to the Project Management Body of Knowledge (PMBOK Guide®). ISBN: 9781935589679.						
	Mulchary, Rita (2013). PMP® Exam Prep. ISBN: 9781932735185.						
	Cheap, J. (2015). The Examination Project Director: Study guide in Spanish for the Project Director training. ISBN: 9788499699042.						
	Zandhuis, A., et al (2014). The Pocket Companion to the PMBOK® Guide. ISBN 9789087537524.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

11.10 MASTER'S DEGREE IN GENERAL MANAGEMENT WITH EMPHASIS IN MARKETING

Duration of the program:

Five cycles of fourteen weeks each.

Academic degree:

Master in General Management.

Program objective:

The study program of the Master in General Management with emphasis on Marketing is based on Senior Management, whose main objective is to train professionals capable of making competitive strategic decisions considering the influence of marketing in this process, with tools that measure the indicators of productivity, development and innovation of the company and its growth in national and international markets.

These actions are carried out in the following global areas of the organization or in any of these areas:

- Costs and Decision Making
- Analysis of the best strategies to ensure the sustainable growth of the organization.
- Open and accurate communication with companies for tactical growth.

Specific objectives:

- Know the main concepts related to online marketing and marketing and sales.
- Know theoretical and practical tools that allow the student to respond quickly and effectively to problems that may arise within the managerial field.
- Know the essential principles of supply chain management.
- Understand the functioning of international markets and train the student as a citizen of the world, with critical and constructive thinking towards their peers and future problems that may arise.
- Apply the knowledge acquired on the fundamentals of marketing and the implementation of useful tools for the student.

Curriculum:

Educational modality: out of school

Duration: five four-month periods of fourteen weeks each

FIRST PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
GETD-501	Senior Business Management		3	5	8	7
TIAN-501	Globalization and Integration		3	5	8	7
TIDP-501	Future Studies Seminar		3	5	8	7
Subtotal First Period			**9**	**15**	**24**	**21**
SECOND PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
LCDP-501	Strategic and Tactical Communication		3	5	8	7
ICAN-504	Strategic Marketing Administration		3	5	8	7
ICTD-504	Interpretation of Trade Indicators		3	5	8	7
Subtotal Second Period			**9**	**15**	**24**	**21**
THIRD PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
TIAN-502	Innovation and development		3	5	8	7
GEAN-501	Decision Making Costs	ICTD-504	3	5	8	7
GETD-506	Competitive Strategies: The Search for Excellence		3	5	8	7
Subtotal Third Period			**9**	**15**	**24**	**21**
FOURTH PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
LCTD-502	Business Logistics Systems Analysis		3	5	8	7
ICAN-502	Marketing Strategies		3	5	8	7
ICAN-505	Marketing plan	ICAN-504	3	5	8	7
Subtotal Fourth Period			**9**	**15**	**24**	**21**
FIFTH PERIOD: MAYOR IN DIGITAL MARKETING						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
LCTD-504	Electronic Commerce	ICAN-502	3	5	8	7
ICDP-504	Online Marketing		3	5	8	7
ICDP-505	Community Management		3	5	8	7
Subtotal Fifth Period			**9**	**15**	**24**	**21**
Total			**45**	**75**	**120**	**105**
FIFTH PERIOD: MAYOR IN MARKETING						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
ICTD-503	Market research		3	5	8	7
ICDP-502	Marketing Challenges in the Current Environment	ICAN-502	3	5	8	7
ICDP-503	International Marketing		3	5	8	7

Subtotal Fifth Period			**9**	**15**	**24**	**21**	
Total			**45**	**75**	**120**	**105**	

HFD: Weekly Faculty Hours. **HSS:** Weekly Synchronous Hours.	
HEI: Weekly Independent Study Hours. **HAS:** Weekly Asynchronous Hours.	
THS:	Total Hours per Week
CRS:	Credits
Effective weeks of class per school year not including evaluations (16): 14	

UNIVERSIDAD EUROPEA DE MONTERREY

DEGREE PROGRAM

COURSE	Senior Business Management	CODE	GETD-501	PRE-REQUISTE	None		
PERIOD	First	HFD / HSS	3	HEI / HAS	5	HTS / THS	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	From a general perspective, globalization, economic openness and competitiveness are phenomena that organizations have to face and, as these are fundamental elements in the success of any organization, managers will make a greater effort to reach high levels of productivity and efficiency.						
	Apply analytical tools to positively infer the evolution of the macroeconomic, technological and social scenario.						
	Implement strategic methodologies for a business plan.						
	Provide analysis techniques to implement the strategy that allows the company a competitive advantage.						
	Understand the company as an organization, as well as the determinants of the behavior and performance of individuals within it.						
	Interpret and contextualize human resources management tools and policies within the framework of business strategies and decisions.						
LEARNING MODULES	The Role of Human Resources in the Company.						
	Keys to Developing People.						
	Processes that Covers the Function of People Management (I).						
	Processes that Covers the Function of People Management (II).						
	Ethics and Business Efficiency.						
	Career Management and Compensation Systems.						
RECOMMENDED BIBLIOGRAPHY	Simon, D. (2014). People and Talent Management. (1st ed.). ISBN: 9788448185909.						
	Jericho, P. (2011). The New Talent Management. (2nd ed.). ISBN: 9788483229323.						
	Simon, D. (2012). Values Coaching. (1st ed.). ISBN: 9788483566787.						
	Jobs, S. (2014). Leadership Lessons. (1st ed.). ISBN: 9788499924168.						
	Brouwer, D. (2007). Ethics and Corporate Responsibility. (1st ed.). ISBN: 9788433026163.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Globalization and Integration	CODE	TIAN-501	PRE-REQUISTE	None		
PERIOD	First	HFD / HSS	3	HEI / HAS	5	HTS / THS	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Globalization implies operating at relatively low costs, selling the same and in the same way everywhere, it implies adopting new forms of management to achieve a high level of competitiveness. On the other hand, economic integration is oriented towards the elimination of economic barriers to trade in goods and services between countries, allowing the expansion of trade. With the conceptualization and contextualization of both, changes in trends, emerging issues, and the threats and opportunities to face are visualized.						
	Characterize globalization and integration.						
	Evaluate the impact of globalization and integration on organizations.						

	Determine the potential of a company to compete in the global market.
	Analyze the main aspects that must be taken into account to interact with global and integrated markets.
	Reflect on the attitude that the administrative management of a company must have to act in the processes of globalization and integration.
LEARNING MODULES	The ecosystem of internationalization.
	Competitive and technological keys to internationalization.
	Internationalization as a strategy.
	Key decisions.
	Operational aspects.
	Multinationals: the final phase.
RECOMMENDED BIBLIOGRAPHY	Daniels, J. D .; Radebaugh, L. H. and Sullivan, D. P. (2013). International Business. Environments and Operations. (14th ed.). ISBN: 9786073221603.
	Garaña, M. (2012). "The Fundamental Role of Information Technologies in the Internationalization of SMEs". Madrid College of Economists.
	Guerras, L.A. and Navas, J. E. (2015): The Strategic Management of the Company. Theory and applications (4th ed.). ISBN: 9788447028504.
	Castellano, J. M (2002). "The Inditex Internationalization Process". Spanish Multinational Companies.
	VV.AA. (2006). Foreign Trade Operation and Practice. Basic course. (2nd ed.). ISBN: 9788478119356.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Future Studies Seminar	**CODE**	TIDP-501	**PRE-REQUISTE**		None	
PERIOD	First	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The future of the world is a function of complex forces, which arise from multiple domains and involve many actors, and which are expressed as a set of feasible alternatives with future possibilities. These forces and domains define the impersonal character of world events, while people also act in the shadow of these forces by making decisions that affect the future. These decisions direct the course of nations, multinational corporations, and NGOs.						
	Being able to examine and predict the themes and developments that can change the future of the world in the next ten years.						
	Forecast the future of potential developments and issues on national, international and / or organizational agendas.						
	Communicate interesting and informative aspects of forecasts in a concise manner.						
	Acquire techniques and skills to successfully apply visionary knowledge processes in varied environments.						
	Detect emerging issues in the field and provide consulting in your area.						
LEARNING MODULES	Why Investigate the Future? Is Your Forecast Possible?						
	Problems and Obstacles in the Future Forecast.						
	Tools for the Future Forecast.						
	Technological Convergences and their Impact on the World.						
	The Main Sociopolitical and Economic Problems.						
	The Challenges of 2040						

RECOMMENDED BIBLIOGRAPHY	Guilló, M. Bas, E. (2012). Foresight and Innovation. Vol. 1. ISBN: 9788492751389.
	Baena Paz, G. (2007). Application of prospective to politics. ISBN: 9783845494388.
	Bas, E. (1999). Prospective; tools for strategic change management.
	Balbi, E. R. (2002). Futures Research Methodology - Prospective Methodology. ISBN: 9872034303.
	Gabiña, J. (2015). The Revisited Future: Prospective reflection as a weapon of strategy and decision. (eBook). ASIN: B013CEP6T0.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Strategic and Tactical Communication	**CODE**	LCDP-501	**PRE-REQUISTE**		None	
PERIOD	Second	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This course will provide the student with a complete vision of the variable "communication" as part of the strategies and techniques of organizations. It will try to provide knowledge of the fundamentals of communication within the overall strategy of the company, not only from the point of Marketing view. The basic way of proceeding to develop communication actions in a strategic way will be studied.						
	Know the main steps for the selection of the advertising or communication agency.						
	Understand the importance of direct marketing and its impact on communication.						
	Delve into strategic communication interactions with others with other areas.						
	Have a global vision of the relevance of communication tools, as a source of innovation in the company and its impact on society.						
	Understand the essential characteristics of both online and offline media and be able to analyze and manage a complete communication plan.						
LEARNING MODULES	Strategic communication.						
	The communication plan.						
	Advertising management: the choice of the agency. The briefing and the creative proposal. The evaluation of the media plan.						
	BTL tools in strategic communication.						
	Direct marketing as a BTL tool.						
	Corporate communication: external and internal relations.						
RECOMMENDED BIBLIOGRAPHY	Pintado, T. (2014). New trends in strategic communication. ISBN: 9788415986058.						
	Godin, S. (2016). Seth Godin. Onramp. http://www.sethgodin.com/sg/.						
	Argenti, P. A. (2015). Strategic communication and its contribution to reputation. ISBN: 9788483569375.						
	Newman, B. and Mejía. M. (2009). Organizations under fire. Strategic communication to prevent and manage crises. ISBN: 9786071600554.						
	Barquero, J. D. (2013). Strategic direction of public relations: How to use information in the company. ASIN: B00F51W1P6.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Strategic Marketing Administration	CODE	ICAN-504	PRE-REQUISTE		None	
PERIOD	Second	HFD / HSS	3	HEI / HAS	5	HTS / THS	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Strategic Marketing is included within the most relevant tasks that today must be addressed by the Marketing Departments and the Management Committee or Board of Directors of a company. During the course, all the relevant elements to be taken into account for the proper conduct of the entire Strategic Marketing process will be studied.						
	Become aware of the importance of Strategic Marketing and its definition.						
	Define the main elements to consider: Segmentation, consumer behavior, environment management and positioning.						
	Learn methodology and process to carry out a correct Strategic Marketing plan.						
	Manage segmentation criteria.						
	Understand the main elements that affect consumer behavior.						
LEARNING MODULES	Conceptualization of Strategic Marketing.						
	Market Segmentation: Who is Our Target Audience ?.						
	Analysis of the Environment and its Influence on the Company.						
	Influence Factors on Consumer Behavior.						
	Consumer Behavior (I): The Purchase Decision Process.						
	Positioning (I): Our Place in the Mind of the Consumer.						
	Positioning (II): Image and Corporate Reputation.						
RECOMMENDED BIBLIOGRAPHY	Navas, J. E. y Guerras, L.Á. (2012). The strategic direction of the company. Theory and applications. ISBN: 9788447028504.						
	Kotler, P. (2006). Marketing direction. ISBN: 9786073212458.						
	Lambin, J. J. (1996). Strategic marketing. ISBN: 9788476157046.						
	Peter, J. P .; Oslon, J. C. (2006). Consumer behavior and marketing strategy. ISBN: 9789701056325.						
	Schiffman, L. G. and Kanuk, L. (2005). Consumer behavior. (8th ed.). ISBN: 9789702605966.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Interpretation of Trade Indicators	CODE	ICTD-504	PRE-REQUISTE		None	
PERIOD	Second	HFD / HSS	3	HEI / HAS	5	HTS / THS	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	It directly, completely and with proven methodology addresses the basic concepts to understand the operation of the economic, business and financial gear of today's world. This course also includes a glossary of useful financial terms to make it easier for the student to approach and establish the foundations that articulate the world of finance.						
	Learn to read, interpret and analyze the financial statements (Balance Sheet, Income Statement and Statement of Cash Flows).						
	Know how to communicate with the financial managers of your company.						
	Make a realistic diagnosis of the financial situation of your company to establish appropriate action plans.						
	Use the economic and financial data necessary for decision-making.						
LEARNING MODULES	Construction of the Balance Sheet and the Profit and Loss Account.						
	Analysis of a company through its financial ratios.						
	How to grow in a sustainable way.						

	Analysis of the different financial flows and their implications.
	Establishment of the price of the products.
	Making a budget and its importance.
	Pulido, A. and Mayo, C. (2008). Financial Accounting: A current approach. ISBN: 9788428330244.
	Amat, O. (2008). Accounting and finance for non-financials. (2nd ed). ISBN: 9788423426713.
	Morales-Arce Macías, R., Arguedas Sanz, R., González Arias, J., Oliver Yébenes, M. (2008). Situation and perspective of the financial markets. ISBN: 9788436255157.
	Gitman, Lawrence J. and Zutter, Chad J. (2012). Principles of financial administration. (12th ed). ISBN: 9786073209830.
	Díaz Mata, A; Aguilera Gómez, V.M. (2013) Introduction to the stock market: invest in the stock market. ISBN: 9786071508478.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Innovation and development	**CODE**	TIAN-502	**PRE-REQUISTE**		None	
PERIOD	Third	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED LEARNING MODULES	Research and Development (R&D) has been replaced by a new R&D - Innovation and Development, two key words that will set the tone in the politics of nations to bring the most disadvantaged regions closer to those with medium levels of developing. In addition to this, computational and telecommunications advances, which in the form of the internet and the world wide web have generated energy, excitement, activity and performance improvement in the industry also serve as a technological context for innovation and development.						
	Develop the ability to visualize technological opportunities and match them with the unspoken and articulated needs of customers.						
	Visualize opportunities for innovation.						
	Analyze how technologies and markets evolve.						
	Exploit opportunities to create differentiation and new products, processes and services.						
	Select the most effective techniques for market segmentation, technology commercialization, and new development offerings.						
RECOMMENDED BIBLIOGRAPHY LEARNING MODULES	Idea and business model.						
	The business plan.						
	Investor approach.						
	Economic model.						
	Startup valuation.						
	Negotiation with investors.						
RECOMMENDED BIBLIOGRAPHY	Vlaskovits, P. (2013) .The Lean Entrepreneur: How Visionaries Create Products, Innovate with New Ventures, and Disrupt Market. (1st ed.). ISBN: 9781118295342.						
	Blank, S. (2013) .The Four Steps to the Epiphany: Successful Strategies for Startups That Wi. (1st ed.). ISBN: 9780989200509.						
	Blank, B. and Dorf, B. (2012) .The Startup Owner's Manual: The Step-by-Step Guide for Building a Great Company. (1st ed.). ISBN: 9780984999309.						
	Croll, A. (2013). Lean Analytics: Use Data to Build a Better Startup Faster. (1st ed.). ISBN: 9781449335670.						
	Kawasaki, G. (2014). *The art of beginning.* (1ª ed.). ISBN: 9788493614805.						

EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Decision Making Costs	**CODE**	GEAN-501	**PRE-REQUISTE**		ICTD-504	
PERIOD	Third	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This course is aimed at providing the necessary knowledge for the company to obtain and be able to maintain competitive differentiation in costs. Concepts and approaches that help calculate, control and reduce costs are explained.						
	Define and explain the fundamental notions necessary to understand cost analysis.						
	Know the different methods that are applied in calculating the costs of products.						
	Know the tools used to make decisions from the cost perspective in the management of the company.						
	Ability to design the cost system of a company.						
	Ability to analyze the costs of products and their evolution.						
LEARNING MODULES	Costs: concepts and definitions.						
	Cost centers: cost accumulation systems.						
	Costs per order. Costs per process.						
	Relationships between cost benefits and volume of activity.						
	Decision-making costs.						
	Budgets and deviations.						
RECOMMENDED BIBLIOGRAPHY	Horngren, C. (2009). Cost Accounting: A Management Approach. (1st ed.). ISBN: 9789702607618.						
	Hansen, Don R., Mowen, M. (2007). Cost Management: Accounting and Control. (5th ed.). ISBN: 9789706865830.						
	Pérez-Carballo, J. F. (2013). Business Management Control. (8th ed.). ISBN: 9788473568968.						
	Tanaka, M. (1997). Modern Cost Management. (1st). ISBN: 9788479782870.						
	Bloomberg Business (2016). New York. Bloomberg L. P. http://www.bloomberg.com						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Competitive strategies	**CODE**	GETD-506	**PRE-REQUISTE**		None	
PERIOD	Third	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This course is focused on the competitive strategies of the company, examining the central points of its competitiveness in the short, medium and long term, thus focusing on the development of the specific capabilities of the company that contribute to competitive advantage, as well as the formulation of the necessary strategies to sustain the company.						
	Acquire, develop and perfect, both conceptually and practically, the most relevant aspects of the organization's competitive strategies.						
	Apply strategies in solving problems, in the plan of innovations and in the daily management of the company.						
	Plan the strategy of an organization.						

	Organize the limited resources of the company
	Analyze the current situation of an organization.
LEARNING MODULES	A Framework for Strategy Analysis.
	Analysis of the Competitive Environment.
	Internal Analysis of the Company.
	The Formulation of the Strategy at Business Level.
	The Formulation of the Strategy at the Corporate Level.
	The Implementation and Evaluation of the Strategy.
RECOMMENDED BIBLIOGRAPHY	Chan, K. (2008). The blue Ocean Strategy. (1st ed.). ISBN: 9788492421282.
	Porter, M. E. (2009). To be competitive. (1st ed.). ISBN: 9788423426959.
	Kourdi, J. (2009). Business Strategy: A Guide to Taking Your Business Forward. (1st ed.). ISBN: 9781846681240.
	Guerras, L.A. and Navas, J. E. (2008). Strategic Management of the Company. Theory and Applications. (4th ed.). ISBN: 9788447028504.
	Wars, L.A. (2012). Strategic Management Foundation of the Company. (1st ed.). ISBN: 9788447040384.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Business Logistics System analysis	**CODE**	LCTD-502	**PRE-REQUISTE**		None	
PERIOD	Fourth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This course introduces the fundamentals of logistics, which has gone from being a cost factor and of secondary importance, to be a distribution factor and source of competitive advantage in the market.						
	Understand the differences between purchasing management and supply management.						
	Identify the differences between supply chain and value chain.						
	Understand the differences between cost and expense.						
	Identify and differentiate between the different types of costs and their origins.						
	Acquire general knowledge of warehouse management.						
LEARNING MODULES	Logistics and Supply Chain System.						
	Logistics Costs and Customer Service. Indicators.						
	Logistics and Supply Chain Management Models. Continuous improvement.						
	Supply Chain, Functional Environment.						
	Storage. Operating environment.						
	Physical distribution.						
RECOMMENDED BIBLIOGRAPHY	Anaya, J. J. (2007). Integral Logistics: the operational management of the company. ASIN: B015EQIGNM.						
	Sunil, C. (2011). Supply chain management. ISBN: 9789702611929.						
	Bowersox, D. J .; Closs D. J. and Helferich, O. K (1996). Logistical Management. A systems integration of physical distribution, manufacturing, support and materials procurement. ISBN: 9789701061329.						
	Cazier, J. A., Poluha, R. (2007). Application of the SCOR model in SCM. ISBN: B0071MIPPW.						

	Coyle, J. (2014). Supply Chain Administration ISBN: 9786074818918.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Marketing Strategies	**CODE**	ICAN-502	**PRE-REQUISTE**		None	
PERIOD	Fourth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	In today's global world, you need to be up to date with business strategic models, as well as business planning design and management tools that support your business's success and permanence in the market.						
	Develop skills for variable analysis and assertive decision making.						
	Design competitive strategies based on real market situations.						
	Analyze the theoretical and methodological concepts of strategic planning and management.						
	Discuss the relationship between marketing and other company functions such as: logistics and distribution, research and development.						
LEARNING MODULES	Introduction to the Sales Function.						
	Organization of the Sales Structure.						
	Sales Strategies and Plans.						
	Direction and Management of the Sales Force.						
	Control of Sales, Sellers and Business.						
	Sales, Negotiation and Customer Management Techniques.						
RECOMMENDED BIBLIOGRAPHY	Artal, M. (2015). Sales Management. (13th ed.). ISBN: 9788415986768.						
	Churchill, G .; Ford, N. et al. (1993). Sales Management. (1st ed.). ISBN: 9788460466055.						
	Kotler, P. (2007). Marketing direction. (6th ed.). ISBN: 9789702604006.						
	Puchol, L. (2007). Management and human resources management. (7th ed.). ISBN: 9788479788315.						
	Strafford J. and Grant, C. (2007). Sales Director's Manual. (1st ed.). ISBN: 9788423420056.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Marketing Plan	**CODE**	ICAN-505	**PRE-REQUISTE**		None	
PERIOD	Fourth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The marketing plan aims at the structured and orderly development of the marketing decisions that the company intends to make. For its preparation, the marketing plan must collect and analyze the data on the market situation and based on this analysis, study the needs and opportunities of the company to organize production and marketing in the best conditions.						
	Know the main qualitative and quantitative techniques of commercial research.						
	Know how to make a marketing plan and know the different strategies included in it.						
	Learn to reason and think about everything that, as consumers, they see daily and relate it to the theory learned in the classroom.						

	Know how to analyze, conclude and generate information from data.
	Handle with ease the basic concepts of research and business planning.
LEARNING MODULES	Fundamentals of Strategic Marketing Planning.
	Step 1. The Situation Analysis.
	Step 2. Evaluation and Implementation of the Strategy.
	Step 3. Evaluation and Implementation of the Strategy.
	Step 4. Management and Tools to Support Strategic Decisions.
	Step 5. Control and Monitoring of the Strategy.
RECOMMENDED BIBLIOGRAPHY	Burk Wood, M. (2004). The Marketing Plan. ISBN: 9788420543062.
	Munuera, J. L. and Rodríguez Escudero, A. I. (2007). Marketing Strategies: an approach based on the management process. ISBN: 9788473565110.
	VV. AA. (2004). Marketing Plan: design and implementation. ISBN: 9788498082968.
	Sainz de Vicuña Ancin, J. M. (2013). The Marketing Plan in practice (13th ed.). ISBN: 9788473569590.
	Cutropia, C. (2003). PMK Manager: Marketing Plan step by step. ISBN: 9788473563499.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Information Systems and Market research	**CODE**	ICTD-503	**PRE-REQUISTE**		None	
PERIOD	Fifth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Managing well is managing the future and managing the future is managing information. The handling of information has been of interest to man since the time that writing was invented. In the field of marketing, information management tools have been developed and perfected: the SIM marketing information systems. The implementation of a market information system is a very useful work tool for a market research executive of a company in a highly competitive market and aims to store and process information capable of assisting in the correct decision-making of market management or marketing based on their own marketing programs.						
	Process and analyze relevant information for proper decision making and analyze the role of some methods in it.						
	Recognize the importance that a market information system has for the strategic and operational direction of organizations.						
	Investigate consumer needs and wants to find out which products and customers are profitable, and which are not.						
	Collect information to find out whether or not the product or service meets market expectations and properly coordinate that information.						
	Being able to quickly identify problems and quantitatively evaluate results for decision making.						
LEARNING MODULES	Bases of Commercial Research.						
	Exploratory Research: Qualitative Research Techniques (I).						
	Exploratory Research: Qualitative Research Techniques (II).						
	Descriptive Research (I): Observation.						
	Descriptive Research (II): The Survey.						
RECOMMENDED BIBLIOGRAPHY	Férnandez Nogales, A. (2004). Research and market techniques. ISBN: 9788473563925.						
	Ildefonso Grande, E., Abascal Fernández, E. (2011) Foundations and techniques of commercial						

	research. ISBN: 9788473567473.
	McDaniel, C., Gates, R. (1999). Contemporary market research. ISBN: 9789687529578.
	K. Malhotra, N. (2004). Market Research: An Applied Approach. ISBN: 9789702604914.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Marketing challenges in the Current environment	**CODE**	ICDP-502	**PRE-REQUISTE**		ICAN-502	
PERIOD	Fifth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	All companies, large or small, and whatever their activity, need to sell. Given that the level of competition has increased markedly and knowledge of the market has developed strongly, it is necessary to go out looking for clients, to know and know our potential clients, and which of these should be captured is the key. Marketing is the instrument that will allow us to obtain the best results, both in the short and long term, with our resources.						
	Know the role of marketing within the organization and how to organize a marketing department.						
	Identify the requirements and needs that our clients pose to us today and be able to quantify it.						
	Understand the importance of quality in customer service and the need to focus on the customer.						
	Know the operational advantages of loyalty to our customers and know how to achieve it.						
	Know the different ICTs and know how to apply them to marketing.						
LEARNING MODULES	The marketing function.						
	The customer at the center.						
	Customer acquisition and loyalty.						
	Marketing as an engine of innovation.						
	How the Internet affects marketing.						
	Marketing trends.						
RECOMMENDED BIBLIOGRAPHY	Rosell, J. (2009). How to achieve excellent customer service. (2nd ed.). ISBN: 9788484692546.						
	Kotler, P. (2008). Marketing Foundations (8th ed.). ISBN: 9789702611868.						
	Ros, J. (2007). Prepare a good Marketing Plan. ISBN: 9788480887083.						
	Smith, J. (2007). Retain and retain customers. ISBN: 9788480887267.						
	Belio, J. L. (2006). Consultant for commercial and marketing management. ISBN: 9788493440831.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	International Marketing	**CODE**	ICDP-503	**PRE-REQUISTE**		None	
PERIOD	Fifth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES	The objective of this course is to publicize the context of international business and create a foundation to understand the internationalization of the company and specifically international marketing. It is a highly relevant subject due to the necessary internationalization strategy in the						

TO BE DEVELOPED	globalized environment.
	Know the process of internationalization of the company and the importance of international marketing in such a process.
	Understand the concept of International Marketing and how it fits within the marketing discipline.
	Analyze in depth the product and communication variables within the international marketing mix program.
	Identify each of the variables that influence international pricing.
	Point out the main logistics activities.
LEARNING MODULES	Internationalization of the Company.
	International Marketing Strategies.
	International Marketing Mix.
	Organization, Implementation and Control of International Marketing.
	Information Systems in International Marketing.
	Global brands.
RECOMMENDED BIBLIOGRAPHY	Hollensen, S. and Arteaga, J. (2010). International Marketing Strategies. (4th ed.). ISBN: 9788483226407.
	García, R. (2000). International marketing. (4th ed.). ISBN 9788473563246.
	Keegan, W.J. (nineteen ninety-six). Global Marketing. (5th ed.). ISBN: 9780133545005.
	Churruca, N., García-Lomas, L. (1997). International marketing. (1st ed.). ISBN: 9788436812862.
	Churruca, N., García-Lomas, L. (1997). International Marketing: Cases and Practical Exercises. (1st ed.). ISBN: 9788436811278.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Electronic Commerce and Administration of the Supply Chain	**CODE**	LCTD-504	**PRE-REQUISTE**		ICAN-502	
PERIOD	Fifth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Electronic Commerce is a new way of doing business, a new way of using technology and a new way of building companies. Online businesses are changing the way companies operate and are making companies take advantage of technology.						
	Assimilate the impact of electronic commerce on the different functions or departments of the company and in different business sectors.						
	Analyze how Internet businesses operate and how electronic commerce is carried out.						
	Explain the complexity of the electronic commerce market, its impact and applications.						
	Describe electronic data interchange as a vital and strategic component for electronic commerce.						
LEARNING MODULES	Introduction to general concepts.						
	Business models business to business.						
	Promotion of the online store and adaptation to new consumer behaviors.						
	Legal aspects of electronic commerce.						
	Logistics and distribution.						
	The traditional company in the face of B2B electronic commerce.						

RECOMMENDED BIBLIOGRAPHY	Liberos, E., García R., Gil. J., Merino, J. A. (Author), Somalo, I. (2011). The Electronic Commerce book. (2nd ed.). ISBN: 9788473567992.
	Rodrigo, O., González L. (2014). Electronic Commerce 2.0. (1st ed.). ISBN: 9788441535787.
	Escribano, J. (2014). Sell on the Internet. The Keys to Success. (2nd ed.). ISBN: 9788441535770.
	Maciá, F. (2011). Advanced Search Engine Optimization Techniques. (1st ed.) ISBN: 9788441529632.
	Maciá, F. (2015) SEO. Advanced techniques. (1st ed.) ISBN: 9788441537309.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Online Marketing	**CODE**	ICDP-504	**PRE-REQUISTE**		None	
PERIOD	Fifth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The subject of Online Marketing is of current importance in the society of New Technologies and the development of professional work in the 21st century. Through the contents of this subject, an online Marketing Plan can be implemented, learn about new business models through this medium and apply the most recommended market strategies and actions for each type of consumer.						
	Know and know how to apply the advanced concepts of marketing and commercialization through the Internet and new technologies linked to the company.						
	Make an online marketing plan.						
	Design and implement an online commercial communication strategy.						
	Knowing, understanding and knowing how to apply in a professional way the way in which consumer relations take place in the interactive digital environment.						
	Know the potential of the Internet as a source of information and knowledge about the consumer.						
LEARNING MODULES	Marketing and Strategy on the Internet.						
	Online Marketing: Segmentation and Analysis of Competition.						
	Online Marketing: Definition of Objectives and Planning.						
	Online Marketing Mix Strategies: Product and Price.						
	Online Marketing Mix Strategies: Distribution and Communication.						
	Online Advertising: An Open Window to the World.						
RECOMMENDED BIBLIOGRAPHY	Muñiz, R. (2010). Marketing in the XXI century. ISBN: 9788445416129.						
	Gálvez, I. (2010). Introduction to Internet Marketing: Marketing 2.0. ISBN: 9788483644355.						
	Gómez, A. (2006). Direct and interactive relationship marketing. ISBN: 9788478977123.						
	Sánchez Herrera, J. (2010). Marketing Strategies and Planning. ISBN: 9788436823653.						
	Kotler, P. (2006). Marketing direction. ISBN: 9786073212458.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Community Management	**CODE**	ICDP-505	**PRE-REQUISTE**		None	
PERIOD	Fifth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8

GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	A Community Manager is the person in charge of managing, moderating and developing communities around a brand on the Internet, making use of the new communication channels that represent social media. The revolution that the social web or 2.0 has brought about for brands and organizations. derives in a growing need to integrate the figure of the Community Manager into its business organization chart.
	Get an overview and practice about online marketing and an in-depth view of social media and its possibilities as a marketing tool.
	Learn the tasks of the Community Manager.
	Apply the tools provided by the web 2.0 environment in the development of marketing strategies and persuasive communication on the collaborative web.
	Choose appropriately the most appropriate online communication and promotion tools for each situation.
	Monitor and assess the impact of online reputation on the business model of organizations.
LEARNING MODULES	Bases of Social Media and Web 3.0.
	Social Media (I): Main Social Networks.
	Social Media (II): Networking and Other Social Networks.
	Community Management: Figure and Functions of the Community Manager.
	Community Manager tools (I): SEO and SMO.
	Community Manager Tools (II): Web Analytics and Results Control.
RECOMMENDED BIBLIOGRAPHY	Mejía Llano, J. C. (2013). The Community Manager's Guide: Strategy, Tactic, and Tools. ISBN: 9788441534087.
	Rojas, P. and Redondo, M. (2013). How to prepare a social media marketing plan. ISBN: 9788498752632.
	Herreros, P. (2013). Power belongs to people. ISBN: 9788415589099.
	Scolari, C. A. (2013). Transmedia narrative: when all the media count. ISBN: 9788423413362.
	Macía Domene, F. (2013). Online Marketing 2.0. ISBN: 9788441532649.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

11.11 MASTER'S DEGREE IN EDUCATION

Duration of the program:

Six cycles of fourteen weeks each.

Academic degree:

Master in Education.

Program objective:

The Master of Education study program is based on training professionals specialized in the educational environment with skills to manage processes aimed at innovation in this area.

With this Master's degree, the graduate will become an expert in the application of New Technologies in the classroom or in the organization, thus contributing to increasing competitiveness by having strategic knowledge for the management of education in its three main environments: administrative, teaching and research.

Thus, it will be possible to achieve the digital skills necessary, current and demands to be a teacher, while acquiring knowledge about the theories and methodologies of learning, a starting point whose understanding is essential for later development.

Specific objectives:

- Know the main concepts related to education.
- Know theoretical and practical tools that allow the student to respond quickly and effectively to problems that may arise within the labor market, promoting the application of New Technologies and enhancing the necessary skills.
- Understand the functioning of international markets and train the student as a citizen of the world, with critical and constructive thinking towards their peers and future problems that may arise.
- Apply the knowledge acquired about education.
- Apply the knowledge acquired in New Technologies in the design of real educational projects.

Curriculum:

Educational modality: out of school

Duration: five four-month periods of fourteen weeks each

FIRST PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
EDTD-501	Human Nature and Development		3	5	8	7
EDTD-502	Learning Theories and Educational Context		3	5	8	7
EDSC-501	Skills of Education in Globalization		3	5	8	7
Subtotal first period			**9**	**15**	**24**	**21**
SECOND PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
EDTD-503	Teaching Methodologies	EDTD-502	3	5	8	7
EDDP-501	Playful Skills for Teaching		3	5	8	7
EDDP-502	New Technologies and Education		3	5	8	7
Subtotal second period			**9**	**15**	**24**	**21**
THIRD PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
EDTD-504	Design and Development of Teaching Programs		3	5	8	7
EDDP-503	Online Educational Trends		3	5	8	7
EDDP-504	Design, Management and Evaluation of e-Learning Projects	EDDP-502	3	5	8	7
Subtotal third period			**9**	**15**	**24**	**21**
FOURTH PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
EDDP-505	Education Administration		3	5	8	7
EDDP-506	Techno pedagogical and Educational Design		3	5	8	7
EDDP-507	Processes and Tools for Learning through New Technologies		3	5	8	7
Subtotal fourth period			**9**	**15**	**24**	**21**
FIFTH PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
EDTD-505	Learning Assessment		3	5	8	7
EDDP-508	Legal Principles of Education	EDDP-505	3	5	8	7
EDSC-502	Research Seminar		3	5	8	7
Subtotal fifth period			**9**	**15**	**24**	**21**
Total			**45**	**75**	**120**	**105**

HFD: Weekly Faculty Hours. **HSS:** Weekly Synchronous Hours.	
HEI: Weekly Independent Study Hours. **HAS:** Weekly Asynchronous Hours.	
THS:	Total hours per week
CRS:	Credits
Effective weeks of class per school year not including evaluations (16): 14	

UNIVERSIDAD EUROPEA DE MONTERREY
DEGREE PROGRAM

COURSE	Human Nature and Development	**CODE**	EDTD-501	**PRE-REQUISTE**		None	
PERIOD	First	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This course studies the key aspects of human nature covering the main areas and processes of sensory-perceptual, physical and motor, cognitive, linguistic, socio-affective, personal, moral and sexual development in each of the evolutionary stages. It is a subject contextualized as the backbone of other master's degrees since their knowledge will be the basis for designing and organizing the activities of others.						
	The student will be able to reach a level of knowledge that allows him to understand the different dimensions and traits of human nature and development. and the implications that these have in their teaching activity.						
	Know and understand the sensory-perceptual, physical and motor, cognitive, linguistic, socio-affective, personal, moral and sexual development in each evolutionary stage.						
	Learn to find and select relevant information for analysis, understanding and intervention in educational processes.						
	Reflect on the importance of studying, analyzing and understanding the basic aspects of nature and development to establish theoretical and practical validity.						
LEARNING MODULES	Unit I Know the foundations of the main theories of human development to discover the factors that affect the formation of the human being. Analyze the psychological mechanisms that produce evolutionary changes in the sensory-motor, cognitive, socio-affective, linguistic-communicative and personality areas.						
	1. Foundations of human nature and development: Concept of human nature, main theories of development.						
	1.1. Identify human development as a social fact						
	1.2 Personality and roots of behavior						
	1.3. Theories of Human Development						
	1.4. The different areas of human development						
	1.5. Socialization process						
	1.6. The incidence of the environment in Human Development						
	2. Development in childhood (0 to 6 years): sensory-perceptual, physical and motor, cognitive, linguistic, socio-affective, personal, moral and sexual as the basis of the human learning process						
	2.1 Initial periods: sensorimotor and preoperational thinking (J. Piaget)						
	2.2. Physical growth						
	2.3. Psychomotor development						
	2.4. Influence of the environment on physical and psychomotor development						
	2.5. Cognitive development						
	2.6. Affective and emotional development						
	Unit II Know the psychosocial elements that make up the development in middle childhood and adolescence to understand the affective, cognitive and behavioral changes of the human being in such stages.						
	3. Development between 6 and 12 years: basic cognitive processes, personality development, social, moral and sexual development.						
	3.1. Main contexts of Development in childhood						
	3.2. Psychosocial changes						
	3.3. Physical changes and motor development						
	3.4. The affective area						
	3.5. The school						

	4. Development during adolescence: physical changes and psychological consequences, development of personality, social, moral and sexual.
	4.1. Conceptualization of the adolescent stage
	4.2. Physical changes in puberty and psychological consequences
	4.3. Cognitive development
	4.4. Identity and personality development
	4.5. Sexuality in adolescence
	4.6. Teenager problems
	Unit III Acquire a holistic approach to the Human Development process and its importance in the teaching-learning process.
	5. Implications in the teaching-learning process.
	5.1. Definition of Learning
	5.2. Stages of the Teaching-Learning Process
	5.3. Metacognition
	5.4. Cognitive processes in the various stages of Human Development
	5.5. Comparative table
RECOMMENDED BIBLIOGRAPHY	García Madruga, J. A. and Delval, J. (Eds.) (2010). Developmental Psychology I. ISBN: 9788436261028.
	Córdoba Iñesta, A. I., Descals Tomás, A. and Gil Llario, M.D. (2006). Developmental psychology at school age. ISBN: 9788436820225.
	Orgilés Amorós, M. and Espada Sánchez, J. (2006). Psychological and educational intervention with children and adolescents. ISBN: 9788436820690.
	Muñoz, V. and others (2014). Manual of developmental psychology applied to education. ISBN: 9788436832792.
	García, C.J. (2015). Human nature. ISBN: 9788416348039.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Learning Theories and Educational Context	**CODE**	EDTD-502		**PRE-REQUISTE**		None
PERIOD	First	**HFD / HSS**		3	**HEI / HAS**	5	**HTS / THS** 8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The purpose of Theories of Learning and Educational Context is to present the most representative theories that allow knowing how and under what circumstances one learns. The aim is to reflect on the different processes of knowledge construction and its practical application in the classroom.						
	The student will be able to understand and describe the learning process based on the different theories analyzed.						
	Apply the theoretical-conceptual elements of learning for the formulation of integrative projects in the classroom.						
	Raise awareness of the need to transform attitudes to make the student learning process efficient.						
LEARNING MODULES	Unit I. Conceptualize the term learning and all the didactics of their educational environments.						
	1. Introduction: Definition of learning; Biological bases of learning; Types of learning.						
	1.1. Concept of learning and its environments						
	1.2. Importance of learning and the teaching-learning process						
	1.3. Ramifications of learning						

	1.4 Types of learning
	1.5. Applications of learning types
	Unit II. Understanding the scope of behavioral theory and its applications within the diverse socio-cultural contexts of an origin.
	2. Behavioral theory: behavioral perspectives, classical and operant conditioning.
	2.1. Origin and evolution of behavioral theory
	2.2. Socio-cultural determinants of behavioral behavior
	2.3. Application of behavioral theory
	2.4. Application environments
	Unit III. Internalize the basis and importance of cognitive theory within a teaching-learning process
	3. Cognitive theory: Meaningful learning, constructivism.
	3.1. What is constructivism and its bases
	3.2. Meaningful learning characteristics and scope
	3.3. Elements of cognitive theory
	3.4. Enabling environment for applying cognitive theory techniques
	Unit IV. Understand how the association and Gestalt method works, its scope and the importance it has as one of the new theories of modern education
	4. Theories of perception: Associationism, Gestalt.
	4.1. What did you do with the theory of perception?
	4.2. What is Gestalt and Associationism theory
	4.3. Main scopes and limitations
	4.4. Applications and acting roles
	Unit V. The teaching-learning link must be understood by the student during this unit, thereby achieving the application of different methods and theories
	5. How to teach and how to learn ?: practical application in the classroom.
	5.1. What is learning? What is teaching?
	5.2. Neurological process of the individual in learning
	5.3. Design of an action plan on a topic, for application in class
	5.4. Functioning self-evaluation of the developed plan
RECOMMENDED BIBLIOGRAPHY	Schunk, D.H. (2012). Learning theories. An educational perspective. ISBN: 9786073214759.
	García Madruga, J.A. (2012). Building Mentos, essays in tribute to Juan del Val. ISBN: 9788436264036.
	Ortiz Ocaña, A. (2012). Meaningful, problematic and developer learning methodology. ISBN: 9789584448507.
	Calero Perez, M. (2010). Limitless learning. Constructivism. ISBN: 9789701514290.
	Watzlawick, P, and Krieg, P. (2013). The observer's eye: Contributions to constructivism. ISBN: 9788474325126.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Skills of Education in Globalization	**CODE**	EDSC-501	**PRE-REQUISTE**	None

PERIOD	First	HFD / HSS	3	HEI / HAS	5	HTS / THS	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The subject Skills of Education in Globalization has its justification in the search for a quality education. For this, the student must know different educational systems, know how to interpret and compare them in order to discover their differences or similarities. Critical analysis of what others do is the basis for reflecting on our own practice and trying to improve it.						
	The student will be able to acquire basic knowledge of Comparative Education, providing an adequate methodological foundation.						
	Know the fundamental features and basic elements of the most successful educational systems worldwide and encourage critical and reflective analysis.						
	Develop comparative reports based on different educational systems that allow analyzing and changing one's own educational reality.						
	Develop attitudes of tolerance based on knowledge of educational realities different from your own.						
	Encourage reflection and deepen knowledge of the main educational problems.						
LEARNING MODULES	Unit I. Understanding the skills that comparative education develops						
	1. Comparative Education: concept and nature.						
	1.1. Concept and origin of comparative education						
	1.2. Comparative education application and its benefits						
	1.3. Operational understanding						
	Unit II. Analyze how the different school systems in the world work						
	2. Structure of school systems: characteristics, typology, functioning.						
	2.1. Finnish system						
	2.2. Montessori system						
	2.3. Piaget system						
	2.4. Pierre Forre system						
	2.5. Competency-based education						
	2.6. Case methods						
	2.7. Scale metrology						
	2.8 Comparative table between systems, application, positive and negative points						
	Unit III. Comparison of different systems by region vs. Socio-cultural forms						
	3. Analysis of Educational Systems in the European Union and Latin America.						
	3.1. Educational systems and forms of teaching-learning in Europe						
	3.2. Educational systems and forms of teaching-learning in America						
	3.3. Educational systems and forms of teaching-learning in Asia						
	3.4. Comparative table of the main differences between each continent and region						
	Unit IV. Understand what is the research process and importance in education, as well as its applications in different socio-cultural environments, determining which will be the best and most opportune in different circumstances.						
	4. Methodology: comparative method, research phases.						
	4.1. Importance of educational research						
	4.2. Analysis of endemic environment by region and its applications to education						
	4.3. Comparative method understanding						
	4.4. Usefulness of the method						
	Unit V. The student will understand the Finnish method as one of the most developed methodologies currently in education and its application to a real case						
	The student will understand the Finnish method as one of the most developed methodologies currently in education and its application to a real case						
	5.1. Finnish method anatomy						

	5.2. Analysis of success
	5.3. Application to a program of a topic in the classroom (real case)
RECOMMENDED BIBLIOGRAPHY	García Garrido, J. L. and others (2012). Comparative education in times of globalization. ISBN: 9788436265002.
	Crespo, J. (coord.). (2013). Education Outlook 2013. OECD Indicators. ISBN: 9788468013237.
	Melgarejo, X. (2013). Thank you, Finland: What we can learn from the most successful education system. ISBN: 9788415880400.
	Lazaro, L. M. (2013). International comparative education readings. ISBN: 9788437090764.
	Navarro Leal, M. A. (2010). Comparative education: perspectives and cases. ISBN: 9786078015009.
	Navarro Leal, M. A. (2010). Comparative education. Latin American perspective. ISBN: 9786078015030.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Teaching Methodologies	**CODE**	EDTD-503	**PRE-REQUISTE**		EDTD-502	
PERIOD	Second	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The subject Methodologies for Teaching seeks to equip teachers with the competences and knowledge necessary to assume the theory and practice of teaching as a process of continuous inquiry and reflection. The aim is to put into practice the most appropriate didactic models for their educational reality and to highlight the importance that technologies are taking on throughout the educational process.						
	The student will be able to know and generate didactic terms, models and methods, as well as the planning of the didactic process.						
	Develop a didactic model based on some teaching theory in interaction with your practice and personal and professional experiences.						
	He will be able to value the didactic interaction and improve it.						
LEARNING MODULES	Unit I. Identify the elements that make up the various teaching methodologies to properly develop a didactic planning and make the teaching-learning process an effective method that results in significant student learning						
	1. Teaching methodology: how to teach ?, current trends and models.						
	1.1. Conceptual framework: Education over time						
	1.2. Models that broke schemes						
	1.3. The role of the teacher and the role of the student						
	1.4. Planning						
	1.5. The evaluation						
	1.6. Comparative table						
	2. Teaching-learning methods: expository, cases, problems, projects, cooperatives, etc.						
	2.1. Aspects of the exhibition model						
	2.2. Collaborative learning						
	2.3. Case study						
	2.4. Learning styles						
	2.5. Evaluation instruments						
	2.6. Draft						

	Unit II. Identify the teaching modalities and the didactic resources required in the different contexts of their performance to use them in an educational model of their creation.
	3. Teaching-learning modalities: face-to-face, semi-face-to-face, virtual, distance, etc.
	3.1. Teaching in the classroom: classroom mode
	3.2. Distance learning: online modality
	3.3. Semi-face-to-face modality
	3.4. Resource
	3.5. Comparative table
	4. Didactic resources: types of resources, elaboration, practical application to concrete situations.
	4.1. Function of teaching resources
	4.2. Resources and group profile
	4.3. Resources in the physical classroom
	4.4. Resources in the virtual classroom
	4.5. Group profile and learning style
	4.6. Practical case
RECOMMENDED BIBLIOGRAPHY	Porrua, M.A. (2013). Research didactics. ISBN: 9789708190749.
	Perhaps, M. and others (2014). This is not a class. Investigating disruptive education in formal educational contexts. ISBN: 9788408145134.
	Ayers, W. and Tanner, R.A. (2013). Teach, a comic book journey. ISBN: 9788471127303.
	Manel Marrasé, J. (2013). The joy of educating. ISBN: 9788415750284.
	Triad Ivern, X.M. and others (2010). Teaching with audiovisual cases in the virtual environment: Methodology and results. ISBN: 9788499211121.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Playful Skills for Teaching	**CODE**	EDDP-501	**PRE-REQUISTE**		None	
PERIOD	Second	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Supporting teachers, in their mission to motivate students, have found in the game an ally as stimulating as it is effective, a methodology that aims to transform the classrooms and the learning process into a game. The basis for motivating a student is to find meaning in what they are doing, to have challenges and to overcome them autonomously; It is intended to turn a simple activity into something significant.						
	The student will be able to understand the game as a didactic element and know the main procedures of playful discursiveness: personalization, temporalization, spatialization and thematization.						
	Implement, through play, didactics that facilitate the acquisition of competences, values and skills in students that facilitate access to learning.						
	Establish procedures, methodologies and resources that can be applied to access higher levels of cognition and metacognition						
	Value and understand the importance of play in developing skills in teaching and learning.						
LEARNING MODULES	Unit I. Determine the importance of play as a learning tool and its application in teaching strategies.						
	1. Theoretical foundations: definition and bases of learning, educational implications.						
	1.1. Background and Definition						
	1.2. Teaching principles of play						

	1.3. Playful as a learning strategy
	1.4. Playfulness as an attitude
	1.5. The playful as a didactic resource
	1.6. Conceptual map
	2. Programming of educational activities: Design of activities, programming phases, carrying out activities.
	2.1. Elements of leisure activity
	2.2. Characteristics of playful activity and required teacher skills.
	2.3. Activity profile vs topic to be addressed
	2.4. The playful in didactic planning: start, development and closure of activity
	2.5. Table: recreational activities for different levels and areas of knowledge
	2.6. Exercise: planning of play activities at the beginning, during and at the end of the class.
	Unit III. Discover the suitability of didactic methodologies based on play and active practice
	3. Game-based teaching resources: characteristics and typology.
	3.1. Leisure as a means of teacher-student communication
	3.2. Game features at various educational levels
	3.3. Play activities typology
	3.4. Group activities design
	3.5. The game in collaborative learning
	4. Organization of times and spaces.
	4.1. Area of application
	4.2. Context of the educational center
	4.3. Resources, means and teaching materials
	4.4. Objectives of the game in class
	4.5. Didactic transposition through play
	4.6. Determination of time and space
	Unit III. Apply the knowledge acquired through a field study with practical application in teaching.
	5. Practical workshop: Application of educational games in the classroom.
	5.1. Content analysis: research and data collection
	5.2. Selection of the area of knowledge and justification
	5.3. Delimitation of educational level
	5.4. Design and application of leisure activities
	5.5. Results and conclusions
RECOMMENDED BIBLIOGRAPHY	Marín Díaz, V. (2013). Videogames and Digital Games as Educational Materials. ISBN: 9788499589503.
	Boisvert, F. (2015). Fun games in primary education: to develop observation, memory, reflection, ingenuity. ISBN: 9788427720800.
	Dominguez revolt. F.I. and Esnaola Horacek, G.A. (2013). Videogames in Social Networks: Perspectives of Edutainment and Playful Pedagogy in the Classroom (Education). ISBN: 9788475849133.
	Rodriguez, F. and Santiago, R. (2015). Gamification: how to motivate your students to improve the classroom climate. ISBN: 978-8494439452.
	Melgarejo, X. (2013). Thank you, Finland: what we can learn from the most successful education system. ISBN: 9788415880400.

EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						
COURSE	New Technologies in Education	**CODE**	EDDP-502	**PRE-REQUISTE**		None	
PERIOD	Second	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The subject New Technologies and Education deals with intervention in the teaching-learning process, to form a body of theoretical and practical knowledge about ICT. The aim is to guide and train future educators on what technological means and resources should be used in the different areas of intervention.						
	The student will be able to understand the evolution, development and implementation of new technologies in the field of education attending to the new needs that the educational environment demands.						
	Provide methodological criteria for the selection and incorporation of new technologies in your teaching practice.						
	Develop practical skills for the design, selection and use of New Technologies in the educational context.						
	Critically value the role of the media and new technologies in society and their educational implications.						
LEARNING MODULES	Unit I. New Technologies in the context of today's Society and its involvement in the educational field.						
	1. New Technologies in the context of today's Society and its involvement in the educational field.						
	1.1. How technology influences the work of education						
	1.2. Support tools for teaching-learning techniques						
	1.3 Technology as a distance education system						
	Unit II. The Teacher will distinguish his role as a guide of the technologies and methodologies for their adaptation in the classroom and inclusion in the study programs						
	2. The role of the educator in front of the New Technologies: facilitator, creator, mediator.						
	2.1 Educational leadership						
	2.2. Training based on technological skills						
	2.3. Context analysis of education needs based on technology						
	2.4. Technology as a tool to support teachers						
	3. Methodological strategies for the use of Technologies in the classroom.						
	3.1. Planning methodology						
	3.2. Structure of educational planning						
	3.3. Sensitive and motivational education						
	3.4. Development of strategies applied to the methodology of classroom and virtual learning						
	Unit III. Learn the selection of suitable means to support and develop effective educational material, which aims to apply dynamism in the context of the transmission and reasoning of learning.						
	4. The means and resources in educational areas. General criteria for its selection, use and integration.						
	4.1. Visual means						
	4.2. Hearing aids						
	4.3. Sensory means, manipulative teaching material						
	4.4. Networks and Links on the Internet						
	4.5. Case analysis						
	Unit IV. Learn the benefits of browsing Web 2.0 and the Internet, as well as the various tools it contains and the proper use of them, as well as the analysis of ICTs						
	5. Web 2.0: contributions and profits for education.						

	5.1. Web 2.0
	5.2. Difference between Internet and WWW
	5.3. Web 2.0 support tools
	5.4. Blog, use and tools and terminology (Trackback, blogroll, etc.)
	5.5. Wikis and their authenticity
	5.6. Social bookmarking
	5.7. Multimedia Sharing
	5.8. Podcasts
	5.9. RSS, others
	6. Practical workshop: Design and analysis of teaching resources with ICT.
	6.1. Development of a subject plan with technological tools
	6.2. Application
	6.3. Self-appraisal
RECOMMENDED BIBLIOGRAPHY	Cabero, J. (Coord) (2007). New technologies applied to education. ISBN: 9788448156114.
	Cabero, J., Llorente, C. (2006). The rose of the winds. Technological domains of ICT by students. ISBN: 9788493484024.
	Sevillano García, M. L. (2009). Competences for mastering technologies and the media in training fields. ISBN: 9788469145128.
	DJ. Gallego, M. Álvarez, Z.B. Rosanigo, and K. Cela (2015) .TIC for social inclusion and sustainable development. ISBN: 9788490314128.
	Castañeda, L. and Adell, J. (Eds.). (2013). Personal Learning Environments: keys to the online educational ecosystem. ISBN: 9788426816382.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Design and Development of Teaching Programs	**CODE**	EDTD-504	**PRE-REQUISTE**		None	
PERIOD	Third	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Offer training in technical, methodological and participatory skills that allow the future teacher to design and develop didactic strategies for a training program taking into account learning processes according to their educational reality. We are looking for a professional who knows how to adapt to new methodologies, who is able to renew himself technologically, design and create materials and content adapted to the skills demanded by the new times.						
	The student will be able to approach the construction of the curricular design of the training actions that will be implemented by participating in its planning and design.						
	Design and carry out formal and non-formal activities that contribute to making the educational center a place of participation and culture in the environment where it is located.						
	The student will be able to plan, develop and evaluate the teaching and learning process, promoting educational processes that facilitate the acquisition of the competences of the respective teachings.						
LEARNING MODULES	Unit I. Understand the importance and methodology to develop an effective and timely teaching program that allows transmitting and integrating the necessary tools to achieve the objectives of the subject						
	1. Development of Teaching Programs: Structure and Elements.						
	1.1. Importance of a subject program						

	1.2. Importance of planning
	1.3. Context of methodological elements and taxonomies of the structure of a program
	2. Objectives and Competencies: what are they? How are they formulated?
	2.1 What is an objective?
	2.2 Types of objectives and goals
	2.3. Taxonomic structure of a target
	2.4. What is a competition?
	2.5. Determinant skills within a competition
	2.6. Competency Approach
	2.7. Structure of the objectives and competences to be achieved in a teaching program What is intended?
	United II. Learn to structure a linear and horizontal teaching program based on strategies and development of competencies and skills
	3. Content Design: conceptual, procedural, attitudinal.
	3.1. Linear content
	3.2. Horizontal content
	3.3. Competition and ability
	3.4. Teaching-learning strategies
	3.5. Teaching-learning strategies with the teacher and independently, differences and functioning
	3.6. Didactic resources. (Technological, sensory, application)
	Unit III. Understand methods and resources to support learning, based on the teaching program, aimed at evaluating the content and understanding by the student in the preparation of the teaching unit
	4. Methodology, resources and evaluation.
	4.1. What is evaluation?
	4.2. Types of resources
	4.3. Methodological structure of the evaluation
	4.4. Types of assessment strategies
	4.5. Development of strategies for self-evaluation
	5. Training workshop: preparation of a didactic unit.
	5.1. Development of a subject planning that contains a teaching-learning strategy with the teacher and independently, as well as the type of assessment strategies
	5.2. Application
RECOMMENDED BIBLIOGRAPHY	Medina Rivilla, A. (2009). Elaboration of didactic units. ISBN: 9788436253214.
	Campos Barrionuevo, B. and others (2014). Preparation of plans and training programs for the professed in special didactics. ISBN: 97-8436267297.
	Corrales Alvarez, M. (2013). Selection, preparation, adaptation and use of educational materials, means and resources in vocational training for employment. ISBN: 9788428398220.
	Cacheiro, M.L., Sánchez, C. and González, J.M. (coords.) (2015). Technological resources in educational contexts. ISBN: 978843669727.
	Cacheiro, M.L. (2012). Training in institutions and companies: how to plan, prepare and evaluate a training plan. ISBN: 9788436263640.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Online Educational Trends	CODE	EDDP-503	PRE-REQUISTE	None
PERIOD	Third	HFD / HSS	3	HEI / HAS 5	HTS / THS 8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Globalization and the development of new technologies have introduced very important changes in teaching-learning models. With the subject Online Educational Trends we will know the characteristics of this new education based on the use of different technologies and the possibilities they offer for innovation and improvement in teaching and learning.				
	The student will be able to analyze the different aspects that characterize online education to adapt it to their practice.				
	Acquire the skills associated with online learning as a teacher and student.				
	Provide methodological criteria for the selection and incorporation of different technologies in the classroom.				
	Know the different online learning tools for the development of the training activity and communication in the classroom.				
	Develop a proactive attitude to facilitate innovation and change in the professional context.				
LEARNING MODULES	Unit I. Know the background and relevance of online resources for teaching practice				
	1. Online learning: contextualization, definition and theories.				
	1.1. Globalization, the information society, and the NextGen				
	1.2. Alternative Teaching Modalities and Online Education				
	1.3. Online resources: an answer to teaching needs				
	1.4. The Mexican context				
	1.5. Development of online learning objects				
	1.6. Advantages and disadvantages of online resources				
	2. Techniques for planning and organizing online teaching. General criteria for the selection and use of technological tools.				
	2.1. Online resource planning				
	2.2. Game-based learning (GBL: Gamed based learning)				
	2.3. Virtual classroom and Flipped Classroom				
	2.4. Audiovisual resources				
	2.5. Webcast and opinion poll				
	2.6. Comparative table				
	Unit II. Distinguish among online resources those that favor communication with students.				
	3. Techniques for student participation. Analysis of the different communication tools.				
	3.1. Synchronous communication				
	3.2. Videoconference				
	3.3. Chat and Discussion				
	3.4. Blogs and Wiki				
	3.5. Table of characteristics				
	4. Teaching role in online teaching.				
	4.1. The new pedagogical role				
	4.2. The role of the facilitator				
	4.3. The role of the Moderator				
	4.4. The Role of the Advisor				
	4.5. The role of the Motivator				

	4.6. Comparative table
	Unit III. Identify the different assessment instruments used in online education to design your own according to specific teaching and academic needs
	5. Evaluation of online teaching.
	5.1. Objective test
	5.2. Collation table
	5.3. Timed exams
	5.4. Rubric
	5.5. Development of an evaluation instrument
RECOMMENDED BIBLIOGRAPHY	Aguaded, J. I., Cabero, J. (2013). Technologies and means for education in E-society. ISBN: 9788420678573.
	Gallego Arrufat, M. J. (2013). Information and communication technologies in the socio-educational field. ISBN: 9788492651528.
	Santamaría Lancho, M., Sánchez-Elvira Paniagua. (2013). Innovation in blended-learning environments. ISBN: 9788436263930.
	Sánchez García, R. and others (2012). Media in the classroom. Approaches and job prospects. ISBN: 9788499212166.
	Giraldo Pérez, M. C. (2013). Learn and teach online. ISBN: 9788415974864.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Design, Management and Evaluation of e-Learning Projects	**CODE**	EDDP-504	**PRE-REQUISTE**	EDDP-502
PERIOD	Third	**HFD / HSS**	3	**HEI / HAS** 5	**HTS / THS** 8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Globalization and the widespread use of information and communication technology have transformed all levels of society, including education. If we analyze the educational realities of different countries, we will see that they have one element in common and that is the exponential growth of e-Learning teaching. For this reason, the subject Design and Project Management e-Learning will try to collaborate in the training of teaching professionals capable of facing innovative training methodologies that guarantee a quality education adapted to the needs that today's society demands of us.				
	The student will be able to know the fundamentals of training through the internet or e-learning and its organizational implications.				
	Know and understand the characteristics of different technological platforms for e-learning.				
	Propose and apply design processes for training actions in e-learning.				
	Develop capacities in graphic, web and multimedia design for e-learning.				
	Maintain a proactive attitude towards the different technologies that can be used in education.				
	The student will be able to analyze all the elements that come together in the evaluation of e-learning teaching.				
	Explore and experiment with evaluation models of e-learning teaching.				
LEARNING MODULES	Unit I. Know the background of e-learning and identify its models to apply it to the educational process of your choice.				
	1. Introduction to e-learning: concept, characteristics, phases.				
	1.1. Historical evolution of the learning process: from the perspective of technology				
	1.2. Origin and definition of e-learning				

	1.3. Disappearance of space-time barriers
	1.4. Flexible Training
	1.5. The student as the center of the teaching-learning process
	1.6. Methodology for creating content in e-learning
	2. Instructional design in e-learning: concept, phases, models and application.
	2.1. Content analysis
	2.2. Design (platform, teaching-learning strategies)
	2.3. Production (resources, instruments, tools)
	2.4. Implementation of an e-learning model
	2.5. Administration
	2.6. Flowchart
	Unit II. Design and evaluate the contents of educational models based on e-learning
	3. Web design for e-learning: tools for content creation, Exe-learning.
	3.1. Creation and design of web pages
	3.2. Interactive pages of educational content: Exe-learning
	3.3. Augmented reality programs
	3.4. Video-learning
	3.5. Mobile learning
	4. Technological tools for e-learning: collaborative tools, e-learning platforms.
	4.1. Definition: MS - Learning Management System
	4.2. Free Software
	4.3. MOOC - Online courses, open and massive
	4.4. Required skills
	4.5. Technological and equipment needs
	4.6. Pre-project design
	Unit III. Create an e-learning project from the administration of educational knowledge, using the new educational trends in the market
	5. Management of e-learning projects.
	5.1. Planning: elements to consider
	5.2. Project execution
	5.3. Control: measurement and monitoring
	5.4. Closure: evaluation and results
	5.5. Presentation of the e-learning Project
	6. Trends in e-learning evaluation.
	6.1. Automation: student management and monitoring tasks
	6.2. Instructional design
	6.3. Top Games and Videos
	6.4. Instructional design
	6.5. The enablement
	6.6. Grammar in education
	Unit IV Know and evaluate e-learning projects from the most important educational postulates.
	7. The evaluation of the training activity: evaluation models.
	7.1. Kirkpatrick and Marshall and Shriver quantitative models

	7.2. Partial Focus
	7.3. Global Focus
	7.4. Assessment of technology platforms
	7.5. Financial evaluation
RECOMMENDED BIBLIOGRAPHY	Gallego Gil, D. J. (2015). Tic and Web 2.0. ISBN: 9788490314128.
	Arshavskiy, M. (2014). Instructional Design for Online Learning: An Essential Guide to Creating Successful Online Education Courses. ISBN: 9781499774979.
	Gallego Gil, D.J. (2013). Training and knowledge management through web 2.0. ISBN: 9788490314067.
	Ariel Clarec, C. and others (2013). We analyzed 19 e-learning platforms. Collaborative research on LMS. ISBN: 9781291533439.
	Rodríguez Gómez, G. (2011). E-Assessment oriented to strategic e-learning in higher education. ISBN: 9788427718036.
	Del Valle, S. (2007). Usability in e-learning. ISBN: 9783844336320.
	Martínez Mediano, C. (2007). Evaluation of educational programs. Program evaluation models. ISBN: 9788436234695.
	Roldán, D. and others (2010). E-learning Project Management. ISBN: 9788499640105.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Education Administration	**CODE**	EDDP-505	**PRE-REQUISTE**		None	
PERIOD	Fourth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The course seeks to train education professionals in Administration and Management with a multidisciplinary perspective based on the analysis of various approaches, models and theories, which enables the selection, analysis and application of principles, methods and techniques for intervention in institutions, organizations and instances of the National Educational System.						
	The student will be able to know the principles of planning, organization and control of all kinds of resources in the management of educational programs.						
	The student Identify and propose, together with other professionals, politically viable and technically feasible intervention strategies.						
	The student Administration and management of educational policy in the different instances, organizations, institutions and levels of the National Educational System.						
LEARNING MODULES	Unit I. Know the foundations and composition of educational systems						
	1. Foundations of Educational Systems						
	1.1. Education: education, educability, schooling and training						
	1.2. Educational systems						
	1.3. Schooling						
	1.4. School Management and Practices: The Curriculum						
	2.- Innovation and organizational changes						
	2.1. School culture and innovation						
	2.2. The problems of change and innovation in schools						
	2.3. Quality schools, comprehensive schools, effective schools and competition at school (self-management, empowerment)						
	Unit II. Administration and Management of the main educational systems						

	3. Tools for Educational Management and Administration
	3.1. Techniques for gathering information
	3.2. Observation, registration and systematization practices
	3..3. Tools for the analysis of specific problems in the field of education management and administration
	3.4. Management of educational systems
	4.- Administration and Management of Educational Organizations
	4.1 Educational Administration
	4.2. Basic principles of administration
	4.3. Basic management principles
	4.4. Management of the political, institutional and school systems
	Unit III. Statistics as a fundamental decision-making tool in the administration of educational institutions
	5.- Statistics and Educational Indicators
	5.1. Simplex method.
	5.2. Decision Analysis
	5.3. Queue models and waiting lines
	5.4. Aggregate planning in services.
	5.5. Simulation models.
RECOMMENDED BIBLIOGRAPHY	Carlos Ornelas, (2016). Mexican Educational System, The end of the century transition. Economic Culture Fund ISBN 978-607-16-3740-6
	Loyo, Aurora (2007) Social actors and education: the senses of change, Plaza and Váldez Editores. ISBN 968-856-540-7
	Correa de Molina, Cecilia (2005), Strategic management and comprehensive quality in educational institutions, ISBN open classroom. 958-20-0323-5
	Manes, Juan Manuel (2014) Strategic management for educational institutions, Granica ISBN. 950-641-122-0
	Estévez Gómez Jesús Fco. And Pérez García María Jesús, (2007) System of Indicators for diagnosis and monitoring in Mexican higher education. ISBN. 970-704-104-4
	Schunk, D.H. (2012). Learning theories. An educational perspective. ISBN: 9786073214759.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Techno pedagogical and Educational Design	**CODE**	EDDP-506	**PRE-REQUISTE**		None	
PERIOD	Fourth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	In the course Techno pedagogical and Educational Design, the development of the knowledge, skills and attitudes that the education professional will have to face an educational project mediated by the technologies of education will deepen, from a practical point of view, education, where you must make decisions regarding the choice of pedagogical strategies and the development of educational resources, as well as their evaluation and maintenance.						
	The student will be able to identify the main factors involved in decision-making in relation to the development of educational designs.						
	Identify indicators of quality and progress of educational actions.						
	Conceptualize, apply and evaluate all kinds of training proposals regardless of the context, the educational stage and the level and intensity of use of ICT.						

	Develop critical and reflective thinking applicable to the selection of models and design processes.
	Design and build with a techno-pedagogical approach, in a virtual learning environment for a subject.
LEARNING MODULES	Unit I. Know the foundations of techno-pedagogical design and the elements that make it up to incorporate them into your teaching practice.
	1. Foundations of techno-pedagogical design.
	1.1. Background
	1.2. Pedagogical models and e-learning
	1.3. From instructional design to the techno-pedagogical model
	1.4. Instructional and techno-pedagogical design models
	1.5. Resource conceptualization
	1.6. Focused approaches: on the teacher, on the student, on the content
	2. Analysis phase: objectives, content, goals, problems.
	2.1. Approach and measurement of objectives
	2.2. Content analysis and selection
	2.3. Selection of multimedia resources
	2.4. Approach and measurement of objectives
	2.5. Approach and problem solving
	2.6. Evaluation and Redesign
	Unit II. Acquire the knowledge required to design a techno-pedagogical project for any level of education.
	3. Design of the training action: teaching plan and learning environment.
	3.1. Learning theories in techno-pedagogical design
	3.2. Formal contexts mediated by the NNTT
	3.3. Resource classification
	3.4. Planning based on a Model
	3.5. Pre-Project Presentation
	4. Development and implementation: activities and resources.
	4.1. Institutional context
	4.2. Didactic planning for two modalities (face-to-face and distance)
	4.3. Design of activities for two modalities
	4.4. Digital teaching resources
	4.5. Determination of levels of interactivity
	4.6. Second stage: pre-project presentation
	Unit III. Know, design and evaluate the evidence portfolio as a measuring element of the teaching-learning process
	5. Evaluation and review.
	5.1. Portfolio of evidence
	5.2. Design and presentation of evidence portfolio
	5.3. Evidence portfolio evaluation
RECOMMENDED BIBLIOGRAPHY	Díaz Barriga, F. and others (2011). Educational experiences with digital resources: practices of use and techno-pedagogical design. ISBN: 9786070219849.
	Silva Q. J. (2011). Design and Moderation of Virtual Learning Environments (EVA). ISBN: 9788497889636.
	Guitert, M. (2014). Online teacher. ISBN: 9788490641552.
	Muñoz Carril, P. C. (2009). The design of multimedia learning materials and the new skills of the teacher

	in tele formative contexts. ISBN: 9788490095164.							
	Landeta Etxebarria, A. (2015). Global eLearning. ISBN: 9788445429433.							
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.							
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.							
COURSE	Processes and Tools for Learning through New Technologies	**CODE**	EDDP-507		**PRE-REQUISTE**		None	
PERIOD	Fourth	**HFD / HSS**	3		**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The possibility of deepening the knowledge of ICT in the curriculum, with special emphasis on the individual needs of students, the development of digital competence, multiple intelligences, etc. The aim is to offer knowledge about the main technological tools that add value in the classroom and, above all, to train the student in the necessary skills to become a researcher of new resources.							
	The student will be able to learn about different technological resources and develop their educational possibilities.							
	Develop the ability to selectively search for technological resources that contribute to facilitating learning in the classroom.							
	Learn to use ICT tools in different educational settings and with different objectives.							
	Use social networks as educational dissemination tools.							
	Assess the influence of the different media and information on the integral formation of the person.							
LEARNING MODULES	Unit I. Assimilate the importance of incorporating new technologies in the curriculum in a functional way.							
	1. Integration of New Technologies in the curriculum.							
	1.1. Justification							
	1.2. Digital citizenship							
	1.3. Interpersonal skills							
	1.4. Digital competition							
	1.5. Critical thinking, problem solving and decision making							
	1.6. Communication and collaboration							
	2. Multimedia and audiovisual language: concept, resources, phases of audiovisual production.							
	2.1. Definition							
	2.2. Creation of multimedia and audiovisual resources							
	2.3. Production and Diffusion							
	2.4. Technical and technological resources							
	2.5. Human Resources							
	Unit II. Discover the didactic and educational possibilities offered by the internet to enrich your teaching practice.							
	3. Learning with mobile devices.							
	3.1. characteristics							
	3.2. New tendencies							
	3.3. Relevance of m-learning							
	3.4. Conceptual framework							
	3.5 Educational proposal							
	4. Web 2.0 and 3.0. Educational Resource.							
	4.1. The Web: the only democratic medium							

	4.2. Semantic Web
	4.3. Smart Web
	4.4. Hypertext / Wikis / Podcasts
	4.5. Collaborative work
	4.6. Forums
	Unit III. Incorporate the use of a social network in an educational model previously designed by the student
	5. Social networks in education. Practical application.
	5.1. How to make social networks an ally
	5.2. Influence of networks on education
	5.3. Advantages and disadvantages
	5.4. User Profile
	5.5. Application: using an educational social network
RECOMMENDED BIBLIOGRAPHY	Brazuelo, F., Gallego, D. J. (2011). Mobile Learning. Mobile devices as an educational resource. ISBN: 9788467657067.
	Martín, J. P. (2011). Google services as an educational tool. ISBN: 9788441529717.
	Haro Olle, J. J. (2010). Social Networks for Education. ISBN: 9788441527966.
	Breu Pañella, R. (2015). 101 Activities of audiovisual competence. ISBN: 9788499805740.
	Aguaded, J. I. and Cabero, J. (2013). Technologies and means for education in E-society. ISBN: 9788420678573.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Learning Assessment	**CODE**	EDTD-505	**PRE-REQUISTE**		None	
PERIOD	Fifth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The aim of the Learning Assessment course is to provide mastery of the theoretical and practical foundations to know how to carry out the tasks of assessment in teaching. The evaluation is understood as a process of improvement and change, in order to achieve the educational quality demanded in today's society.						
	The student will be able to understand the didactic sense of the evaluation and know the different types, characteristics and evaluation tools in the classroom.						
	Build, validate and grade different tests and guide learning from them by making decisions to improve the teaching-learning process.						
	Assess the usefulness of evaluation in education as a key element for improving teaching.						
LEARNING MODULES	Unit I. Understand the importance of evaluation in the processes and application of learning methods for the benefit of the learner and their development						
	1. The evaluation in education: competences, concepts and areas.						
	1.1 Concept of competition						
	1.2. Types of socio-political environments in psych pedagogical schemes						
	1.3. Evaluation concept, purpose and importance						
	Unit II. Differentiate the best evaluation options in different modalities, so that the support of the veracity of rational information in the student						
	2. Educational evaluation methodologies: concept, types and characteristics.						

	2.1. Rational evaluation concept
	2.2. Concept and understanding of self-assessment
	2.3. Assessment strategies
	2.4. Assessment methods
	2.5. Assessment objectives and characteristics
	Unit III The student will apply an effective evaluation method for a subject, proposing its purpose and objectivity.
	3. Techniques and instruments for collecting information for the educational evaluation of student learning.
	3.1. Evaluation instruments
	3.2. Information techniques for evaluation
	3.3. Assessment by technological means
	3.4. Comparison assessment systems, skills and competences
	3.5. Development of an evaluation methodology and application to a specific case
RECOMMENDED BIBLIOGRAPHY	Castillo, S. and Cabrerizo, J. (2010). The practice of educational evaluation. Materials and instruments. ISBN: 9788483226612.
	Castillo, S. and Cabrerizo, J. (2010). Educational evaluation of learning and skills. ISBN: 9788483226674.
	Arias Lovillo, R. and others (2011). Strategies for the evaluation of learning: complex thinking and competences. ISBN: 9786075022666.
	Maldonado Bode, S. (coord.) (2011). Assessment tools in the classroom. ISBN: 9789929596009.
	Castro, A. and Guillén-Riquelme, A. (2011). VII Forum on Evaluation of the Quality of Research and Higher Education. ISBN: 9788469353165.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Legal Principles of Education	**CODE**	EDDP-508	**PRE-REQUISTE**	EDDP-505
PERIOD	Fifth	**HFD / HSS**	3	**HEI / HAS** 5	**HTS / THS** 8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The objective of the Legal Principles subject is to frame education as a public service and of social interest within the legal framework that establishes the faculties, rights and obligations of those who participate in educational services.				
	Acquire a systematic knowledge of the philosophical principles that guide the educational system, understand its foundations and recognize its implications in the organization of services and in educational practice.				
	Identify the levels and services that make up the educational system, the distribution of powers among the authorities, and the rights and responsibilities of the actors involved in the educational service.				
	That the student is able to analyze the legal bases that regulate the operation of the educational system as a legal expression of its philosophical principles.				
	Value basic education as a service of public order and social interest.				
LEARNING MODULES	Unit I. International Legal Framework of Education as Human Right				
	1. Legal Education				
	1.1. International Instruments prior to the year 2000				
	1.2. Human Rights in the XXI century				

	1.3. Philosophical Foundations
	1.4. The principle of Solidarity - UNESCO
	1.5. Gratuity, coverage, access and permanence
	1.6. Special education and inclusive education
	2. Enforceability of the right to education
	2.1 Content of the Law
	2.2. Justiciability
	2.3. The right to education in the Ideology of the 20th century
	2.4. The compulsory nature of basic education
	2.5. The quality of education for life and training for work
	2.6. Common Minimum for the Right to Education
	Unit II. Analysis of educational philosophies as a foundation and growth parameter of the countries
	3. Philosophical foundations
	3.1. Education as a means to develop human capacities.
	3.2. The fight against ignorance and its effects: easements, bigotry and prejudice
	3.3. Education and the values of human coexistence: I appreciate the dignity of the person, fraternity, tolerance, respect for differences, freedom and peace.
	3.4. Secularism: guarantee of freedom of belief
	3.5. The contribution of education to the democratization of society
	Unit III. Analysis of the most important cases within educational management and its impact on the modern world
	4. Conclusions and Cases
	4.1. Debate
	4.2. Case 1
	4.3. Case 2
	4.4. Case 3
	4.5. Debate
	4.6. Test
RECOMMENDED BIBLIOGRAPHY	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject.
	• Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 7.0.
	• Participation in the Forum by the students, which will be evaluated positively.
	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Research Seminar	**CODE**	EDSC-502	**PRE-REQUISTE**		None	
PERIOD	Fifth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8

GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Research Seminar tries to put into practice the knowledge that has been achieved throughout the program. This stage involves rigorous work, which involves reflection on the processed material and its interpretation according to the objectives and the hypothesis initially proposed. The course seeks to provide methodological elements for the formulation of research projects in the field of Education.
	The student will be able to generate potential ideas for an investigation in Education taking as reference the elements worked on in their training program.
	Formulate research problems in Education, derived from the analysis of the educational context, its practice or any other element.
	Know how to design and manage projects related to education and new technologies.
	Have the ability to search and analyze information related to education and new technologies.
	Know how to apply the knowledge acquired and possess the ability to solve problems in new environments.
LEARNING MODULES	Unit I. Select, based on what has been learned so far, a research object within the framework of the teaching-learning process
	1. Choice and delimitation of the topic to work on.
	1.1. Initial approach (problem, case, etc.)
	1.2. Guidelines for documentary research: Theoretical Framework
	1.3. Contextualization of the problem
	1.4. Justification
	1.5. Feasibility
	1.6. Social impact
	2. Identification, description, elements, formulation, objectives.
	2.1. Identification of the problem, dimensions and limitations
	2.2. Description of the research line
	2.3. Formal approach to a problem
	2.4. Methodological Formulation
	2.5. Setting Goals
	2.6. Measurement tools
	Unit II. Define the structure and operation of a study program
	3. Development of the selected work.
	3.1. Definition of unit of analysis
	3.2. Population establishment
	3.3. Sample Selection
	3.4. Data Collection
	3.5. Data analysis and interpretation
	4. Establishment of conclusions.
	4.1. Description of the research carried out
	4.2. Methodology used
	4.3. Compliance or not of objectives
	4.4. Final conclusion
	4.5. Proposals
RECOMMENDED BIBLIOGRAPHY	Walker, J. R. (2002). Research methods for teachers. ISBN: 9788471123329.
	VV. AA. (2010). Educational research in ICT. ISBN: 9788497567039.
	Suñe, F. X. and Martinez Perez, I. S. (2011). School 2.0 in your hands: overview, instruments and proposals. ISBN: 9788441529434.
	VV. AA. (2012). Work projects in the classroom. Reflections and practical experiences. ISBN: 9788478277148.

	VV. AA. (2009). Interdisciplinary educational projects. ISBN: 9788499371580.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

11.12 MASTER'S DEGREE IN ENTREPRENEURSHIP AND INNOVATION

Duration of the program:

Five cycles of fourteen weeks each.

Academic degree:

Master in Entrepreneurship and Innovation.

Program objective:

The main objective of the Master in Entrepreneurship and Development of Business Ideas is to train entrepreneurs and professionals in order to transform your idea into a successful business by preparing your Business Plan, in addition to understanding the key factors of success and thinking as an entrepreneur, with the aim of developing the skills and competencies required for business success. You will obtain the necessary experience to understand and apply the Digital Transformation process and you will be able to carry out strategies for innovation, growth, and internationalization.

Specific objectives:

- Know the main concepts related to entrepreneurship and innovation.
- Know theoretical and practical tools that allow the student to respond quickly and effectively to problems that may arise within the managerial field.
- Know the essential principles of process management and their influence on the daily tasks of the manager of an organization.
- Understand the functioning of international markets and train the student as a citizen of the world, with critical and constructive thinking towards their peers and future problems that may arise.
- Apply the knowledge acquired about entrepreneurship, new trends in team development, the skills inherent in this type of process and trends in the area.
- Analyze prior knowledge in order to use it to create a profitable and sustainable business model over time.

Curriculum:

Educational modality: out of school

Duration: five four-month periods of fourteen weeks each

FIRST PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
GETD-501	Senior Business Management		3	5	8	7
TIAN-501	Globalization and Integration		3	5	8	7
TIDP-501	Future Studies Seminar		3	5	8	7
Subtotal first period			**9**	**15**	**24**	**21**
SECOND PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
LCDP-501	Strategic and Tactical Communication		3	5	8	7
ICAN-504	Strategic Marketing Administration		3	5	8	7
ICTD-504	Interpretation of Trade Indicators		3	5	8	7
Subtotal second period			**9**	**15**	**24**	**21**
THIRD PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
TIAN-502	Innovation and development		3	5	8	7
GEAN-501	Decision Making Costs	ICTD-504	3	5	8	7
GETD-506	Competitive Strategies: The Search for Excellence		3	5	8	7
Subtotal third period			**9**	**15**	**24**	**21**
FOURTH PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
EIDP-501	Equipment Construction and Management	GETD-501	3	5	8	7
EITD-501	Creativity Techniques	TIAN-502	3	5	8	7
EIDP-502	Entrepreneur skills		3	5	8	7
Subtotal fourth period			**9**	**15**	**24**	**21**
FIFTH PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
EITD-502	Development of Business Models		3	5	8	7
EITD-503	Entrepreneurship Trends		3	5	8	7
GPTD-503	Process Management		3	5	8	7
Subtotal fifth period			**9**	**15**	**24**	**21**
Total			**45**	**75**	**120**	**105**

HFD: Weekly Faculty Hours. **HSS:** Weekly Synchronous Hours.	
HEI: Weekly Independent Study Hours. **HAS:** Weekly Asynchronous Hours.	
THS:	Total hours per week
CRS:	Credits
Effective weeks of class per school year not including evaluations (16): 14	

UNIVERSIDAD EUROPEA DE MONTERREY

DEGREE PROGRAM

COURSE	Senior Business Management	CODE	GETD-501	PRE-REQUISTE	None		
PERIOD	First	HFD / HSS	3	HEI / HAS	5	HTS / THS	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	From a general perspective, globalization, economic openness and competitiveness are phenomena that organizations have to face and, as these are fundamental elements in the success of any organization, managers will make a greater effort to reach high levels of productivity and efficiency.						
	Apply analytical tools to positively infer the evolution of the macroeconomic, technological and social scenario.						
	Implement strategic methodologies for a business plan.						
	Provide analysis techniques to implement the strategy that allows the company a competitive advantage.						
	Understand the company as an organization, as well as the determinants of the behavior and performance of individuals within it.						
	Interpret and contextualize human resources management tools and policies within the framework of business strategies and decisions.						
LEARNING MODULES	The Role of Human Resources in the Company.						
	Keys to Developing People.						
	Processes that Covers the Function of People Management (I).						
	Processes that Covers the Function of People Management (II).						
	Ethics and Business Efficiency.						
	Career Management and Compensation Systems.						
RECOMMENDED BIBLIOGRAPHY	Simon, D. (2014). People and Talent Management. (1st ed.). ISBN: 9788448185909.						
	Jericho, P. (2011). The New Talent Management. (2nd ed.). ISBN: 9788483229323.						
	Simon, D. (2012). Values Coaching. (1st ed.). ISBN: 9788483566787.						
	Jobs, S. (2014). Leadership Lessons. (1st ed.). ISBN: 9788499924168.						
	Brouwer, D. (2007). Ethics and Corporate Responsibility. (1st ed.). ISBN: 9788433026163.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Globalization and Integration	CODE	TIAN-501	PRE-REQUISTE	None		
PERIOD	First	HFD / HSS	3	HEI / HAS	5	HTS / THS	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Globalization implies operating at relatively low costs, selling the same and in the same way everywhere, it implies adopting new forms of management to achieve a high level of competitiveness. On the other hand, economic integration is oriented towards the elimination of economic barriers to trade in goods and services between countries, allowing the expansion of trade. With the conceptualization and contextualization of both, changes in trends, emerging issues, and the threats and opportunities to face are visualized.						
	Characterize globalization and integration.						
	Evaluate the impact of globalization and integration on organizations.						
	Determine the potential of a company to compete in the global market.						

	Analyze the main aspects that must be taken into account to interact with global and integrated markets.
	Reflect on the attitude that the administrative management of a company must have to act in the processes of globalization and integration.
LEARNING MODULES	The ecosystem of internationalization.
	Competitive and technological keys to internationalization.
	Internationalization as a strategy.
	Key decisions.
	Operational aspects.
	Multinationals: the final phase.
RECOMMENDED BIBLIOGRAPHY	Daniels, J. D .; Radebaugh, L. H. and Sullivan, D. P. (2013). International Business. Environments and Operations. (14th ed.). ISBN: 9786073221603.
	Garaña, M. (2012). "The Fundamental Role of Information Technologies in the Internationalization of SMEs". Madrid College of Economists.
	Guerras, L.A. and Navas, J. E. (2015): The Strategic Management of the Company. Theory and applications (4th ed.). ISBN: 9788447028504.
	Castellano, J. M (2002). "The Inditex Internationalization Process". Spanish Multinational Companies.
	VV.AA. (2006). Foreign Trade Operation and Practice. Basic course. (2nd ed.). ISBN: 9788478119356.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Future Studies Seminar	**CODE**	TIDP-501	**PRE-REQUISTE**		None	
PERIOD	First	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The future of the world is a function of complex forces, which arise from multiple domains and involve many actors, and which are expressed as a set of feasible alternatives with future possibilities. These forces and domains define the impersonal character of world events, while people also act in the shadow of these forces by making decisions that affect the future. These decisions direct the course of nations, multinational corporations, and NGOs.						
	Being able to examine and predict the themes and developments that can change the future of the world in the next ten years.						
	Forecast the future of potential developments and issues on national, international and / or organizational agendas.						
	Communicate interesting and informative aspects of forecasts in a concise manner.						
	Acquire techniques and skills to successfully apply visionary knowledge processes in varied environments.						
	Detect emerging issues in the field and provide consulting in your area.						
LEARNING MODULES	Why Investigate the Future? Is Your Forecast Possible?						
	Problems and Obstacles in the Future Forecast.						
	Tools for the Future Forecast.						
	Technological Convergences and their Impact on the World.						
	The Main Sociopolitical and Economic Problems.						
	The Challenges of 2040						
RECOMMENDED	Guilló, M. Bas, E. (2012). Foresight and Innovation. Vol. 1. ISBN: 9788492751389.						

BIBLIOGRAPHY	Baena Paz, G. (2007). Application of prospective to politics. ISBN: 9783845494388.
	Bas, E. (1999). Prospective; tools for strategic change management.
	Balbi, E. R. (2002). Futures Research Methodology - Prospective Methodology. ISBN: 9872034303.
	Gabiña, J. (2015). The Revisited Future: Prospective reflection as a weapon of strategy and decision. (eBook). ASIN: B013CEP6T0.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Strategic and Tactical Communication	**CODE**	LCDP-501	**PRE-REQUISTE**		None	
PERIOD	Second	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This course will provide the student with a complete vision of the variable "communication" as part of the strategies and techniques of organizations. It will try to provide knowledge of the fundamentals of communication within the overall strategy of the company, not only from the point of Marketing view. The basic way of proceeding to develop communication actions in a strategic way will be studied.						
	Know the main steps for the selection of the advertising or communication agency.						
	Understand the importance of direct marketing and its impact on communication.						
	Delve into strategic communication interactions with others with other areas.						
	Have a global vision of the relevance of communication tools, as a source of innovation in the company and its impact on society.						
	Understand the essential characteristics of both online and offline media and be able to analyze and manage a complete communication plan.						
LEARNING MODULES	Strategic communication.						
	The communication plan.						
	Advertising management: the choice of the agency. The briefing and the creative proposal. The evaluation of the media plan.						
	BTL tools in strategic communication.						
	Direct marketing as a BTL tool.						
	Corporate communication: external and internal relations.						
RECOMMENDED BIBLIOGRAPHY	Pintado, T. (2014). New trends in strategic communication. ISBN: 9788415986058.						
	Godin, S. (2016). Seth Godin. Onramp. http://www.sethgodin.com/sg/.						
	Argenti, P. A. (2015). Strategic communication and its contribution to reputation. ISBN: 9788483569375.						
	Newman, B. and Mejía. M. (2009). Organizations under fire. Strategic communication to prevent and manage crises. ISBN: 9786071600554.						
	Barquero, J. D. (2013). Strategic direction of public relations: How to use information in the company. ASIN: B00F51W1P6.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Strategic Marketing Administration	**CODE**	ICAN-504	**PRE-REQUISTE**	None

PERIOD	Second	HFD / HSS	3	HEI / HAS	5	HTS / THS	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Strategic Marketing is included within the most relevant tasks that today must be addressed by the Marketing Departments and the Management Committee or Board of Directors of a company. During the course, all the relevant elements to be taken into account for the proper conduct of the entire Strategic Marketing process will be studied.						
	Become aware of the importance of Strategic Marketing and its definition.						
	Define the main elements to consider: Segmentation, consumer behavior, environment management and positioning.						
	Learn methodology and process to carry out a correct Strategic Marketing plan.						
	Manage segmentation criteria.						
	Understand the main elements that affect consumer behavior.						
LEARNING MODULES	Conceptualization of Strategic Marketing.						
	Market Segmentation: Who is Our Target Audience ?.						
	Analysis of the Environment and its Influence on the Company.						
	Influence Factors on Consumer Behavior.						
	Consumer Behavior (I): The Purchase Decision Process.						
	Positioning (I): Our Place in the Mind of the Consumer.						
	Positioning (II): Image and Corporate Reputation.						
RECOMMENDED BIBLIOGRAPHY	Navas, J. E. y Guerras, L.Á. (2012). The strategic direction of the company. Theory and applications. ISBN: 9788447028504.						
	Kotler, P. (2006). Marketing direction. ISBN: 9786073212458.						
	Lambin, J. J. (1996). Strategic marketing. ISBN: 9788476157046.						
	Peter, J. P .; Oslon, J. C. (2006). Consumer behavior and marketing strategy. ISBN: 9789701056325.						
	Schiffman, L. G. and Kanuk, L. (2005). Consumer behavior. (8th ed.). ISBN: 9789702605966.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Interpretation of Trade Indicators	CODE	ICTD-504	PRE-REQUISTE	None		
PERIOD	Second	HFD / HSS	3	HEI / HAS	5	HTS / THS	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	It directly, completely and with proven methodology addresses the basic concepts to understand the operation of the economic, business and financial gear of today's world. This course also includes a glossary of useful financial terms to make it easier for the student to approach and establish the foundations that articulate the world of finance.						
	Learn to read, interpret and analyze the financial statements (Balance Sheet, Income Statement and Statement of Cash Flows).						
	Know how to communicate with the financial managers of your company.						
	Make a realistic diagnosis of the financial situation of your company to establish appropriate action plans.						
	Use the economic and financial data necessary for decision-making.						
LEARNING MODULES	Construction of the Balance Sheet and the Profit and Loss Account.						
	Analysis of a company through its financial ratios.						
	How to grow in a sustainable way.						
	Analysis of the different financial flows and their implications.						

	Establishment of the price of the products.
	Making a budget and its importance.
	Pulido, A. and Mayo, C. (2008). Financial Accounting: A current approach. ISBN: 9788428330244.
	Amat, O. (2008). Accounting and finance for non-financials. (2nd ed). ISBN: 9788423426713.
	Morales-Arce Macías, R., Arguedas Sanz, R., González Arias, J., Oliver Yébenes, M. (2008). Situation and perspective of the financial markets. ISBN: 9788436255157.
	Gitman, Lawrence J. and Zutter, Chad J. (2012). Principles of financial administration. (12th ed). ISBN: 9786073209830.
	Díaz Mata, A; Aguilera Gómez, V.M. (2013) Introduction to the stock market: invest in the stock market. ISBN: 9786071508478.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Innovation and development	**CODE**	TIAN-502	**PRE-REQUISTE**		None	
PERIOD	Third	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED LEARNING MODULES	Research and Development (R&D) has been replaced by a new R&D - Innovation and Development, two key words that will set the tone in the politics of nations to bring the most disadvantaged regions closer to those with medium levels of developing. In addition to this, computational and telecommunications advances, which in the form of the internet and the world wide web have generated energy, excitement, activity and performance improvement in the industry also serve as a technological context for innovation and development.						
	Develop the ability to visualize technological opportunities and match them with the unspoken and articulated needs of customers.						
	Visualize opportunities for innovation.						
	Analyze how technologies and markets evolve.						
	Exploit opportunities to create differentiation and new products, processes and services.						
	Select the most effective techniques for market segmentation, technology commercialization, and new development offerings.						
RECOMMENDED BIBLIOGRAPHY LEARNING MODULES	Idea and business model.						
	The business plan.						
	Investor approach.						
	Economic model.						
	Startup valuation.						
	Negotiation with investors.						
RECOMMENDED BIBLIOGRAPHY	Vlaskovits, P. (2013) .The Lean Entrepreneur: How Visionaries Create Products, Innovate with New Ventures, and Disrupt Market. (1st ed.). ISBN: 9781118295342.						
	Blank, S. (2013) .The Four Steps to the Epiphany: Successful Strategies for Startups That Wi. (1st ed.). ISBN: 9780989200509.						
	Blank, B. and Dorf, B. (2012) .The Startup Owner's Manual: The Step-by-Step Guide for Building a Great Company. (1st ed.). ISBN: 9780984999309.						
	Croll, A. (2013). Lean Analytics: Use Data to Build a Better Startup Faster. (1st ed.). ISBN: 9781449335670.						
	Kawasaki, G. (2014). *The art of beginning.* (1ª ed.). ISBN: 9788493614805.						

EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Decision Making Costs	**CODE**	GEAN-501	**PRE-REQUISTE**		ICTD-504	
PERIOD	Third	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This course is aimed at providing the necessary knowledge for the company to obtain and be able to maintain competitive differentiation in costs. Concepts and approaches that help calculate, control and reduce costs are explained.						
	Define and explain the fundamental notions necessary to understand cost analysis.						
	Know the different methods that are applied in calculating the costs of products.						
	Know the tools used to make decisions from the cost perspective in the management of the company.						
	Ability to design the cost system of a company.						
	Ability to analyze the costs of products and their evolution.						
LEARNING MODULES	Costs: concepts and definitions.						
	Cost centers: cost accumulation systems.						
	Costs per order. Costs per process.						
	Relationships between cost benefits and volume of activity.						
	Decision-making costs.						
	Budgets and deviations.						
RECOMMENDED BIBLIOGRAPHY	Horngren, C. (2009). Cost Accounting: A Management Approach. (1st ed.). ISBN: 9789702607618.						
	Hansen, Don R., Mowen, M. (2007). Cost Management: Accounting and Control. (5th ed.). ISBN: 9789706865830.						
	Pérez-Carballo, J. F. (2013). Business Management Control. (8th ed.). ISBN: 9788473568968.						
	Tanaka, M. (1997). Modern Cost Management. (1st). ISBN: 9788479782870.						
	Bloomberg Business (2016). New York. Bloomberg L. P. http://www.bloomberg.com						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Competitive strategies	**CODE**	GETD-506	**PRE-REQUISTE**		None	
PERIOD	Third	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This course is focused on the competitive strategies of the company, examining the central points of its competitiveness in the short, medium and long term, thus focusing on the development of the specific capabilities of the company that contribute to competitive advantage, as well as the formulation of the necessary strategies to sustain the company.						
	Acquire, develop and perfect, both conceptually and practically, the most relevant aspects of the organization's competitive strategies.						
	Apply strategies in solving problems, in the plan of innovations and in the daily management of the						

	company.
	Plan the strategy of an organization.
	Organize the limited resources of the company
	Analyze the current situation of an organization.
LEARNING MODULES	A Framework for Strategy Analysis.
	Analysis of the Competitive Environment.
	Internal Analysis of the Company.
	The Formulation of the Strategy at Business Level.
	The Formulation of the Strategy at the Corporate Level.
	The Implementation and Evaluation of the Strategy.
RECOMMENDED BIBLIOGRAPHY	Chan, K. (2008). The blue Ocean Strategy. (1st ed.). ISBN: 9788492421282.
	Porter, M. E. (2009). To be competitive. (1st ed.). ISBN: 9788423426959.
	Kourdi, J. (2009). Business Strategy: A Guide to Taking Your Business Forward. (1st ed.). ISBN: 9781846681240.
	Guerras, L.A. and Navas, J. E. (2008). Strategic Management of the Company. Theory and Applications. (4th ed.). ISBN: 9788447028504.
	Wars, L.A. (2012). Strategic Management Foundation of the Company. (1st ed.). ISBN: 9788447040384.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Equipment Construction and Management	**CODE**	EIDP-501	**PRE-REQUISTE**		GETD-501	
PERIOD	Fourth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Today, prospects for human capital growth have enabled an organization's human capital return to be maximized. In addition, it is necessary that within the coordination of the different work activities there are work teams, led by highly qualified personnel in all areas of the business, but above all in the management of human resources, an extremely important asset for stability and competitiveness of the company.						
	Provide the theory of how organizations create and improve human capital through strategic resources.						
	Develop skills in the following areas: team management, problem solving, and oral and written communication.						
	Learn to be efficient leaders and how to efficiently manage changes in work organizations.						
	Analyze the models and perspectives of the behavior of the leaders in the companies and the way in which they handle the changes with the members of the group.						
	Train the student in participatory management						
LEARNING MODULES	The Capture of Human Resources and the Recruitment Process.						
	Remuneration Systems and their Design.						
	Competency Management and its Objectives within an Organization.						
	Motivation and Leadership: Factors and Key Elements in the Leader of the XXI Century.						
	Coaching and Mentoring.						
	Participatory Management: Boost Talent within the Company.						
RECOMMENDED	Smart, B. (2005). The value of human capital. ISBN: 9781591845263.						

BIBLIOGRAPHY	Jericó, P. (2008). The new talent management. Building commitment. ISBN: 9788483223864.
	Dychtwald, K. Erickson, T.J. Morison, R. (2007). Retention of talent. ISBN: 9788488717528.
	Finney, M. I. (2008). Getting the best from people. ISBN: 9780132354912.
	Valderrama, B. (2010). Smart motivation. ISBN: 9788483226698.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Creativity Techniques	**CODE**	EITD-501	**PRE-REQUISTE**		TIAN-502	
PERIOD	Fourth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Creativity and innovation is nothing more than the process of developing something new, which is not known, from the methodical study of a need, be it personal, group or organizational, and thus achieve an economic goal. Innovation and creativity, therefore, generates attractive ideas, which can be sold in a specific market, and which users may be interested in acquiring.						
	Being able to stimulate creative skills.						
	Identify the factors that determine the innovation of the person, the companies and the nations.						
	Know and experience the complexity of the phenomenon of innovation and creativity in organizational contexts.						
	Acquire skills aimed at identifying and analyzing a value chain.						
	Develop creative ideas in an innovation.						
LEARNING MODULES	What is Creativity and Innovation?						
	Development of a Creative Capacity for Business and the Company.						
	Creativity Applied to Products, Production, Marketing and Administration.						
	The Added Value and the Value Chain.						
	Competitiveness, Efficiency and Efficacy.						
	Creativity Applied Workshop.						
RECOMMENDED BIBLIOGRAPHY	Dyer, J.H. Gregersen, H.B. Christensen, C.M. (2012). The Innovator's DNA. ISBN: 9788423412433.						
	Drucker, P. F. (2002). The Discipline of Innovation. Harvard Business School Publishing.						
	Ponti, F. (2012). The creative company. ISBN: 9789506415587.						
	Martin, R. (2008). Opposite Ideas. Creative solutions. ISBN: 9789584512116.						
	Parra Duque, D. (2006), The Habit of Innovating. ISBN: 9789587044621.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Entrepreneur skills	**CODE**	EIDP-502	**PRE-REQUISTE**		None	
PERIOD	Fourth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8

GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Traditional education conceives of a person as generating income through a salary, and not from a business. Therefore, the focus of that education is to develop the skills necessary to be a good employee. The objective of this subject is to teach the entrepreneur skills and abilities that help and contribute to developing his business model competitively.
	Analyze the entrepreneur's personal skills.
	Train the student in the development of social skills necessary in their relationships with others.
	Provide tools and techniques for solving business problems.
	Being able to prepare for a correct presentation and time management.
	Provide the student with knowledge about the sale and negotiation.
LEARNING MODULES	Personal Skills: Motivation, Autonomy and Positivity.
	Social Skills: Teamwork, Relationship with the Environment and Knowing How to Communicate.
	Management Skills I: Problem Solving and Leadership.
	Management Skills II: Presenting Effectively and Time Management.
	Trading Skills I: Sell.
	Trading Skills II: Negotiating.
RECOMMENDED BIBLIOGRAPHY	Goleman, D. (2013). Focus. ISBN: 9788499883052.
	Boothman, N. (2013). Convinces in 90 seconds. ISBN: 9788415320548.
	Nardone, G. (2010). Strategic problem solving. ISBN: 9788425426728.
	Forsyth, P. (2007). Successful Time Management. ISBN: 9780749455507.
	Weissman, J. (2006). Presenting to Win. ISBN: 9780137144174.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Development of Business Models	**CODE**	EITD-502	**PRE-REQUISTE**		None	
PERIOD	Fifth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	In the Digital Age, new entrepreneurs and innovators have gone from a business model proposed in a flat, departmentalized document and sometimes unrelated to each other, to a lively, dynamic business model with value propositions, taking into account tastes and customer needs, and in which the maxim "fail fast, fail soon ... but above all, fail cheap" has opened a gap, adopting new methodologies in product design.						
	Be competent to develop a strategic and innovative vision of the business.						
	Being able to launch entrepreneurial and intrapreneurial projects.						
	Change of mentality, seeing the world as a niche of opportunities and in constant movement.						
	Encourage initiative, creative development and its guidelines.						
	Know the main business development models, analyze the most valid for each specific situation and apply them to reality.						
LEARNING MODULES	From the Product to the User as a Business Center.						
	The Lean Startup Method: Minimum Viable Product.						
	From the Business Plan to the Business Model Canvas.						
	Design Thinking.						
	Business Models in the Digital Age.						
	Applied Workshop: What is your Business Model?						

RECOMMENDED BIBLIOGRAPHY	Ries, E. (2012). The Lean Startup Method. ISBN: 9788423409495.
	García-Milà, P. (2011). There is everything to do. ISBN: 9788415115281.
	Osterwalder, A. (2010). Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers. ISBN: 9780470876411.
	Cross, N. Design Thinking. ISBN: 9781847886361.
	Lockwood, T. (2009). Design Thinking: Integrating Innovation, Customer Experience, and Brand Value. ISBN: 9781581156683.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Entrepreneurship Trends	**CODE**	EITD-503	**PRE-REQUISTE**		None	
PERIOD	Fifth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	We have seen in recent years how the Internet has transformed the business model and organization of companies in many sectors (media, tourism, financial agents, education, etc.). A new technology initially causes rejection in its assimilation and reluctance in its use, until it becomes part of the daily life of its consumers. This course will cover the sectors with the greatest innovative potential, as well as a tour of successful entrepreneurs.						
	Know the sectors with the greatest possibilities for innovation.						
	Being able to clarify the essential ideas about each sector, its associated advantages and disadvantages.						
	Obtain skills aimed at identifying customer needs in each sector.						
	Analyze potential in key markets of the XXI century.						
	Share knowledge space with successful entrepreneurs, innovators and entrepreneurs.						
LEARNING MODULES	Innovation in e-Commerce: from Store to Computer, from Computer to Mobile.						
	Innovation in Payments and Financing: Micropayments, Payments for Consumption, "Pay What You Want", Crowdfunding and Crowdlending.						
	Gamification and its Practical Application.						
	Collaborative and Social Entrepreneurship.						
	Practical Workshop: Successful Entrepreneurs.						
	Practical Workshop: Entrepreneurship to Debate.						
RECOMMENDED BIBLIOGRAPHY	Merrifield, F. (2009). Re-think. ISBN: 9780137031658.						
	Werbach, K. Hunter, D. (2013). Gamification. ISBN: 9788490354575.						
	Gray, D. Brown, S. Macanufo, J. (2012). Gamestorming. ISBN: 9788423409662.						
	Arena, C. Companies with great purposes. ISBN: 9780060852078.						
	Azua, M. (2009). The Social Factor. ISBN: 9780137018901.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Process Management	CODE	GPTD-503	PRE-REQUISTE		None	
PERIOD	Fifth	HFD / HSS	3	HEI / HAS	5	HTS / THS	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This course helps us think about the product or service we offer from a customer point of view. It makes us take into account the need to design all our steps in production processes with one goal in mind: that our product or service be positively valued by the customer. In the future, a good design of a productive system will be a first-rate strategic advantage that will position us better than our competitors from the beginning.						
	Know what values are and how our clients perceive them. Understand and make process diagrams.						
	Understand and manage the parameters of efficiency and save time and money.						
	Design an economical batch: quantity of product to request that optimizes times and costs in our warehouses.						
	Compression and relationship of key process concepts. Developments of quick calculations and their practical meaning.						
	Discovery of real cases in which theoretical concepts have been used.						
LEARNING MODULES	Analysis of a process: what and how do we do it?						
	The reliability of the process: an absolute requirement.						
	Process optimization.						
	The client's perspective: what opportunities / challenges does it incorporate?						
	Effective inventory management. Time management in logistics.						
	Integral management.						
RECOMMENDED BIBLIOGRAPHY	Riba, C. and Molina, A. (2006). Concurrent engineering. An innovative methodology. ISBN: 9788483018996.						
	Andreasen, M. and Hein, L. (1987). "Integrated Product Development". ISBN: 9780948507212.						
	Crowson, R. (2006). The Handbook of Manufacturing Engineering. Product Design and Factory Development. ISBN: 9780073404776.						
	Ulrich, K. (2003). Product Design and Development. (3rd ed.). ISBN: 9780073404776.						
	Center of Design Innovation. Ireland: Creative Commons. http://www.designinnovation.ie/						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

11.13 MASTER'S DEGREE IN PROJECT MANAGEMENT

Duration of the program:

Five cycles of fourteen weeks each.

Academic degree:

Master in Project Management.

Program objective:

In a globalized world, the project manager is in charge of keeping track of different types of plans that can mean business success or failure. Have skills and knowledge to manage innovation and business development processes, considering resources such as time, money, people, materials, energy, among others, to contribute to the competitiveness of organizations with an international focus.

The industrial sector is the optimal area for a company to develop and grow in an orderly manner, implementing and designing projects based on competitive strategies that lead to operational development and growth, this is the task of Project Management.

Specific objectives:

- Know the main concepts related to project management under the PMI approach.
- Know theoretical and practical tools that allow the student to respond quickly and effectively to problems that may arise within the managerial field.
- Know the essential principles of quality management and its influence on the daily work of the project manager.
- Understand the functioning of international markets and train the student as a citizen of the world, with critical and constructive thinking towards their peers and future problems that may arise.
- Apply the knowledge acquired on the fundamentals of project management in the implementation of useful tools for the student.
- Analyze prior knowledge in order to use it to pass a Professional Certification endorsed by PMI.

Curriculum:

Educational modality: out of school

Duration: five four-month periods of fourteen weeks each

FIRST PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
GETD-501	Senior Business Management		3	5	8	7
TIAN-501	Globalization and Integration		3	5	8	7
TIDP-501	Future Studies Seminar		3	5	8	7
Subtotal first period			**9**	**15**	**24**	**21**
SECOND PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
GPTD-501	Fundamentals of Project Management I		3	5	8	7
GPDP-501	Quality management		3	5	8	7
GPDP-502	Project Management Office		3	5	8	7
Subtotal second period			**9**	**15**	**24**	**21**
THIRD PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
GPTD-502	Fundamentals of Project Management II	GPTD-501	3	5	8	7
GEAN-501	Decision Making Costs		3	5	8	7
GETD-506	Competitive Strategies: The Search for Excellence		3	5	8	7
Subtotal third period			**9**	**15**	**24**	**21**
FOURTH PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
GETD-507	Interpretation of Business Indicators	GEAN-501	3	5	8	7
GPDP-505	Project Risks		3	5	8	7
GPDP-506	Microsoft Project		3	5	8	7
Subtotal fourth period			**9**	**15**	**24**	**21**
FIFTH PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
GPTD-504	PMI Certification Simulation		3	5	8	7
GPDP-503	Effective Project Management		3	5	8	7
GPDP-504	Financial Evaluation of Projects	GETD-507	3	5	8	7
Subtotal fifth period			**9**	**15**	**24**	**21**
Total			**45**	**75**	**120**	**105**

HFD: Weekly Faculty Hours. **HSS:** Weekly Synchronous Hours.	
HEI: Weekly Independent Study Hours. **HAS:** Weekly Asynchronous Hours.	
THS:	Total hours per week
CRS:	Credits
Effective weeks of class per school year not including evaluations (16): 14	

UNIVERSIDAD EUROPEA DE MONTERREY

DEGREE PROGRAM

COURSE	Senior Business Management	CODE	GETD-501	PRE-REQUISTE	None		
PERIOD	First	HFD / HSS	3	HEI / HAS	5	HTS / THS	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	From a general perspective, globalization, economic openness and competitiveness are phenomena that organizations have to face and, as these are fundamental elements in the success of any organization, managers will make a greater effort to reach high levels of productivity and efficiency.						
	Apply analytical tools to positively infer the evolution of the macroeconomic, technological and social scenario.						
	Implement strategic methodologies for a business plan.						
	Provide analysis techniques to implement the strategy that allows the company a competitive advantage.						
	Understand the company as an organization, as well as the determinants of the behavior and performance of individuals within it.						
	Interpret and contextualize human resources management tools and policies within the framework of business strategies and decisions.						
LEARNING MODULES	The Role of Human Resources in the Company.						
	Keys to Developing People.						
	Processes that Covers the Function of People Management (I).						
	Processes that Covers the Function of People Management (II).						
	Ethics and Business Efficiency.						
	Career Management and Compensation Systems.						
RECOMMENDED BIBLIOGRAPHY	Simon, D. (2014). People and Talent Management. (1st ed.). ISBN: 9788448185909.						
	Jericho, P. (2011). The New Talent Management. (2nd ed.). ISBN: 9788483229323.						
	Simon, D. (2012). Values Coaching. (1st ed.). ISBN: 9788483566787.						
	Jobs, S. (2014). Leadership Lessons. (1st ed.). ISBN: 9788499924168.						
	Brouwer, D. (2007). Ethics and Corporate Responsibility. (1st ed.). ISBN: 9788433026163.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Globalization and Integration	CODE	TIAN-501	PRE-REQUISTE	None		
PERIOD	First	HFD / HSS	3	HEI / HAS	5	HTS / THS	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Globalization implies operating at relatively low costs, selling the same and in the same way everywhere, it implies adopting new forms of management to achieve a high level of competitiveness. On the other hand, economic integration is oriented towards the elimination of economic barriers to trade in goods and services between countries, allowing the expansion of trade. With the conceptualization and contextualization of both, changes in trends, emerging issues, and the threats and opportunities to face are visualized.						
	Characterize globalization and integration.						
	Evaluate the impact of globalization and integration on organizations.						
	Determine the potential of a company to compete in the global market.						

	Analyze the main aspects that must be taken into account to interact with global and integrated markets.
	Reflect on the attitude that the administrative management of a company must have to act in the processes of globalization and integration.
LEARNING MODULES	The ecosystem of internationalization.
	Competitive and technological keys to internationalization.
	Internationalization as a strategy.
	Key decisions.
	Operational aspects.
	Multinationals: the final phase.
RECOMMENDED BIBLIOGRAPHY	Daniels, J. D .; Radebaugh, L. H. and Sullivan, D. P. (2013). International Business. Environments and Operations. (14th ed.). ISBN: 9786073221603.
	Garaña, M. (2012). "The Fundamental Role of Information Technologies in the Internationalization of SMEs". Madrid College of Economists.
	Guerras, L.A. and Navas, J. E. (2015): The Strategic Management of the Company. Theory and applications (4th ed.). ISBN: 9788447028504.
	Castellano, J. M (2002). "The Inditex Internationalization Process". Spanish Multinational Companies.
	VV.AA. (2006). Foreign Trade Operation and Practice. Basic course. (2nd ed.). ISBN: 9788478119356.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Future Studies Seminar	**CODE**	TIDP-501	**PRE-REQUISTE**		None	
PERIOD	First	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The future of the world is a function of complex forces, which arise from multiple domains and involve many actors, and which are expressed as a set of feasible alternatives with future possibilities. These forces and domains define the impersonal character of world events, while people also act in the shadow of these forces by making decisions that affect the future. These decisions direct the course of nations, multinational corporations, and NGOs.						
	Being able to examine and predict the themes and developments that can change the future of the world in the next ten years.						
	Forecast the future of potential developments and issues on national, international and / or organizational agendas.						
	Communicate interesting and informative aspects of forecasts in a concise manner.						
	Acquire techniques and skills to successfully apply visionary knowledge processes in varied environments.						
	Detect emerging issues in the field and provide consulting in your area.						
LEARNING MODULES	Why Investigate the Future? Is Your Forecast Possible?						
	Problems and Obstacles in the Future Forecast.						
	Tools for the Future Forecast.						
	Technological Convergences and their Impact on the World.						
	The Main Sociopolitical and Economic Problems.						
	The Challenges of 2040						

RECOMMENDED BIBLIOGRAPHY	Guilló, M. Bas, E. (2012). Foresight and Innovation. Vol. 1. ISBN: 9788492751389.
	Baena Paz, G. (2007). Application of prospective to politics. ISBN: 9783845494388.
	Bas, E. (1999). Prospective; tools for strategic change management.
	Balbi, E. R. (2002). Futures Research Methodology - Prospective Methodology. ISBN: 9872034303.
	Gabiña, J. (2015). The Revisited Future: Prospective reflection as a weapon of strategy and decision. (eBook). ASIN: B013CEP6T0.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Fundamentals of Project Management I	**CODE**	GPTD-501	**PRE-REQUISTE**		None	
PERIOD	Second	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This is developed based on the approach provided by the PMI®. The discipline of Project Management is gaining high importance within organizations as they establish their strategic objectives that must be met through the development of numerous projects. Therefore, it is essential that organizations achieve maturity in their processes, procedures and policies when managing their projects.						
	Introduce the unique internationally recognized vocabulary of Project Management.						
	Encourage the use of good Project Management practices within organizations.						
	Acquire new knowledge and strengthen others on Project management, its processes, tools, techniques and interpersonal skills.						
	Increase recognition of the specific role of Project Management.						
	Acquire a global vision of the projects.						
LEARNING MODULES	Fundamentals of Project Management.						
	Project life cycle, stakeholders and organization structure.						
	Processes and areas of knowledge of project management.						
	Project integration management.						
	Project scope management.						
	Project time management.						
RECOMMENDED BIBLIOGRAPHY	Project Management Institute (2013). Guide to the Fundamentals for Project Management (PMBOK® Guide). ISBN: 9781628250091.						
	Zandhuis, A. (2014). The Pocket Companion of the PMBOK Guide. ISBN: 9789087537524.						
	Lledó, P. (2013). Project Director: How to Pass the Pmp® Exam Without Dying in the Attempt. ISBN: 9781490711669.						
	Lledó, P. (2013). Project management. ISBN: 9781426921414.						
	Lledó, P., Rivarola, G. (2007). How to Lead Successful Projects, Coordinate Human Resources and Manage Risks. ISBN: 9789871147984.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Quality management	CODE	GPDP-501	PRE-REQUISTE		None	
PERIOD	Second	HFD / HSS	3	HEI / HAS	5	HTS / THS	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The current economic reality has generated a high level of competitiveness among companies in different sectors in the market. Said competition has not been made measurable only with the particular benefits that each one offers to the clients, but because a differentiating success factor called quality has emerged. Those companies that have given importance to this concept and have applied it correctly have achieved great benefits and positioned themselves in the market permanently.						
	Understand how what we know today as Quality Management is defined.						
	Deepen some monitoring and measurement methods that allow quality control.						
	Know and understand the ISO Quality standards.						
	Understand the importance and impact that this has within the processes of the Quality Management System.						
	Define the strategies and objectives of the organizations.						
LEARNING MODULES	Quality Management Overview.						
	Quality Planning.						
	Quality Assurance.						
	Quality Control.						
	Quality management system.						
	Quality audit.						
RECOMMENDED BIBLIOGRAPHY	Hoyle, D. (2005). Automotive Quality Systems Handbook 2002: ISO / TS 16949. ASIN: B00XV48ND8.						
	Montes, M. (2015). Interpretation of ISO 9001: 2015: Learn how you can meet the requirements of ISO 9001: 2015. ASIN: B013X89GFU.						
	VV. AA. (2003). ISO 10006: 2003, Quality management systems - Guidelines for quality management in projects. ASIN: B00150P1UI.						
	VV. AA. (2003). ISO 10012: 2003, Measurement management systems - Requirements for measurement processes and measuring equipment. ASIN: B00150P1US.						
	Blond. J. C. (2007). Guide for the consideration of regulatory requirements according to the OHSAS 18001: 2007 standard. ISBN: 9788498440904.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Project Management Office	CODE	GPDP-502	PRE-REQUISTE		None	
PERIOD	Second	HFD / HSS	3	HEI / HAS	5	HTS / THS	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	In recent years the professionalization of the Project Management world has been carried out thanks to the publication of international regulations such as the PMBoK or ISO21500, in fact, it has reached such a point that currently, to access certain international tenders it is necessary that the Project Manager is certified as a PMP.						
	All these changes have caused companies to meet new challenges, both internal and external, leading to the creation of specialized departments in the management of Projects, Programs and Portfolios called Project Management Offices or Project Management Offices (PMOs).						
	Provide organizations with specialized organizational departments in their own Project, Program and Portfolio Management processes.						
	Understand what a Project Office (PMO) is and what its role is within an organization, distinguishing between the different existing typologies.						

	Train in own techniques and tools that are the competence of the Project Management Offices.
	Acquire the necessary foundations to establish and evolve in terms of maturity a PMO within your organization.
LEARNING MODULES	Understand the different technological tools that exist to support management so that different problems can be answered.
	Project management in organizations.
	Structure of a Project Office.
	Maturity models.
	PMO implementation.
RECOMMENDED BIBLIOGRAPHY	PMO support tools.
	Deloitte, The Value of Project Offices in Organizations 2013.
	Letavec, C. (2006). The Program Management Office: Establishing, Managing and Growing the Value of a PMO. ISBN: 9781932159592.
	Project Management Institute. A Guide to the Project Management Body of Knowledge (PMBOK GUIDE). ISBN: 9781935589679.
	Kaplan, R. and Norton, D. (2002). Balanced Scorecard. ISBN: 9788480885041.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Fundamentals of Project Management II	**CODE**	GPTD-502	**PRE-REQUISTE**		GPTD-501	
PERIOD	Third	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This course aims to explore the different areas of knowledge that the Project Management Institute (PMI) ® analyzes through A Guide to the Project Management Body of Knowledge, and which must be mastered by a project manager. This course will study related topics such as the management of costs, quality, Human Resources, communications, risks, acquisitions, and project stakeholders.						
	The student will understand the interrelation that exists between the various processes of knowledge in Project Management.						
	The student will analyze the impact they have on projects and the company, the application of knowledge in Project Management.						
	The student will apply their knowledge to solve practical cases and in their weekly discussion participations.						
	The student will understand in detail the role of the Project Director within the company, his responsibilities and his integrative work.						
	The student must develop and apply their criteria to propose a solution to the practical case presented weekly.						
LEARNING MODULES	Project Cost Management.						
	Project Quality Management.						
	Project Human Resources Management.						
	Project Communications Management.						
	Project Risk Management. Project Procurement Management.						
	Project Stakeholders Management.						
RECOMMENDED BIBLIOGRAPHY	Project Management Institute (2013). Guide to the Fundamentals for Project Management (PMBOK® Guide). ISBN: 9781628250091.						
	LLedó, P. (2013). Project director. ISBN: 9781490711669.						

	Lledó, P. (2013). Project management. ISBN: 9781426921414.
	Lledó, P., Rivarola, G. (2007). How to Lead Successful Projects, Coordinate Human Resources and Manage Risks. ISBN: 9789871147984.
	Zandhuis, A. (2014). The Pocket Companion of the PMBOK Guide. ISBN: 9789087537524.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Decision Making Costs	**CODE**	GEAN-501	**PRE-REQUISTE**		ICTD-504	
PERIOD	Third	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This course is aimed at providing the necessary knowledge for the company to obtain and be able to maintain competitive differentiation in costs. Concepts and approaches that help calculate, control and reduce costs are explained.						
	Define and explain the fundamental notions necessary to understand cost analysis.						
	Know the different methods that are applied in calculating the costs of products.						
	Know the tools used to make decisions from the cost perspective in the management of the company.						
	Ability to design the cost system of a company.						
	Ability to analyze the costs of products and their evolution.						
LEARNING MODULES	Costs: concepts and definitions.						
	Cost centers: cost accumulation systems.						
	Costs per order. Costs per process.						
	Relationships between cost benefits and volume of activity.						
	Decision-making costs.						
	Budgets and deviations.						
RECOMMENDED BIBLIOGRAPHY	Horngren, C. (2009). Cost Accounting: A Management Approach. (1st ed.). ISBN: 9789702607618.						
	Hansen, Don R., Mowen, M. (2007). Cost Management: Accounting and Control. (5th ed.). ISBN: 9789706865830.						
	Pérez-Carballo, J. F. (2013). Business Management Control. (8th ed.). ISBN: 9788473568968.						
	Tanaka, M. (1997). Modern Cost Management. (1st). ISBN: 9788479782870.						
	Bloomberg Business (2016). New York. Bloomberg L. P. http://www.bloomberg.com						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Competitive strategies	**CODE**	GETD-506	**PRE-REQUISTE**		None	
PERIOD	Third	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE	This course is focused on the competitive strategies of the company, examining the central points of its competitiveness in the short, medium and long term, thus focusing on the development of the specific capabilities of the company that contribute to competitive advantage, as well as the formulation of the necessary strategies to sustain the company.						

DEVELOPED	Acquire, develop and perfect, both conceptually and practically, the most relevant aspects of the organization's competitive strategies.
	Apply strategies in solving problems, in the plan of innovations and in the daily management of the company.
	Plan the strategy of an organization.
	Organize the limited resources of the company
	Analyze the current situation of an organization.
LEARNING MODULES	A Framework for Strategy Analysis.
	Analysis of the Competitive Environment.
	Internal Analysis of the Company.
	The Formulation of the Strategy at Business Level.
	The Formulation of the Strategy at the Corporate Level.
	The Implementation and Evaluation of the Strategy.
RECOMMENDED BIBLIOGRAPHY	Chan, K. (2008). The blue Ocean Strategy. (1st ed.). ISBN: 9788492421282.
	Porter, M. E. (2009). To be competitive. (1st ed.). ISBN: 9788423426959.
	Kourdi, J. (2009). Business Strategy: A Guide to Taking Your Business Forward. (1st ed.). ISBN: 9781846681240.
	Guerras, L.A. and Navas, J. E. (2008). Strategic Management of the Company. Theory and Applications. (4th ed.). ISBN: 9788447028504.
	Wars, L.A. (2012). Strategic Management Foundation of the Company. (1st ed.). ISBN: 9788447040384.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Interpretation of Business Indicators	**CODE**	GETD-507	**PRE-REQUISTE**		GEAN-501	
PERIOD	Fourth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	In today's world of business management, it is important to address characteristics of the different productive sectors of the company such as: production sector, financial sector, market sector and human resources sector. For this, the course will identify and interpret those indicators that allow having a clear vision of the behavior of the company in the global environment.						
	Know the determining factors of the competitiveness of a given sector.						
	To value the function of the individual business diagnosis as the prior instrument of other interventions.						
	Become familiar with the client's requirements and decide on which indicators to manage.						
	Recognize and interpret the company's indicators that allow it to diagnose the new operating plan.						
LEARNING MODULES	Financial Analysis through Ratios.						
	Planning in the Company.						
	Investment Analysis.						
	Introduction to Business Valuation.						
	Business Valuation Models.						
	Consolidation.						
RECOMMENDED	Brealey, R .; Myers, S. and Allen, F. (2014). Principles of Corporate Finance. (11th ed.). ISBN:						

BIBLIOGRAPHY	9780078034763.
	Brealey, R .; Myers, S. and Marcus, A. (2012). Fundamentals of Corporate Finance. (7th ed.). ISBN: 9780077861629.
	Ross, S .; Westerfield, R. W. and Jaffe, J. (2012). Corporate Finance. (9th ed.). ISBN: 9786071507419.
	Ross, S .; Westerfield, R. W. and Jaffe, J. et al. (2007). Corporate Finance: Core Principles and Applications. (1st ed.). ISBN: 9780077861650.
	Hawawini, G. and Viallet, C. (2006). Finance for Executives: Managing for Value Creation. (3rd ed.). ISBN: 9781408093801.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Project Risks	**CODE**	GPDP-505	**PRE-REQUISTE**		None	
PERIOD	Fourth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Risk Management is configured as a discipline that provides added value within the organizations and projects it develops, since it anticipates problems and reduces the uncertainty associated with any project. The different attitudes towards the risks of those interested in the project oblige the director to carry out proactive management. The processes implemented to manage risks are no longer considered optional if not mandatory within the organization. The good practices to be studied can be applied to any type of project, regardless of its size, complexity and industrial sector.						
	Strengthen and improve the project management knowledge of the participants, since risk management is closely related to other aspects such as cost, time, communication and stakeholder management.						
	Expand the participants' knowledge of risk management, providing detailed content on internationally recognized best practices for different management approaches (PMI®, APMG® and ISO, among others).						
	Recognize the value of discipline, as an element that ensures the success of the project's objectives, looking for factors that could affect them.						
	Identify critical success factors to correctly implement risk management.						
	Proactivity for risk management and, by extension, the rest of the project.						
LEARNING MODULES	Introduction to Risk Management.						
	Risk Management Planning.						
	Identification of Risks.						
	Qualitative Risk Analysis.						
	Quantitative Risk Analysis. Risk response planning.						
	Monitoring and control of Risks. Risk Management under Other Approaches.						
RECOMMENDED BIBLIOGRAPHY	Project Management Institute. A Guide to the Project Management Body of Knowledge (PMBOK GUIDE). ISBN: 9781935589679.						
	Zandhuis, A. (2013). ISO 21500 in Practice - a Management Guide. ISBN: 9789087537487.						
	ISO / TMB (2009). ISO 31000: 2009. Risk Management. Principles and Guidelines. ASIN: B009CABQAW.						
	Britain, G. (2002). Management of Risk: Guidance for Practitioners. ISBN: 9780113309092.						
	Project Management Institute (2009). Practice Standard for Project Risk Management. ISBN: 9781933890388.						

EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Microsoft Project	**CODE**	GPDP-506	**PRE-REQUISTE**		None	
PERIOD	Fourth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	In the Project Managers community, Microsoft Project® is considered a de facto standard. In job interviews, questions are asked about mastering this tool. To many people it seems as basic for the day to day of the projects as Excel can seem to a financial manager, an accountant or an administrative. However, the actual experience with this tool is frustrating for many Project Managers.						
	Learn how to use Microsoft Project.						
	Take key project management concepts.						
	Know the main tool used for project planning and management.						
	Know the PMBOK® Guide of the PMI®.						
LEARNING MODULES	Initial Tips and Fundamentals of Time Management with Microsoft Project (MSP).						
	Plan the Scope and Schedule with MSP.						
	Plan Resources and Costs with MSP.						
	MSP to Communicate and Coordinate.						
	Control Scope and Times with MSP.						
	Management of Critical Path and Earned Value with MSP.						
RECOMMENDED BIBLIOGRAPHY	Chatfield, C. (2013). Microsoft Project 2013 Step by Step. ASIN: B00JDMPJTI.						
	Project Management Institute (2013). Guide to the Fundamentals for Project Management (PMBOK® Guide). ISBN: 9781628250091.						
	Howard, B. (2013). Microsoft Project 2013 Plain & Simple. ASIN: B00JDMPKVK.						
	Biafore, B. (2013). Microsoft Project 2013: The Missing Manual. ASIN: B00E3G04OY.						
	Hamper, J., Robert J., Baugh, L. (1995). Handbook for Writing Proposals. ASIN: B010MZGUWO.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Effective Project Management	**CODE**	GPDP-503	**PRE-REQUISTE**		None	
PERIOD	Fifth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The habit of getting things done in project management means enforcing planning. This changeable planning must be kept up to date. There are many elements of planning that cannot be measured quantitatively, but that the Project Manager must nevertheless measure, trying to quantify the distance between what should happen and what is happening. In project management, the quantitative expression of what should happen is called the baseline. There are many ways to quantitatively measure project performance, but measuring is not the same as monitoring.						
	Apply the standardized concepts of the management areas developed in the PMBOK® Guide when you have to be accountable for the status of the project.						
	Practice standardized techniques to control baselines and determine deviations and forecasts.						

	Know how to propose corrective actions to ensure that the project ends meeting the management objectives.
	Application of standardized terminology in the PMBOK® Guide.
	Control of the schedule and costs.
LEARNING MODULES	Project Monitoring Overview.
	Follow-up scope.
	Monitoring Planning.
	Work Monitoring, Schedule and Costs.
	Monitoring of Quality and Communications.
	Monitoring of Risks, Acquisitions and Stakeholders.
RECOMMENDED BIBLIOGRAPHY	Project Management Institute. A Guide to the Project Management Body of Knowledge (PMBOK Guide®). ISBN: 9781935589679.
	Mulchary, R. PMP® Exam Prep. ISBN: 9781932735185.
	Cheap, J. (2015). The Examination Project Director: Study guide in Spanish for the Project Director training. ISBN: 9788499699042.
	Barato, J. (2013). The Habits of an Effective Project Manager. ISBN: 9788499694214.
	Zandhuis, A., et al (2014). The Pocket Companion to the PMBOK® Guide. Holland: Van Haren Publishing. ISBN: 9789087537524.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Financial Evaluation of Projects	**CODE**	GPDP-504	**PRE-REQUISTE**		GETD-507	
PERIOD	Fifth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Finding investment projects whose profitability exceeds the cost of carrying them out, that is, projects that add value to the company, must be the added value provided by a Project Director. The main problem, leaving aside the determination of the opportunity cost of the project capital, is that of the valuation of the asset that will be created when making the investment (a factory, a ship, a refinery, etc.).						
	Analyze different methodologies of financial evaluation of projects.						
	Employ feasibility studies that lead the Project Manager to use the relevant information when creating a financial model for a project.						
	Application of standardized terminology in the PMBOK® Guide.						
	Control of costs associated with projects and their valuation.						
LEARNING MODULES	Basic Concepts in Financial Valuation of Projects.						
	Economic Valuation of Projects.						
	Cash Flows of a Project.						
	Decision criteria.						
	Project Feasibilities						
BIBLIOGRAFÍA RECOMENDADA	PMI® (2013). A Guide to the Project Management Body of Knowledge (PMBOK Guide®). ISBN: 9781935589679.						
	Mulchary, Rita (2013). PMP® Exam Prep. ISBN: 9781932735185.						
	Cheap, J. (2015). The Examination Project Director: Study guide in Spanish for the Project Director training. ISBN: 9788499699042.						
	Zandhuis, A., et al (2014). The Pocket Companion to the PMBOK® Guide. ISBN 9789087537524.						

EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

11.14 MASTER'S DEGREE IN BUSINESS MANAGEMENT (2002)

Duration of the program:
Five cycles of fourteen weeks each.

Academic degree:
Master in Business Management.

Program objective:
The Master in Business Management program will allow the student to become a professional committed to using their skills and competencies in applying direct methods and strategies and decision-making during the business management process, creating, modifying, developing and administering the business resources to achieve high performance standards in all kinds of organizations.

Specific objectives:

- Detect, develop and evaluate top business management strategies.
- Participate in the process of building solutions to specific problems in the business field.
- Propose competitive alternatives around administrative effectiveness at all levels of organization.
- Propose projects related to the foundation, management, innovation and evolution of the concepts and actions of leadership, corporation, administration, direction, technology, human capital, management, high performance, corporate diversification.
- Maintain a competitive business perspective and a broad vision to define the present and future roles of administrative management within local, national and international activities.

Curriculum:
Educational modality: out of school.
Duration: five four-month periods of fourteen weeks each.

FIRST PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
GETD-501	Senior Business Management		3	5	8	7
GETD-502	Strategic Management to Integrate High Performance Teams		3	5	8	7
TIDP-501	Future Studies Seminar		3	5	8	7
Subtotal First Period			**9**	**15**	**24**	**21**
SECOND PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
GETD-503	Creating and Managing Human Capital	GETD-502	3	5	8	7
GETD-504	Developing Administrative Effectiveness		3	5	8	7
GESC-501	Change in the Culture of Organizations		3	5	8	7
Subtotal Second Period			**9**	**15**	**24**	**21**
THIRD PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
GETD-505	Technological innovations		3	5	8	7
GETD-506	Competitive strategies		3	5	8	7
GEDP-501	Business Vision	GESC-501	3	5	8	7
Subtotal Third Period			**9**	**15**	**24**	**21**
FOURTH PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
GETD-507	Interpretation of Business Indicators	GEDP-501	3	5	8	7
GETD-508	Managing Corporate Diversification and Renewal		3	5	8	7
GESC-502	Evolution of the Leadership Concept	GETD-502	3	5	8	7
Subtotal Fourth Period			**9**	**15**	**24**	**21**
FIFTH PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
ICTD-507	Global Outlook	TIDP-501	3	5	8	7
ICTD-506	Strategic Decision Making		3	5	8	7
GETD-509	Final Project of Business Application		3	5	8	7
Subtotal Fifth Period			**9**	**15**	**24**	**21**
Total			**45**	**75**	**120**	**105**

HFD: Weekly Faculty Hours. **HSS:** Weekly Synchronous Hours.	
HEI: Weekly Independent Study Hours. **HAS:** Weekly Asynchronous Hours.	
THS:	Total hours per week
CRS:	Credits
Effective weeks of class per school year not including evaluations (16): 14	

UNIVERSIDAD EUROPEA DE MONTERREY

DEGREE PROGRAM

COURSE	Senior Business Management	CODE	GETD-501	PRE-REQUISTE	None		
PERIOD	First	HFD / HSS	3	HEI / HAS	5	HTS / THS	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	From a general perspective, globalization, economic openness and competitiveness are phenomena that organizations have to face and, as these are fundamental elements in the success of any organization, managers will make a greater effort to reach high levels of productivity and efficiency.						
	Apply analytical tools to positively infer the evolution of the macroeconomic, technological and social scenario.						
	Implement strategic methodologies for a business plan.						
	Provide analysis techniques to implement the strategy that allows the company a competitive advantage.						
	Understand the company as an organization, as well as the determinants of the behavior and performance of individuals within it.						
	Interpret and contextualize human resources management tools and policies within the framework of business strategies and decisions.						
LEARNING MODULES	The Role of Human Resources in the Company.						
	Keys to Developing People.						
	Processes that Covers the Function of People Management (I).						
	Processes that Covers the Function of People Management (II).						
	Ethics and Business Efficiency.						
	Career Management and Compensation Systems.						
RECOMMENDED BIBLIOGRAPHY	Simon, D. (2014). People and Talent Management. (1st ed.). ISBN: 9788448185909.						
	Jericho, P. (2011). The New Talent Management. (2nd ed.). ISBN: 9788483229323.						
	Simon, D. (2012). Values Coaching. (1st ed.). ISBN: 9788483566787.						
	Jobs, S. (2014). Leadership Lessons. (1st ed.). ISBN: 9788499924168.						
	Brouwer, D. (2007). Ethics and Corporate Responsibility. (1st ed.). ISBN: 9788433026163.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Strategic Management to Integrate High Performance Teams	CODE	GETD-502	PRE-REQUISTE	None		
PERIOD	First	HFD / HSS	3	HEI / HAS	5	HTS / THS	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Modern companies seek competitiveness and productivity. Achieving productivity based on employee commitment requires that they have a clear direction to guide their actions and allow them to carry out their work safely and autonomously, within the framework of a team that works with a series of principles, objects and strategies. clearly defined business The design of this course seeks that the student can: - Acquire the vision and the necessary elements to understand the challenges, performance and managerial functions that allow the administration of an increasingly competitive organization.						

	- Reflect on the concept of integration of high-performance teams and the importance of participation and group work - Develop the concepts and skills to integrate work teams that are truly results-oriented - Assess the importance of various mechanisms of motivation and compensation in the operation of work teams
LEARNING MODULES	I Planning and strategic management system
	II Teamwork as a form of organizational improvement
	III Customer orientation as a premise of an effective service system
	IV Recruitment and mechanisms to improve staff performance
	V Improvement of business processes
	VI Variable compensation systems based on results
RECOMMENDED BIBLIOGRAPHY	Guilló, M. Bas, E. (2012). Foresight and Innovation. Vol. 1. ISBN: 9788492751389.
	Baena Paz, G. (2007). Application of prospective to politics. ISBN: 9783845494388.
	Bas, E. (1999). Prospective; tools for strategic change management.
	Balbi, E. R. (2002). Futures Research Methodology - Prospective Methodology. ISBN: 9872034303.
	Gabiña, J. (2015). The Revisited Future: Prospective reflection as a weapon of strategy and decision. (eBook). ASIN: B013CEP6T0.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Future Studies Seminar	**CODE**	TIDP-501	**PRE-REQUISTE**		None	
PERIOD	First	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The future of the world is a function of complex forces, which arise from multiple domains and involve many actors, and which are expressed as a set of feasible alternatives with future possibilities. These forces and domains define the impersonal character of world events, while people also act in the shadow of these forces by making decisions that affect the future. These decisions direct the course of nations, multinational corporations, and NGOs.						
	Being able to examine and predict the themes and developments that can change the future of the world in the next ten years.						
	Forecast the future of potential developments and issues on national, international and / or organizational agendas.						
	Communicate interesting and informative aspects of forecasts in a concise manner.						
	Acquire techniques and skills to successfully apply visionary knowledge processes in varied environments.						
	Detect emerging issues in the field and provide consulting in your area.						
LEARNING MODULES	Why Investigate the Future? Is Your Forecast Possible?						
	Problems and Obstacles in the Future Forecast.						
	Tools for the Future Forecast.						
	Technological Convergences and their Impact on the World.						
	The Main Sociopolitical and Economic Problems.						
	The Challenges of 2040						
RECOMMENDED	Guilló, M. Bas, E. (2012). Foresight and Innovation. Vol. 1. ISBN: 9788492751389.						

BIBLIOGRAPHY	Baena Paz, G. (2007). Application of prospective to politics. ISBN: 9783845494388.
	Bas, E. (1999). Prospective; tools for strategic change management.
	Balbi, E. R. (2002). Futures Research Methodology - Prospective Methodology. ISBN: 9872034303.
	Gabiña, J. (2015). The Revisited Future: Prospective reflection as a weapon of strategy and decision. (eBook). ASIN: B013CEP6T0.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Creating and Managing Human Capital	**CODE**	GETD-503	**PRE-REQUISTE**		GETD-502	
PERIOD	Second	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The issue of human resource management takes new directions with the trend of modern companies and executives to emphasize the importance of a company's intangible assets, those that are not reflected in the accounts. In recent years, interest in the subject of intellectual capital and the importance of recognizing and valuing its influence have increased. This course seeks that the student can: - Apply the knowledge and tools necessary to optimize the human resources management of an organization - Offer the theoretical foundation of how organizations can create and improve human capital through strategic human resource practices - Discuss new approaches in human resource management on topics related to selection, planning, motivation, compensation, training and performance evaluation. - Analyze the requirements of adequate human capital management, aligned with the strategies of the company and the business.						
LEARNING MODULES	I Introduction to human capital						
	II Intellectual capital and human resource management						
	III The hiring of human capital: recruitment and selection						
	IV Basic competences, personnel requirements and job analysis						
	V Human capital training and development system						
	VI Leading the administration of human resources: knowledge management system						
	VII Compensation and benefits management						
	VIII Performance evaluation: measurement of indicators						
	IX Technology and human resource management						
RECOMMENDED BIBLIOGRAPHY							
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Developing administrative effectiveness	**CODE**	GETD-504	**PRE-REQUISTE**		None	
PERIOD	Second	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8

GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Globalization and the advance in the competitiveness of companies through information technology requires and commits the entrepreneur to acquire the vision and the necessary elements to understand the challenges, actions and managerial functions that allow efficient and effective administration in a competent organization. In this sense, the subject seeks that the student be able to: - Plan and implement strategies in strategic business units - Support the direction and positioning of the company's objectives - Develop financing plans to support strategic decision-making and improve efficiency and productivity - Develop a personal management style that emphasizes effectiveness and achieving results - Help others in the company to set goals and improve their performance.
LEARNING MODULES	I Strategic administration
	II Styles and roles of the administrator
	III Planning and financial control
	IV Organizational culture: management of roles and responsibilities
	V Financial control systems
	VI Strategic leadership
	VII Styles and techniques of decision making
	VIII Conflict management: creating solutions to complex problems
RECOMMENDED BIBLIOGRAPHY	
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Change in the culture of organizations	**CODE**	GESC-501	**PRE-REQUISTE**		None	
PERIOD	Second	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Organizations are the expression of a cultural reality and this reflects a set of values, beliefs, ideas, feelings and actions of the members that comprise them. The changes and tendencies that the society experiences reverberate in the organizations and if they want to achieve success, they must be open in a constant learning process. Hence, understanding change and organizational culture is a basic competence of a good manager. For this reason, the subject intends for the student to be able to: - Identify the organizational culture as a competitive advantage in the management of modern companies - Highlight the importance of change in organizational culture within the organization's human resources - Focus human resource management in support of strategic change - Discuss the importance and the need to generate an organizational culture that commits members to achieving the goals of the company and those of each other.						
LEARNING MODULES	I Importance of organizational culture: characteristics and functions of culture						
	II Development of the needs for change						
	III Analysis of organizational paradigms						
	IV Definition of the mission and vision of the organization: adoption of new schemes						
	V Analysis and diagnosis of the current organization						
	VI Definition and design of the future organization						
	VII Definition of the necessary changes						
	VIII Planning of organizational changes						
	IX Establishment of the execution and implementation team						
	X Monitoring and control						

	XI Decision making: challenge of the modern executive
RECOMMENDED BIBLIOGRAPHY	
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Technological innovations	**CODE**	GETD-505	**PRE-REQUISTE**		None	
PERIOD	Third	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Forward-thinking organizations see technological innovations as a strategic resource. Analyzing how these have always been at the origin of industrial revolutions is essential for managers to recognize the need for change. Technological innovations also require managerial and organizational changes or improvements in the operation of the companies in general, that is, social innovation. This has also meant the incorporation of new personnel management methods, with the introduction of information technologies, the delegation of responsibilities, the administration systems by competencies, among others. That is why this subject seeks that the student can: - Analyze how technological innovations allow the transition from static comparative advantages to dynamic advantages, which lie in improvements in productivity, quality and diversification of goods and services for society. - Reflect on the impact of technological innovations in different scenarios of daily life - Discuss the importance of companies making effective use of available and emerging technology for products, services, processes and systems in all aspects of business activities.						
LEARNING MODULES	Technology and the individual.						
	Technological innovations in modern history.						
	Technological innovations and people's private lives.						
	Technological innovations and the world of work.						
	The impact of global distribution systems and electronic commerce on business management.						
	Strategic use of technology.						
RECOMMENDED BIBLIOGRAPHY	J. H. Dyer; H. B. Gregersen and C. M. Christensen (2012). The DNA of the innovator (1st ed). ISBN: 9788423412433						
	H. W. Chesbourgh (2009). Open innovation. (1st ed). ISBN: 9788496981539						
	M. Lord and D. DeBethizy (2005). Tailor-made innovation. ISBN: 9780131438200						
	J. Freire and A. Gutiérrez-Rubí (2010). 32 Trends of change. ISBN: 350932010						
	W. C. Taylor (2012). Make it different and succeed. ISBN: 9788498752076						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Competitive strategies	**CODE**	GETD-506	**PRE-REQUISTE**		None	
PERIOD	Third	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO	This course is focused on the competitive strategies of the company, examining the central points of its competitiveness in the short, medium and long term, thus focusing on the development of the specific capabilities of the company that contribute to competitive advantage, as well as the						

BE DEVELOPED	formulation of the necessary strategies to sustain the company.
	Acquire, develop and perfect, both conceptually and practically, the most relevant aspects of the organization's competitive strategies.
	Apply strategies in solving problems, in the plan of innovations and in the daily management of the company.
	Plan the strategy of an organization.
	Organize the limited resources of the company
	Analyze the current situation of an organization.
LEARNING MODULES	A Framework for Strategy Analysis.
	Analysis of the Competitive Environment.
	Internal Analysis of the Company.
	The Formulation of the Strategy at Business Level.
	The Formulation of the Strategy at the Corporate Level.
	The Implementation and Evaluation of the Strategy.
RECOMMENDED BIBLIOGRAPHY	Chan, K. (2008). The blue Ocean Strategy. (1st ed.). ISBN: 9788492421282.
	Porter, M. E. (2009). To be competitive. (1st ed.). ISBN: 9788423426959.
	Kourdi, J. (2009). Business Strategy: A Guide to Taking Your Business Forward. (1st ed.). ISBN: 9781846681240.
	Guerras, L.A. and Navas, J. E. (2008). Strategic Management of the Company. Theory and Applications. (4th ed.). ISBN: 9788447028504.
	Wars, L.A. (2012). Strategic Management Foundation of the Company. (1st ed.). ISBN: 9788447040384.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Business vision	**CODE**	GEDP-501	**PRE-REQUISTE**		GESC-501	
PERIOD	Third	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The global and opening context requires the development of business criteria that lead to visualize the trend of changes and improvements in production processes and staff as well as the value chain that positions the company in the competitive point of business. The entrepreneur's vision involves overcoming challenges, perceiving prospects for success or rethinking productivity activities. In this sense, the subject intends that the student can: - Visualize the company as an integrated and interwoven whole whose functionality leads to the achievement of the established objectives - Analyze the possibilities of organizing business processes in groups of specialized companies with global competitiveness - Differentiate the forms of business participation in globalized trade and recognize its benefits						
LEARNING MODULES	I What is the company? Definitions, key activities and company objectives						
	II Companies and their environment: economic, political, social and demographic aspects						
	III Corporate social responsibility: business ethics						
	IV The perspective of the sustainable development of the company						
	V Business processes for the company						
	VI The value chain of the company						

	VII The systematic and visionary approach of the company
	VIII Companies in the international context
RECOMMENDED BIBLIOGRAPHY	
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Interpretation of Business Indicators	**CODE**	GETD-507	**PRE-REQUISTE**		GEDP-501	
PERIOD	Fourth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	In today's world of business management, it is important to address characteristics of the different productive sectors of the company such as: production sector, financial sector, market sector and human resources sector. For this, the course will identify and interpret those indicators that allow having a clear vision of the behavior of the company in the global environment.						
	Know the determining factors of the competitiveness of a given sector.						
	To value the function of the individual business diagnosis as the prior instrument of other interventions.						
	Become familiar with the client's requirements and decide on which indicators to manage.						
	Recognize and interpret the company's indicators that allow it to diagnose the new operating plan.						
LEARNING MODULES	I The concept of global and business diagnostics						
	II Determining and random factors: demand, supply, structure, strategy, rivalry						
	III The diagnosis as input for the action plan and attention to business management						
	IV Indicators of the production process of goods and services: production and productivity						
	V Market indicators: product, price, promotion, points of sale						
	VI Financial indicators: liquidity, flow, solvency, liabilities, share capital, equity						
	VII Indicators of company management: human resources, working capital, assets, competitiveness						
	VIII Analysis integrated to the company						
RECOMMENDED BIBLIOGRAPHY	Brealey, R .; Myers, S. and Allen, F. (2014). Principles of Corporate Finance. (11th ed.). ISBN: 9780078034763.						
	Brealey, R .; Myers, S. and Marcus, A. (2012). Fundamentals of Corporate Finance. (7th ed.). ISBN: 9780077861629.						
	Ross, S .; Westerfield, R. W. and Jaffe, J. (2012). Corporate Finance. (9th ed.). ISBN: 9786071507419.						
	Ross, S .; Westerfield, R. W. and Jaffe, J. et al. (2007). Corporate Finance: Core Principles and Applications. (1st ed.). ISBN: 9780077861650.						
	Hawawini, G. and Viallet, C. (2006). Finance for Executives: Managing for Value Creation. (3rd ed.). ISBN: 9781408093801.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Managing Corporate Diversification and Renewal	CODE	GETD-508	PRE-REQUISTE		None	
PERIOD	Fourth	HFD / HSS	3	HEI / HAS	5	HTS / THS	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Corporations have experienced a period of unprecedented diversification, restructuring, and renewal as they try to adopt their strategies and capabilities to the global reality. This course focuses on the problems of administration associated with corporate diversification, allowing the student to be able to: - Analyze diversification in organizations. - Determine, through diversification, when the organization must be renewed to be competent. - Evaluate and select vehicles that make diversification possible. - Propose and manage administrative challenges of diversification across national borders						
LEARNING MODULES	I Basic concepts of diversification and renewal						
	II Internal development of the renovation						
	III Administrative challenges of diversification on the national scene						
	IV Co-investments within corporations						
	V Acquisition and association of corporations						
	VI Global renewals						
RECOMMENDED BIBLIOGRAPHY							
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Managing Corporate Diversification and Renewal	CODE	GESC-502	PRE-REQUISTE		GETD-502	
PERIOD	Fourth	HFD / HSS	3	HEI / HAS	5	HTS / THS	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The recognition of leadership as a key factor in world-class organizations allows us to understand the importance of this role at all levels of the company. Creating a high-performance culture is a task that can only be conceived when there is real leadership in the organization that engages all members. The concept of the leader has evolved a lot, which is why studying this topic is motivating and challenging. This course seeks to make its participants achieve: - Analyze how to be efficient leaders and how to efficiently manage the work of groups and people in the organization. - Evaluate the positive impact of committed leadership. - Relate the concepts, models, approaches and perspectives of leaders' behavior in organizations and how they have generated change.						
LEARNING MODULES	I Leadership: introduction, theories and models.						
	II Theory of administration and organization.						
	III Roles of the leader within the phenomenon of change.						
	IV Motivation, group dynamics and conference design.						
	V Leadership: models, forces, policies and conflicts.						
	VI Decision making and organizational communication.						
	VII Structure and design of organizations: chords of the leader.						

	VIII Leaders and changes: organization and innovation of change.
RECOMMENDED BIBLIOGRAPHY	
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Global Perspective	**CODE**	ICTD-507	**PRE-REQUISTE**		TIDP-501	
PERIOD	Fifth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Foresight is a discipline with a global, systemic, dynamic and open vision that explains possible futures, not only by data from the past but fundamentally taking into account the future evolution of the variables (quantitative and above all qualitative) as well as the compartments of the actors involved, in a way that reduces uncertainty, illuminates the present action and provides mechanisms that lead to an acceptable, convenient or desired future. In this subject the student will be able to: - Successfully apply prospective methodologies in organizations in the different environments in which it is required. - Discriminate between appropriate and inappropriate ethical uses in the application of foresight techniques. - Discuss the contributions that can be made by applying foresight techniques or methodologies.						
LEARNING MODULES	I Concept of foresight						
	II Methodologies of strategic foresight						
	III Futures Analysis						
	IV Nuclei of value						
	V Sense of foresight in companies, politics and public action						
	VI Prospective applied to the company						
	VII Problems of today, organizations of yesterday						
	VIII The visionary and intuitive processes						
	IX Contradictions						
	X Countries facing globalization						
	XI Sense of long-term projects						
RECOMMENDED BIBLIOGRAPHY							
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Strategic decision making	**CODE**	ICTD-506	**PRE-REQUISTE**		None	
PERIOD	Fifth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE	Decision making is a key process for any human activity. Making an assertive decision begins a focused and consecutive reasoning process that involves many areas, which is why companies must have specialists in strategic decision-making. In this sense, this course aims to ensure that the student is able to: - Develop the vision, foundations and tools necessary to keep an organization in a competitive position. - Analyze the different methodologies for the design and solution of problems in the presence of uncertainty.						

DEVELOPED	- Develop skills in strategic decision making. - Propose models for strategic decision making.
LEARNING MODULES	I Administration and strategic negotiation
	II Elements of decision making
	III Stages involving a decision
	IV Financial decisions
	V Opening decisions and market penetration
	VI Decisions of technological and operational changes
	VII Investment decisions in new product development
	VIII Strategic decisions of senior management
	IX Dynamic, static and repetitive games: bilateral negotiation
RECOMMENDED BIBLIOGRAPHY	
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Final Project of Business Application	**CODE**	GETD-509	**PRE-REQUISTE**	None		
PERIOD	Fifth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This subject will enable the student professionally by integrating their skills by working on a real application project that integrates the skills that they have developed through the Master's Degree with the experience that their professional practice has given them. In this way the student will be able to: - Choose and develop a project of practical application to an area of professional interest. - Apply to your project the tools, methods, techniques and models that you have seen and analyzed in the training process. - Prepare blog, preliminary draft, project and report of results of the subject in question. - Carry out research on a particular topic and apply the methodology of projects, prepare a personal and project portfolio.						
LEARNING MODULES	Defining the problem in the business management framework						
	Setting the project goals						
	Conceptual design: formulation of the problem based on a real need of an organization						
	Elaboration of the project: Model and detailed design. Collection and analysis of information						
	Preparation of report: documentation of the process						
	Results presentation						
	Defining the problem in the business management framework						
	Setting the project goals						
	Conceptual design: formulation of the problem based on a real need of an organization						
RECOMMENDED BIBLIOGRAPHY							
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						

TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

11.15 MASTER'S DEGREE IN BUSINESS MANAGEMENT (2017)

Duration of the program:
Five cycles of fourteen weeks each.

Academic degree:
Master in Business Management.

Program objective:
The study program of the Master in Business Management the student will be able to use their skills and competences in the application of directive and decision-making methods and strategies during the business management process, creating, modifying, developing and managing business resources to achieving high performance standards in all kinds of organizations.

Specific objectives:

- Detect, develop and evaluate top business management strategies.
- Participate in the process of building solutions to specific problems in the business field.
- Propose competitive alternatives around administrative effectiveness at all levels of organization.
- Propose projects related to the foundation, management, innovation and evolution of the concepts and actions of leadership, corporation, administration, direction, technology, human capital, management, high performance, corporate diversification.
- Maintain a competitive business perspective and a broad vision to define the present and future roles of administrative management within local, national and international activities.

Curriculum:
Educational modality: out of school.
Duration: five four-month periods of fourteen weeks each.

FIRST PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
GETD-501	Senior Business Management		3	5	8	7
GETD-502	Strategic Management to Integrate High Performance Teams		3	5	8	7
TIDP-501	Future Studies Seminar		3	5	8	7
Subtotal First Period			**9**	**15**	**24**	**21**
SECOND PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
ICAN-504	Strategic Marketing Administration		3	5	8	7
ICAN-502	Marketing Strategies		3	5	8	7
TIAN-501	Globalization and Integration		3	5	8	7
Subtotal Second Period			**9**	**15**	**24**	**21**
THIRD PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
GETD-505	Technological innovations	TIDP-501	3	5	8	7
GETD-506	Competitive strategies		3	5	8	7
GEAN-511	Business Plan		3	5	8	7
Subtotal Third Period			**9**	**15**	**24**	**21**
FOURTH PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
GETD-507	Interpretation of Business Indicators		3	5	8	7
LCDP-501	Strategic and Tactical Communication		3	5	8	7
GESC-502	Highly Efficient Team Leadership	GETD-501	3	5	8	7
Subtotal Fourth Period			**9**	**15**	**24**	**21**
FIFTH PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
GEAN-508	Global Economic Environment	TIDP-501	3	5	8	7
GEAN-501	Decision Making Costs		3	5	8	7
GETD-509	Final Project of Business Application		3	5	8	7
Subtotal Fifth Period			**9**	**15**	**24**	**21**
Total			**45**	**75**	**120**	**105**

HFD: Weekly Faculty Hours. **HSS:** Weekly Synchronous Hours.	
HEI: Weekly Independent Study Hours. **HAS:** Weekly Asynchronous Hours.	
THS:	Total hours per week
CRS:	Credits

Effective weeks of class per school year not including evaluations (16): 14

UNIVERSIDAD EUROPEA DE MONTERREY

DEGREE PROGRAM

COURSE	Senior Business Management	**CODE**	GETD-501	**PRE-REQUISTE**		None	
PERIOD	First	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	From a general perspective, globalization, economic openness and competitiveness are phenomena that organizations have to face and, as these are fundamental elements in the success of any organization, managers will make a greater effort to reach high levels of productivity and efficiency.						
	Apply analytical tools to positively infer the evolution of the macroeconomic, technological and social scenario.						
	Implement strategic methodologies for a business plan.						
	Provide analysis techniques to implement the strategy that allows the company a competitive advantage.						
	Understand the company as an organization, as well as the determinants of the behavior and performance of individuals within it.						
	Interpret and contextualize human resources management tools and policies within the framework of business strategies and decisions.						
LEARNING MODULES	The Role of Human Resources in the Company.						
	Keys to Developing People.						
	Processes that Covers the Function of People Management (I).						
	Processes that Covers the Function of People Management (II).						
	Ethics and Business Efficiency.						
	Career Management and Compensation Systems.						
RECOMMENDED BIBLIOGRAPHY	Simon, D. (2014). People and Talent Management. (1st ed.). ISBN: 9788448185909.						
	Jericho, P. (2011). The New Talent Management. (2nd ed.). ISBN: 9788483229323.						
	Simon, D. (2012). Values Coaching. (1st ed.). ISBN: 9788483566787.						
	Jobs, S. (2014). Leadership Lessons. (1st ed.). ISBN: 9788499924168.						
	Brouwer, D. (2007). Ethics and Corporate Responsibility. (1st ed.). ISBN: 9788433026163.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Strategic Management to Integrate High Performance Teams	**CODE**	GETD-502	**PRE-REQUISTE**		None	
PERIOD	First	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Modern companies seek competitiveness and productivity. Achieving productivity based on employee commitment requires that they have a clear direction to guide their actions and allow them to carry out their work safely and autonomously, within the framework of a team that works with a series of principles, objects and strategies. clearly defined business The design of this course seeks that the student can: - Acquire the vision and the necessary elements to understand the challenges, performance and managerial functions that allow the administration of an increasingly competitive						

	organization. - Reflect on the concept of integration of high-performance teams and the importance of participation and group work. - Develop the concepts and skills to integrate work teams that are truly results-oriented. - Assess the importance of various mechanisms of motivation and compensation in the operation of work teams.
LEARNING MODULES	I Planning and strategic management system
	II Teamwork as a form of organizational improvement
	III Customer orientation as a premise of an effective service system
	IV Recruitment and mechanisms to improve staff performance
	V Improvement of business processes
	VI Variable compensation systems based on results
RECOMMENDED BIBLIOGRAPHY	Guilló, M. Bas, E. (2012). Foresight and Innovation. Vol. 1. ISBN: 9788492751389.
	Baena Paz, G. (2007). Application of prospective to politics. ISBN: 9783845494388.
	Bas, E. (1999). Prospective; tools for strategic change management.
	Balbi, E. R. (2002). Futures Research Methodology - Prospective Methodology. ISBN: 9872034303.
	Gabiña, J. (2015). The Revisited Future: Prospective reflection as a weapon of strategy and decision. (eBook). ASIN: B013CEP6T0.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Future Studies Seminar	**CODE**	TIDP-501	**PRE-REQUISTE**		None	
PERIOD	First	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The future of the world is a function of complex forces, which arise from multiple domains and involve many actors, and which are expressed as a set of feasible alternatives with future possibilities. These forces and domains define the impersonal character of world events, while people also act in the shadow of these forces by making decisions that affect the future. These decisions direct the course of nations, multinational corporations, and NGOs.						
	Being able to examine and predict the themes and developments that can change the future of the world in the next ten years.						
	Forecast the future of potential developments and issues on national, international and / or organizational agendas.						
	Communicate interesting and informative aspects of forecasts in a concise manner.						
	Acquire techniques and skills to successfully apply visionary knowledge processes in varied environments.						
	Detect emerging issues in the field and provide consulting in your area.						
LEARNING MODULES	Why Investigate the Future? Is Your Forecast Possible?						
	Problems and Obstacles in the Future Forecast.						
	Tools for the Future Forecast.						
	Technological Convergences and their Impact on the World.						
	The Main Sociopolitical and Economic Problems.						
	The Challenges of 2040						

RECOMMENDED BIBLIOGRAPHY	Guilló, M. Bas, E. (2012). Foresight and Innovation. Vol. 1. ISBN: 9788492751389.
	Baena Paz, G. (2007). Application of prospective to politics. ISBN: 9783845494388.
	Bas, E. (1999). Prospective; tools for strategic change management.
	Balbi, E. R. (2002). Futures Research Methodology - Prospective Methodology. ISBN: 9872034303.
	Gabiña, J. (2015). The Revisited Future: Prospective reflection as a weapon of strategy and decision. (eBook). ASIN: B013CEP6T0.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Strategic Marketing Administration	**CODE**	ICAN-504	**PRE-REQUISTE**		None	
PERIOD	Second	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Strategic Marketing is included within the most relevant tasks that today must be addressed by the Marketing Departments and the Management Committee or Board of Directors of a company. During the course, all the relevant elements to be taken into account for the proper conduct of the entire Strategic Marketing process will be studied.						
	Become aware of the importance of Strategic Marketing and its definition.						
	Define the main elements to consider: Segmentation, consumer behavior, environment management and positioning.						
	Learn methodology and process to carry out a correct Strategic Marketing plan.						
	Manage segmentation criteria.						
	Understand the main elements that affect consumer behavior.						
LEARNING MODULES	Conceptualization of Strategic Marketing.						
	Market Segmentation: Who is Our Target Audience ?.						
	Analysis of the Environment and its Influence on the Company.						
	Influence Factors on Consumer Behavior.						
	Consumer Behavior (I): The Purchase Decision Process.						
	Positioning (I): Our Place in the Mind of the Consumer.						
	Positioning (II): Image and Corporate Reputation.						
RECOMMENDED BIBLIOGRAPHY	Navas, J. E. y Guerras, L.Á. (2012). The strategic direction of the company. Theory and applications. ISBN: 9788447028504.						
	Kotler, P. (2006). Marketing direction. ISBN: 9786073212458.						
	Lambin, J. J. (1996). Strategic marketing. ISBN: 9788476157046.						
	Peter, J. P .; Oslon, J. C. (2006). Consumer behavior and marketing strategy. ISBN: 9789701056325.						
	Schiffman, L. G. and Kanuk, L. (2005). Consumer behavior. (8th ed.). ISBN: 9789702605966.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Marketing Strategies	**CODE**	ICAN-502	**PRE-REQUISTE**	None

PERIOD	Second	HFD / HSS	3	HEI / HAS	5	HTS / THS	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	In today's global world, you need to be up to date with business strategic models, as well as business planning design and management tools that support your business's success and permanence in the market.						
	Develop skills for variable analysis and assertive decision making.						
	Design competitive strategies based on real market situations.						
	Analyze the theoretical and methodological concepts of strategic planning and management.						
	Discuss the relationship between marketing and other company functions such as: logistics and distribution, research and development.						
LEARNING MODULES	Introduction to the Sales Function.						
	Organization of the Sales Structure.						
	Sales Strategies and Plans.						
	Direction and Management of the Sales Force.						
	Control of Sales, Sellers and Business.						
	Sales, Negotiation and Customer Management Techniques.						
RECOMMENDED BIBLIOGRAPHY	Artal, M. (2015). Sales Management. (13th ed.). ISBN: 9788415986768.						
	Churchill, G .; Ford, N. et al. (1993). Sales Management. (1st ed.). ISBN: 9788460466055.						
	Kotler, P. (2007). Marketing direction. (6th ed.). ISBN: 9789702604006.						
	Puchol, L. (2007). Management and human resources management. (7th ed.). ISBN: 9788479788315.						
	Strafford J. and Grant, C. (2007). Sales Director's Manual. (1st ed.). ISBN: 9788423420056.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Globalization and Integration	CODE	TIAN-501	PRE-REQUISTE		None	
PERIOD	Second	HFD / HSS	3	HEI / HAS	5	HTS / THS	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Globalization implies operating at relatively low costs, selling the same and in the same way everywhere, it implies adopting new forms of management to achieve a high level of competitiveness. On the other hand, economic integration is oriented towards the elimination of economic barriers to trade in goods and services between countries, allowing the expansion of trade. With the conceptualization and contextualization of both, changes in trends, emerging issues, and the threats and opportunities to face are visualized.						
	Characterize globalization and integration.						
	Evaluate the impact of globalization and integration on organizations.						
	Determine the potential of a company to compete in the global market.						
	Analyze the main aspects that must be taken into account to interact with global and integrated markets.						
	Reflect on the attitude that the administrative management of a company must have to act in the processes of globalization and integration.						
LEARNING MODULES	The ecosystem of internationalization.						
	Competitive and technological keys to internationalization.						
	Internationalization as a strategy.						
	Key decisions.						

	Operational aspects.
	Multinationals: the final phase.
RECOMMENDED BIBLIOGRAPHY	Daniels, J. D .; Radebaugh, L. H. and Sullivan, D. P. (2013). International Business. Environments and Operations. (14th ed.). ISBN: 9786073221603.
	Garaña, M. (2012). "The Fundamental Role of Information Technologies in the Internationalization of SMEs". Madrid College of Economists.
	Guerras, L.A. and Navas, J. E. (2015): The Strategic Management of the Company. Theory and applications (4th ed.). ISBN: 9788447028504.
	Castellano, J. M (2002). "The Inditex Internationalization Process". Spanish Multinational Companies.
	VV.AA. (2006). Foreign Trade Operation and Practice. Basic course. (2nd ed.). ISBN: 9788478119356.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Technological innovations	**CODE**	GETD-505	**PRE-REQUISTE**		None	
PERIOD	Third	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Forward-thinking organizations see technological innovations as a strategic resource. Analyzing how these have always been at the origin of industrial revolutions is essential for managers to recognize the need for change. Technological innovations also require managerial and organizational changes or improvements in the operation of the companies in general, that is, social innovation. This has also meant the incorporation of new personnel management methods, with the introduction of information technologies, the delegation of responsibilities, the administration systems by competencies, among others. That is why this subject seeks that the student can: - Analyze how technological innovations allow the transition from static comparative advantages to dynamic advantages, which lie in improvements in productivity, quality and diversification of goods and services for society. - Reflect on the impact of technological innovations in different scenarios of daily life - Discuss the importance of companies making effective use of available and emerging technology for products, services, processes and systems in all aspects of business activities.						
LEARNING MODULES	Technology and the individual.						
	Technological innovations in modern history.						
	Technological innovations and people's private lives.						
	Technological innovations and the world of work.						
	The impact of global distribution systems and electronic commerce on business management.						
	Strategic use of technology.						
RECOMMENDED BIBLIOGRAPHY	J. H. Dyer; H. B. Gregersen and C. M. Christensen (2012). The DNA of the innovator (1st ed). ISBN: 9788423412433						
	H. W. Chesbourgh (2009). Open innovation. (1st ed). ISBN: 9788496981539						
	M. Lord and D. DeBethizy (2005). Tailor-made innovation. ISBN: 9780131438200						
	J. Freire and A. Gutiérrez-Rubí (2010). 32 Trends of change. ISBN: 350932010						
	W. C. Taylor (2012). Make it different and succeed. ISBN: 9788498752076						

EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Competitive strategies	**CODE**	GETD-506	**PRE-REQUISTE**		None	
PERIOD	Third	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This course is focused on the competitive strategies of the company, examining the central points of its competitiveness in the short, medium and long term, thus focusing on the development of the specific capabilities of the company that contribute to competitive advantage, as well as the formulation of the necessary strategies to sustain the company.						
	Acquire, develop and perfect, both conceptually and practically, the most relevant aspects of the organization's competitive strategies.						
	Apply strategies in solving problems, in the plan of innovations and in the daily management of the company.						
	Plan the strategy of an organization.						
	Organize the limited resources of the company						
	Analyze the current situation of an organization.						
LEARNING MODULES	A Framework for Strategy Analysis.						
	Analysis of the Competitive Environment.						
	Internal Analysis of the Company.						
	The Formulation of the Strategy at Business Level.						
	The Formulation of the Strategy at the Corporate Level.						
	The Implementation and Evaluation of the Strategy.						
RECOMMENDED BIBLIOGRAPHY	Chan, K. (2008). The blue Ocean Strategy. (1st ed.). ISBN: 9788492421282.						
	Porter, M. E. (2009). To be competitive. (1st ed.). ISBN: 9788423426959.						
	Kourdi, J. (2009). Business Strategy: A Guide to Taking Your Business Forward. (1st ed.). ISBN: 9781846681240.						
	Guerras, L.A. and Navas, J. E. (2008). Strategic Management of the Company. Theory and Applications. (4th ed.). ISBN: 9788447028504.						
	Wars, L.A. (2012). Strategic Management Foundation of the Company. (1st ed.). ISBN: 9788447040384.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Business Plan	**CODE**	GEAN-511	**PRE-REQUISTE**		None	
PERIOD	Third	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Research and Development (R&D) has been replaced by a new R&D - Innovation and Development, two key words that will set the tone in the politics of nations to bring the most disadvantaged regions closer to those with medium levels of developing. In addition to this, computational and telecommunications advances, which in the form of the internet and the world wide web have						

	generated energy, excitement, activity and performance improvement in the industry also serve as a technological context for innovation and development.
	Develop the ability to visualize technological opportunities and match them with the unspoken and articulated needs of customers.
	Visualize opportunities for innovation.
	Analyze how technologies and markets evolve.
	Exploit opportunities to create differentiation and new products, processes and services.
	Select the most effective techniques for market segmentation, technology commercialization, and new development offerings.
	Research and Development (R&D) has been replaced by a new R&D - Innovation and Development, two key words that will set the tone in the politics of nations to bring the most disadvantaged regions closer to those with medium levels of developing. In addition to this, computational and telecommunications advances, which in the form of the internet and the world wide web have generated energy, excitement, activity and performance improvement in the industry also serve as a technological context for innovation and development.
LEARNING MODULES	Idea and business model.
	The business plan.
	Investor approach.
	Economic model.
	Startup valuation.
	Negotiation with investors.
RECOMMENDED BIBLIOGRAPHY	Vlaskovits, P. (2013) .The Lean Entrepreneur: How Visionaries Create Products, Innovate with New Ventures, and Disrupt Market. (1st ed.). ISBN: 9781118295342.
	Blank, S. (2013) .The Four Steps to the Epiphany: Successful Strategies for Startups That Wi. (1st ed.). ISBN: 9780989200509.
	Blank, B. and Dorf, B. (2012) .The Startup Owner's Manual: The Step-by-Step Guide for Building a Great Company. (1st ed.). ISBN: 9780984999309.
	Croll, A. (2013). Lean Analytics: Use Data to Build a Better Startup Faster. (1st ed.). ISBN: 9781449335670.
	Kawasaki, G. (2014). The Art of Starting. (1st ed.). ISBN: 9788493614805.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Interpretation of Business Indicators	**CODE**	GETD-507	**PRE-REQUISTE**		None	
PERIOD	Fourth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	In today's world of business management, it is important to address characteristics of the different productive sectors of the company such as: production sector, financial sector, market sector and human resources sector. For this, the course will identify and interpret those indicators that allow having a clear vision of the behavior of the company in the global environment.						
	Know the determining factors of the competitiveness of a given sector.						
	To value the function of the individual business diagnosis as the prior instrument of other interventions.						
	Become familiar with the client's requirements and decide on which indicators to manage.						
	Recognize and interpret the company's indicators that allow it to diagnose the new operating plan.						

LEARNING MODULES	I The concept of global and business diagnostics
	II Determining and random factors: demand, supply, structure, strategy, rivalry
	III The diagnosis as input for the action plan and attention to business management
	IV Indicators of the production process of goods and services: production and productivity
	V Market indicators: product, price, promotion, points of sale
	VI Financial indicators: liquidity, flow, solvency, liabilities, share capital, equity
	VII Indicators of company management: human resources, working capital, assets, competitiveness
	VIII Analysis integrated to the company
RECOMMENDED BIBLIOGRAPHY	Brealey, R .; Myers, S. and Allen, F. (2014). Principles of Corporate Finance. (11th ed.). ISBN: 9780078034763.
	Brealey, R .; Myers, S. and Marcus, A. (2012). Fundamentals of Corporate Finance. (7th ed.). ISBN: 9780077861629.
	Ross, S .; Westerfield, R. W. and Jaffe, J. (2012). Corporate Finance. (9th ed.). ISBN: 9786071507419.
	Ross, S .; Westerfield, R. W. and Jaffe, J. et al. (2007). Corporate Finance: Core Principles and Applications. (1st ed.). ISBN: 9780077861650.
	Hawawini, G. and Viallet, C. (2006). Finance for Executives: Managing for Value Creation. (3rd ed.). ISBN: 9781408093801.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Strategic and Tactical Communication	**CODE**	LCDP-501	**PRE-REQUISTE**		None	
PERIOD	Fourth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This course will provide the student with a complete vision of the variable "communication" as part of the strategies and techniques of organizations. It will try to provide knowledge of the fundamentals of communication within the overall strategy of the company, not only from the point of Marketing view. The basic way of proceeding to develop communication actions in a strategic way will be studied.						
	Know the main steps for the selection of the advertising or communication agency.						
	Understand the importance of direct marketing and its impact on communication.						
	Delve into strategic communication interactions with others with other areas.						
	Have a global vision of the relevance of communication tools, as a source of innovation in the company and its impact on society.						
	Understand the essential characteristics of both online and offline media and be able to analyze and manage a complete communication plan.						
LEARNING MODULES	Strategic communication.						
	The communication plan.						
	Advertising management: the choice of the agency. The briefing and the creative proposal. The evaluation of the media plan.						
	BTL tools in strategic communication.						
	Direct marketing as a BTL tool.						
	Corporate communication: external and internal relations.						
RECOMMENDED BIBLIOGRAPHY	Pintado, T. (2014). New trends in strategic communication. ISBN: 9788415986058.						
	Godin, S. (2016). Seth Godin. Onramp. http://www.sethgodin.com/sg/.						

	Argenti, P. A. (2015). Strategic communication and its contribution to reputation. ISBN: 9788483569375.
	Newman, B. and Mejía. M. (2009). Organizations under fire. Strategic communication to prevent and manage crises. ISBN: 9786071600554.
	Barquero, J. D. (2013). Strategic direction of public relations: How to use information in the company. ASIN: B00F51W1P6.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Highly Efficient Team Leadership	**CODE**	GESC-502	**PRE-REQUISTE**		GETD-501	
PERIOD	Fourth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Today, prospects for human capital growth have enabled an organization's human capital return to be maximized. In addition, it is necessary that within the coordination of the different work activities there are work teams, led by highly qualified personnel in all areas of the business, but above all in the management of human resources, an extremely important asset for stability and competitiveness of the company.						
	Provide the theory of how organizations create and improve human capital through strategic resources.						
	Develop skills in the following areas: team management, problem solving, and oral and written communication.						
	Learn to be efficient leaders and how to efficiently manage changes in work organizations.						
	Analyze the models and perspectives of the behavior of the leaders in the companies and the way in which they handle the changes with the members of the group.						
	Train the student in participatory management						
LEARNING MODULES	Leadership. What it is and how it is exercised.						
	Communication, the Leader's Tool.						
	Team Motivation. What motivates and what demotivates.						
	Conflict management. Solutions.						
	Performance Evaluation: Collaborator Management.						
	Coaching. People Development.						
RECOMMENDED BIBLIOGRAPHY	Smart, B. (2005). The value of human capital. ISBN: 9781591845263.						
	Jericó, P. (2008). The new talent management. Building commitment. ISBN: 9788483223864.						
	Dychtwald, K. Erickson, T.J. Morison, R. (2007). Retention of talent. ISBN: 9788488717528.						
	Finney, M. I. (2008). Getting the best from people. ISBN: 9780132354912.						
	Valderrama, B. (2010). Smart motivation. ISBN: 9788483226698.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Global Economic Environment	**CODE**	GEAN-508	**PRE-REQUISTE**	TIDP-501

PERIOD	Fifth	HFD / HSS	3	HEI / HAS	5	HTS / THS	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This subject allows us to study how resources are allocated, efficiently to meet needs. Obviously, if we want an "efficient" allocation of these resources, we will have to take into account that the consumption of one resource cannot be improved without worsening the consumption of the other. In turn, the economic analysis presents two study approaches: Microeconomics, and Macroeconomics.						
	Learn the concepts of Microeconomics and Macroeconomics and everything related to them.						
	To understand the operation of aggregate supply and demand, it is necessary to know the dynamics of the market, the agents, participants and productive factors.						
	Analyze the behavior of the supply and demand for money.						
	Know the operation and purpose of monetary policy and the public debt market.						
	Know the operation and purpose of real markets and money markets and know how to invest in them.						
LEARNING MODULES	General Concepts of Economic Analysis.						
	The money.						
	Money Markets, Monetary Policy and Public Debt Market.						
	In International Environment.						
	Employment and Economic Growth.						
	Real Markets and Monetary Markets.						
RECOMMENDED BIBLIOGRAPHY	Ávila, J. (2004). Introduction to Economics. ISBN: 9789707222564.						
	Gaviria, F. (2006). Currency, Banking and Monetary Theory. ISBN: 9789589029824.						
	Mochón, F .; de Juan, R. (2006). Introduction to Macroeconomics. Exercises. ISBN: 9788492477272.						
	Mancha, T. (2007). The IS-LM model. ISBN: 9788448146566.						
	González, D. (April 9, 2011). Economic Magazine of Venezuela.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Decision Making Costs	CODE	GEAN-501	PRE-REQUISTE	None		
PERIOD	Fifth	HFD / HSS	3	HEI / HAS	5	HTS / THS	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This course is aimed at providing the necessary knowledge for the company to obtain and be able to maintain competitive differentiation in costs. Concepts and approaches that help calculate, control and reduce costs are explained.						
	Define and explain the fundamental notions necessary to understand cost analysis.						
	Know the different methods that are applied in calculating the costs of products.						
	Know the tools used to make decisions from the cost perspective in the management of the company.						
	Ability to design the cost system of a company.						
	Ability to analyze the costs of products and their evolution.						
LEARNING MODULES	Costs: concepts and definitions.						
	Cost centers: cost accumulation systems.						
	Costs per order. Costs per process.						
	Relationships between cost benefits and volume of activity.						

	Decision-making costs.
	Budgets and deviations.
RECOMMENDED BIBLIOGRAPHY	Horngren, C. (2009). Cost Accounting: A Management Approach. (1st ed.). ISBN: 9789702607618.
	Hansen, Don R., Mowen, M. (2007). Cost Management: Accounting and Control. (5th ed.). ISBN: 9789706865830.
	Pérez-Carballo, J. F. (2013). Business Management Control. (8th ed.). ISBN: 9788473568968.
	Tanaka, M. (1997). Modern Cost Management. (1st). ISBN: 9788479782870.
	Bloomberg Business (2016). New York. Bloomberg L. P. http://www.bloomberg.com
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Final Project of Business Application	**CODE**	GETD-509	**PRE-REQUISTE**	None		
PERIOD	Fifth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This subject will enable the student professionally by integrating their skills by working on a real application project that integrates the skills that they have developed through the Master's Degree with the experience that their professional practice has given them. In this way the student will be able to: - Choose and develop a project of practical application to an area of professional interest. - Apply to your project the tools, methods, techniques and models that you have seen and analyzed in the training process. - Prepare blog, preliminary draft, project and report of results of the subject in question. - Carry out research on a particular topic and apply the methodology of projects, prepare a personal and project portfolio.						
LEARNING MODULES	Defining the problem in the business management framework						
	Setting the project goals						
	Conceptual design: formulation of the problem based on a real need of an organization						
	Elaboration of the project: Model and detailed design. Collection and analysis of information						
	Preparation of report: documentation of the process						
	Results presentation						
	Defining the problem in the business management framework						
	Setting the project goals						
	Conceptual design: formulation of the problem based on a real need of an organization						
RECOMMENDED BIBLIOGRAPHY							
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

11.16 MASTER'S DEGREE IN COMMERCIAL ENGINEERING (2002)

Duration of the program:

Five cycles of fourteen weeks each.

Academic degree:

Master in Commercial Engineering.

Program objective:

- The Master in Commercial Engineering program allows the student to become a professional committed to using their skills and competencies in applying fundamentals, methods and strategies during the development and commercialization process; planning, transforming, auditing and leading businesses and interpreting business indicators and results through research, strategic decisions and the support of new technologies to achieve high levels of competition in the global market.
- Specific objectives:
- Detect, elaborate, evaluate and audit the commercial strategies of a company.
- Participate in the process of building a solution to a well-defined problem in the field of commercial engineering.
- Propose projects related to the application of marketing methods and strategies and new technologies in customer management, decision making, leadership, planning, globalization, integration, indicators, prospective, information systems and markets.
- Interpret indicators and evaluate commercial results, as a result of managing the process and commercial research.
- Propose competitive alternatives around Innovation, business transformation at all levels of commercialization.
- Maintain a competitive business perspective and a broad vision to determine the present and future processes of market operations within local, national and international activities.

Curriculum:

Educational modality: out of school

Duration: five four-month periods of fourteen weeks each

FIRST PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
ICTD-501	New Information Technology in Customer Management		3	5	8	7
ICAN-501	Philosophy and Methodology of Sustainable Development		3	5	8	7
TIDP-501	Future Studies Seminar		3	5	8	7
Subtotal first period			**9**	**15**	**24**	**21**
SECOND PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
LCTD-507	Business transformation		3	5	8	7
ICAN-502	Marketing Strategies		3	5	8	7
TIAN-501	Globalization and Integration		3	5	8	7
Subtotal second period			**9**	**15**	**24**	**21**
THIRD PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
ICTD-502	Technology for Group Work		3	5	8	7
ICAN-503	Commercial planning		3	5	8	7
ICTD-503	Information Systems and Market Research		3	5	8	7
Subtotal third period			**9**	**15**	**24**	**21**
FOURTH PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
ICTD- 504	Interpretation of Trade Indicators		3	5	8	7
ICTD-505	Commercial Audit		3	5	8	7
ICTD-506	Strategic Decision Making		3	5	8	7
Subtotal fourth period			**9**	**15**	**24**	**21**
FIFTH PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
ICTD-507	Global Outlook	TIDP-501	3	5	8	7
ICTD-508	Final Project of Commercial Engineering Application		3	5	8	7
ICDP-501	Impact Leadership: People, Strategy and Results		3	5	8	7
Subtotal fifth period			**9**	**15**	**24**	**21**
Total			**45**	**75**	**120**	**105**

HFD: Weekly Faculty Hours. **HSS:** Weekly Synchronous Hours.	
HEI: Weekly Independent Study Hours. **HAS:** Weekly Asynchronous Hours.	
THS:	Total hours per week
CRS:	Credits

Effective weeks of class per school year not including evaluations (16): 14

UNIVERSIDAD EUROPEA DE MONTERREY

DEGREE PROGRAM

COURSE	New Information Technology in Customer Management	CODE	ICTD-501	PRE-REQUISTE	None	
PERIOD	First	HFD / HSS	3	HEI / HAS	5	HTS / THS 8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Any company that requires increasing its profits regardless of its size, must seek satisfaction of its portfolio of customers, since satisfied customers are loyal. There are currently a series of tools available on the market that ensure excellent customer service, in addition to customer management information systems that collect a large amount of information about them. In this context, the course has been designed so that the student achieves: - Obtain information on customer purchasing characteristics and trends through the management of information systems - Design personalized customer service - Assess the contribution of new technologies in obtaining a higher degree of customer satisfaction in matters of sales and marketing					
LEARNING MODULES	I The company's global management computer systems					
	II What is an ERP?					
	III How to maximize the relationship with customers					
	IV CRM: definition, background, evolution and objectives					
	V Marketing as a cohesion tool					
	VI Sales force and customer service					
	VII Internet and electronic commerce: experiences and applications					
RECOMMENDED BIBLIOGRAPHY						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.					
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.					

COURSE	Philosophy and Methodology of Sustainable Development	CODE	ICAN-501	PRE-REQUISTE	None	
PERIOD	First	HFD / HSS	3	HEI / HAS	5	HTS / THS 8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The new vision of the industry should guide organizations towards productivity considering the demands of sustainable development and transform all raw materials into products with added value where the concept of waste does not exist. The student will learn to do more with what the earth produces instead of making the earth produce more by: - Analyze the need for sustainable development. - Integrate the evolution of ecological, systemic and business thinking. - Incorporate the Zero Emissions methodology as a resource for solving environmental and unemployment problems. - Analyze cases for the full use of raw materials. - Launch innovative proposals for managing environmental, health, unemployment and poverty problems.					
LEARNING MODULES	I Sustainability and sustainable development					
	II Industrial ecology					
	III Evolution of ecological thought					

	IV Evolution of systemic thinking
	V Evolution of business thinking
	VI Competitiveness through productivity of raw materials: the next green revolution
	VII Zero Emissions Methodology
	VIII The Immunological Management
	IX The role of organizations in the new culture of the XXI century
RECOMMENDED BIBLIOGRAPHY	
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Future Studies Seminar	**CODE**	TIDP-501	**PRE-REQUISTE**		None	
PERIOD	First	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The future of the world is a function of complex forces, which arise from multiple domains and involve many actors, and which are expressed as a set of feasible alternatives with future possibilities. These forces and domains define the impersonal character of world events, while people also act in the shadow of these forces by making decisions that affect the future. These decisions direct the course of nations, multinational corporations, and NGOs.						
	Being able to examine and predict the themes and developments that can change the future of the world in the next ten years.						
	Forecast the future of potential developments and issues on national, international and / or organizational agendas.						
	Communicate interesting and informative aspects of forecasts in a concise manner.						
	Acquire techniques and skills to successfully apply visionary knowledge processes in varied environments.						
	Detect emerging issues in the field and provide consulting in your area.						
LEARNING MODULES	I Introduction to future studies						
	II Factors that make up the emerging integrated world						
	III Domains of change						
	IV Futures of the world						
	V Visionary processes						
	VI Qualitative research methods in future studies						
	VII Product Portfolio						
	VIII Observable indicators						
	IX Values and ethics						
RECOMMENDED BIBLIOGRAPHY	Guilló, M. Bas, E. (2012). Foresight and Innovation. Vol. 1. ISBN: 9788492751389.						
	Baena Paz, G. (2007). Application of prospective to politics. ISBN: 9783845494388.						
	Bas, E. (1999). Prospective; tools for strategic change management.						
	Balbi, E. R. (2002). Futures Research Methodology - Prospective Methodology. ISBN: 9872034303.						
	Gabiña, J. (2015). The Revisited Future: Prospective reflection as a weapon of strategy and decision. (eBook). ASIN: B013CEP6T0.						

EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						
COURSE	Business transformation	**CODE**	LCTD-507	**PRE-REQUISTE**		None	
PERIOD	Second	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	It is extremely critical for organizations to be prepared for radical changes in their strategies, structure and operations, since advances in information technology expand the range of possibilities and drivers for the organization and changes in the competitive environment alter what is possible for an organization. This signature enables the student to venture into the areas of strategic business consulting, e-commerce operations and business activities by developing the skills to: - Establish guidelines to transform company operations by using the potential of new information technologies. - Properly use business models via the web. - Apply information systems and technologies in the commercial field. Determine what is capable of improvement and what can be eliminated. - Decide what should be managed through outsourcing.						
LEARNING MODULES	I How information technologies affect the design of business processes						
	II Managing the human aspects of resistance to change						
	III Transforming operations that reflect the potential of the information office						
	IV Design of business processes						
	V The Internet economy						
	VI Transforming the assets of the company via the digital economy						
	VII Collaborative economic networks drive new business models						
	VIII Web-based business models						
	IX Administrative teams and appropriate roles for new information technologies						
RECOMMENDED BIBLIOGRAPHY	Guilló, M. Bas, E. (2012). Foresight and Innovation. Vol. 1. ISBN: 9788492751389.						
	Baena Paz, G. (2007). Application of prospective to politics. ISBN: 9783845494388.						
	Bas, E. (1999). Prospective; tools for strategic change management.						
	Balbi, E. R. (2002). Futures Research Methodology - Prospective Methodology. ISBN: 9872034303.						
	Gabiña, J. (2015). The Revisited Future: Prospective reflection as a weapon of strategy and decision. (eBook). ASIN: B013CEP6T0.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Marketing Strategies	**CODE**	ICAN-502	**PRE-REQUISTE**		None	
PERIOD	Second	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	In today's global world, you need to be up to date with business strategic models, as well as business planning design and management tools that support your business's success and permanence in the market.						
	Develop skills for variable analysis and assertive decision making.						
	Design competitive strategies based on real market situations.						

	Analyze the theoretical and methodological concepts of strategic planning and management.
	Discuss the relationship between marketing and other company functions such as: logistics and distribution, research and development.
LEARNING MODULES	I What is strategic planning?
	II Strategic typologies of the various industrial sectors
	III Strategic alternatives for companies: diversification strategies, relationships, of multinational companies
	IV Acquisitions and mergers
	V Innovation strategies: sources of innovation and market niches
	VI Implementation of the strategy
	VII Communication strategies and commercial advertising
	VIII Market segmentation: evaluation of the segments
	IX Positioning strategy
RECOMMENDED BIBLIOGRAPHY	Artal, M. (2015). Sales Management. (13th ed.). ISBN: 9788415986768.
	Churchill, G .; Ford, N. et al. (1993). Sales Management. (1st ed.). ISBN: 9788460466055.
	Kotler, P. (2007). Marketing direction. (6th ed.). ISBN: 9789702604006.
	Puchol, L. (2007). Management and human resources management. (7th ed.). ISBN: 9788479788315.
	Strafford J. and Grant, C. (2007). Sales Director's Manual. (1st ed.). ISBN: 9788423420056.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Globalization and Integration	**CODE**	TIAN-501	**PRE-REQUISTE**		None	
PERIOD	Second	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The world economy is currently characterized not only by technological advances but also by the phenomena of globalization and integration. The 21st century with the entry of new competitors to the world market, given the numerous agreements of free trade between the countries of the world, forces companies to better understand trade paradigms in order to formulate coherent strategies and achieve success in the face of these processes. Globalization implies operating at relatively low costs, selling the same and in the same way everywhere, it implies adopting new forms of management to achieve a highly competitive level. On the other hand, economic integration is oriented towards the elimination of economic barriers to trade in goods and services between countries, allowing the expansion of trade. With the conceptualization and conjecturing of both, changes in trends, emerging issues, and the threats and opportunities to be faced are visualized. This course presents the student with a global panorama that allows him to: - Characterize integration and globalization. - Evaluate the impact of globalization and integration on organizations. - Determine the potential of a company to compete with the global market. - Analyze the main aspects that must be taken into account to interact with global integrated markets. - Reflect on the attitude that the administrative management of a company must have to act in the processes of globalization and integration in order to compete successfully. - Compare traditional and modern organizations to know the guidelines that must be taken into account in the markets global and integrated. - Analyze the marketing aspects and company structures to face global and integrated markets.						
LEARNING	I Globalization and integration: integral aspects						

MODULES	II The company facing the phenomenon of globalization and integration
	III Marketing aspects of the company against the globalization and integration markets
	IV Drivers of globalization
	V Incidence of globalization and integration of marketing practice
	VI Opportunities and threats of globalization
	VII Levels of integration
	VIII Globalization and integration versus information technologies
	IX Alliances between countries and their importance in global strategies
RECOMMENDED BIBLIOGRAPHY	Daniels, J. D .; Radebaugh, L. H. and Sullivan, D. P. (2013). International Business. Environments and Operations. (14th ed.). ISBN: 9786073221603.
	Garaña, M. (2012). "The Fundamental Role of Information Technologies in the Internationalization of SMEs". Madrid College of Economists.
	Guerras, L.A. and Navas, J. E. (2015): The Strategic Management of the Company. Theory and applications (4th ed.). ISBN: 9788447028504.
	Castellano, J. M (2002). "The Inditex Internationalization Process". Spanish Multinational Companies.
	VV.AA. (2006). Foreign Trade Operation and Practice. Basic course. (2nd ed.). ISBN: 9788478119356.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Technology for Group Work	**CODE**	ICTD-502	**PRE-REQUISTE**		None	
PERIOD	Third	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Given the needs of a company to enhance its activities and make the results more efficient through the synergy that forms us by developing different activities through teamwork and considering the feasibility of relying on technological innovations currently on the market . The student is intended to be able to: - Demonstrate skills in adapting the technologies of the new e-job. - Analyze and apply the appropriate tools to develop in the team under the technology of e-work. - Create a practical case through the online work teams with personalized activities to achieve the adaptation of group work in different technologies.						
LEARNING MODULES	I Introduction to technology and group work						
	II Dynamization and elements of communication on the Internet						
	III E-work and networking						
	IV Procedures and methodology for group and network work						
	V Management of computer and telecommunications applications						
	VI Office automation: its supporting operating system						
	VII Notions of networks, teleconference						
	VIII Tools for graphics management and Macromedia						
RECOMMENDED BIBLIOGRAPHY							
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Commercial planning	CODE	ICAN-503	PRE-REQUISTE		None	
PERIOD	Third	HFD / HSS	3	HEI / HAS	5	HTS / THS	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The current globalized integration of trade through different means forces to establish within the managerial responsibilities the capacity to develop methodologies of commercial planning of products and services in support of the tangible objectives that every company has defined. In this context, this subject seeks that the student can: - Provide planning tools that allow you to carry out the commercial activity. - Determine the areas, technology and development of the necessary resources to carry out business planning in the organization. - Analyze multidisciplinary issues that allow offering comprehensive answers to the specific problem of business planning in the company.						
LEARNING MODULES	I Commercial activity: the company, its culture and projection						
	II The human resource: mission, functions and responsibilities						
	III Prospect of new clients						
	IV The offer: preparation and development of sales negotiations						
	V Monitoring of commercial activity						
	VI Logistics: support for prospecting '						
	VII Proposal management and follow-up support						
RECOMMENDED BIBLIOGRAPHY							
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Information Systems and Market research	CODE	ICTD-503	PRE-REQUISTE		None	
PERIOD	Third	HFD / HSS	3	HEI / HAS	5	HTS / THS	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Managing well is managing the future and managing the future is managing information. The handling of information has been of interest to man since the time that writing was invented. In the field of marketing, information management tools have been developed and perfected: the SIM marketing information systems. The implementation of a market information system is a very useful work tool for a market research executive of a company in a highly competitive market and aims to store and process information capable of assisting in the correct decision-making of market management or marketing based on their own marketing programs.						
	Process and analyze relevant information for proper decision making and analyze the role of some methods in it.						
	Recognize the importance that a market information system has for the strategic and operational direction of organizations.						
	Investigate consumer needs and wants to find out which products and customers are profitable, and which are not.						
	Collect information to find out whether or not the product or service meets market expectations and properly coordinate that information.						
	Being able to quickly identify problems and quantitatively evaluate results for decision making.						
LEARNING	I The new business environment						

MODULES	II Information systems and their effect on the market mix
	III The concept of marketing and market research
	IV Marketing strategies and the new information economy
	V Market information systems and decision making
	VI Market intelligence
	VII The role of information systems administration and market research
	VIII Marketing techniques and market research and their applications
	IX Techniques and applications of data mining
	X Customer orientation
RECOMMENDED BIBLIOGRAPHY	Férnandez Nogales, A. (2004). Research and market techniques. ISBN: 9788473563925.
	Ildefonso Grande, E., Abascal Fernández, E. (2011) Foundations and techniques of commercial research. ISBN: 9788473567473.
	McDaniel, C., Gates, R. (1999). Contemporary market research. ISBN: 9789687529578.
	K. Malhotra, N. (2004). Market Research: An Applied Approach. ISBN: 9789702604914.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Interpretation of Trade Indicators	**CODE**	ICTD-504	**PRE-REQUISTE**		None	
PERIOD	Fourth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The globalized environment of the companies allows more access to indicators of the type of process, and the existence of a series of tools to have information on certain indicators of the commercial type will be those that define the degree of penetration and competitiveness. With this subject it is sought that the student be able to: - Analyze the information obtained to quantify the results of these indicators - Establish strategies to contribute to the market environment with competitive products - Analyze and interpret variables and indicators that help carry out commercial events that contribute to the commercial sector						
LEARNING MODULES	I Competitiveness: introduction and its problems						
	II Classification of products or merchandise						
	III Methodology for obtaining indicators						
	IV Classification of basic indicators						
	V Computer supports for the interpretation of indicators						
	VI Precautions in interpreting results						
RECOMMENDED BIBLIOGRAPHY	Pulido, A. and Mayo, C. (2008). Financial Accounting: A current approach. ISBN: 9788428330244.						
	Amat, O. (2008). Accounting and finance for non-financials. (2nd ed). ISBN: 9788423426713.						
	Morales-Arce Macías, R., Arguedas Sanz, R., González Arias, J., Oliver Yébenes, M. (2008). Situation and perspective of the financial markets. ISBN: 9788436255157.						
	Gitman, Lawrence J. and Zutter, Chad J. (2012). Principles of financial administration. (12th ed). ISBN: 9786073209830.						
	Díaz Mata, A; Aguilera Gómez, V.M. (2013) Introduction to the stock market: invest in the stock market. ISBN: 9786071508478.						

EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Commercial Audit	**CODE**	**ICAN-505**	**PRE-REQUISTE**		None	
PERIOD	Fourth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	In the current situation of the market that tends to a situation of maturity (competition, price, quality, etc.), the level of efficiency of the commercial systems that allow a highly competitive position in the market becomes especially important for companies; so that through this subject it is intended that the student be able to: - Analyze the fundamentals of commercial management and marketing to respond to the needs of the market. - Define the aspects and factors that make up the structure of the commercial audit. - Generate a checklist of factors as a means of study, comparison and improvement. Provide a basis for evaluating the business management audit program.						
LEARNING MODULES	I The commercial function and strategic planning						
	II Marketing plan and commercial forecast						
	III Commercial strategies: their control and situation						
	IV Modeling and aspects of a commercial audit						
	V Control of the commercial operating plan						
	VI Systems and tools for measurement						
	VII Commercial methodologies and finished product of audit-commerce						
	VIII Commercial skills and coaching						
RECOMMENDED BIBLIOGRAPHY							
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Strategic decision making	**CODE**	ICTD-506	**PRE-REQUISTE**		None	
PERIOD	Fourth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Decision making is a key process for any human activity. Making an assertive decision begins a focused and consecutive reasoning process that involves many areas, which is why companies must have specialists in strategic decision-making. In this sense, this course aims to ensure that the student is able to: - Develop the vision, foundations and tools necessary to keep an organization in a competitive position. - Analyze the different methodologies for the design and solution of problems in the presence of uncertainty. - Develop skills in strategic decision making. - Propose models for strategic decision making.						
LEARNING MODULES	I Administration and strategic negotiation						
	II Elements of decision making						
	III Stages involving a decision						
	IV Financial decisions						

	V Opening decisions and market penetration
	VI Decisions of technological and operational changes
	VII Investment decisions in new product development
	VIII Strategic decisions of senior management
	IX Dynamic, static and repetitive games: bilateral negotiation
RECOMMENDED BIBLIOGRAPHY	
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Global Outlook	**CODE**	ICTD-507	**PRE-REQUISTE**		TIDP-501	
PERIOD	Fifth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Foresight is a discipline with a global, systemic, dynamic and open vision that explains possible futures, not only by data from the past but fundamentally taking into account the future evolution of the variables (quantitative and above all qualitative) as well as the compartments of the actors involved, in a way that reduces uncertainty, illuminates the present action and provides mechanisms that lead to an acceptable, convenient or desired future. In this subject the student will be able to: - Successfully apply prospective methodologies in organizations in the different environments in which it is required. - Discriminate between appropriate and inappropriate ethical uses in the application of foresight techniques. - Discuss the contributions that can be made by applying foresight techniques or methodologies.						
LEARNING MODULES	I Concept of foresight						
	II Methodologies of strategic foresight						
	III Futures Analysis						
	IV Nuclei of value						
	V Sense of foresight in companies, politics and public action						
	VI Prospective applied to the company						
	VII Problems of today, organizations of yesterday						
	VIII The visionary and intuitive processes						
	IX Contradictions						
	X Countries facing globalization						
	XI Sense of long-term projects						
RECOMMENDED BIBLIOGRAPHY							
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Final Project of Commercial	**CODE**	ICTD-508	**PRE-REQUISTE**	None

	Engineering Application						
PERIOD	Fifth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	During the last years, commercial engineering has become a business process that allows to obtain advantages competitive to the company. The incorporation of planning and management models in organizations, based on the demands and needs of markets and clients and the fact that service can be provided when the client requests it, are, in turn, quality indicators of the client's choice. . Consequently, the management of the production process and economic engineering from an integral point of view becomes a competitive advantage, related to decision-making for distribution in the market. The student of this subject will demonstrate the strategies that allow him to acquire the following competences: - Integration of knowledge of the subjects that make up the master's study plan. - Study, choose and develop a commercial application project. - Apply tools, methods and models learned in the master with commercial application. - Work interdisciplinary for the development of the project. - Promote the foundations for the exercise of their profession with ethical responsibility and with a vocation for service, within a framework of humanistic principles and values, derived from their comprehensive training.						
LEARNING MODULES	I Business strategy and commercial information systems						
	II Preliminary study						
	III Data collection and analysis						
	IV Conceptual design						
	V Detailed design						
	VI Construction						
	VII Test and conversion						
	VIII Commissioning						
RECOMMENDED BIBLIOGRAPHY							
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Impact Leadership: People, Strategy and Results	**CODE**	ICDP-501	**PRE-REQUISTE**		None	
PERIOD	Fifth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This course provides the opportunity to increase the strategic leadership capacity to apply your concepts in an organization. It has been designed to develop in the student skills to: - Evaluate market opportunities and develop competitive strategies. - Make business decisions that increase the value of the organization's financial performance. - Develop and propose necessary systems to compete. - Discuss mechanisms to improve the financial and human effectiveness necessary to achieve success. - Develop strategies for the implementation of plans for business creation. - Exercise leadership in a changing global environment.						
LEARNING MODULES	I Leadership and administrative process						
	II Competitive strategy						
	III Enhancing human resources: systems						
	IV Implementing the change						
	V Financial planning and control						
	VI Valuation of capital						

	VII Processes that build results
RECOMMENDED BIBLIOGRAPHY	
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

11.17 MASTER'S DEGREE IN COMMERCIAL ENGINEERING (2017)

Duration of the program:
Five cycles of fourteen weeks each.

Academic degree:
Master in Commercial Engineering.

Program objective:
The Master in Commercial Engineering program allows the student to become a professional committed to using their skills and competencies in applying fundamentals, methods and strategies during the development and commercialization process; planning, transforming, auditing and leading businesses and interpreting business indicators and results through research, strategic decisions and the support of new technologies to achieve high levels of competition in the global market.

Specific objectives:

- Detect, elaborate, evaluate and audit the commercial strategies of a company.
- Participate in the process of building a solution to a well-defined problem in the field of commercial engineering.
- Propose projects related to the application of marketing methods and strategies and new technologies in customer management, decision making, leadership, planning, globalization, integration, indicators, prospective, information systems and markets.
- Interpret indicators and evaluate commercial results, as a result of managing the process and commercial research.
- Propose competitive alternatives around Innovation, business transformation at all levels of commercialization.
- Maintain a competitive business perspective and a broad vision to determine the present and future processes of market operations within local, national and international activities.

Curriculum:

Educational modality: out of school

Duration: five four-month periods of fourteen weeks each

FIRST PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
ICAN-504	Strategic Marketing Administration		3	5	8	7
ICTD-503	Information Systems and Market Research		3	5	8	7
TIDP-501	Future Studies Seminar		3	5	8	7
Subtotal first period			**9**	**15**	**24**	**21**
SECOND PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
ICTD-501	New Information Technology in Customer Management		3	5	8	7
ICAN-502	Marketing Strategies		3	5	8	7
ICDP-503	International Marketing		3	5	8	7
Subtotal second period			**9**	**15**	**24**	**21**
THIRD PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
ICAN-503	Commercial planning		3	5	8	7
GETD-506	Competitive Strategies		3	5	8	7
ICDP-502	Marketing Challenges in the Current Environment	ICAN-504	3	5	8	7
Subtotal third period			**9**	**15**	**24**	**21**
FOURTH PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
ICTD-504	Interpretation of Trade Indicators		3	5	8	7
LCDP-501	Strategic and Tactical Communication		3	5	8	7
GESC-502	Highly Efficient Team Leadership		3	5	8	7
Subtotal fourth period			**9**	**15**	**24**	**21**
FIFTH PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
ICAN-505	Marketing Plan	ICAN-504	3	5	8	7
GEAN-501	Decision Making Costs		3	5	8	7
ICTD-508	Final Project of Commercial Engineering Application		3	5	8	7
Subtotal fifth period			**9**	**15**	**24**	**21**
Total			**45**	**75**	**120**	**105**

HFD: Weekly Faculty Hours. **HSS:** Weekly Synchronous Hours.	
HEI: Weekly Independent Study Hours. **HAS:** Weekly Asynchronous Hours.	
THS:	Total hours per week
CRS:	Credits
Effective weeks of class per school year not including evaluations (16): 14	

UNIVERSIDAD EUROPEA DE MONTERREY

DEGREE PROGRAM

COURSE	Strategic Marketing Administration	CODE	ICAN-504	PRE-REQUISTE		None	
PERIOD	First	HFD / HSS	3	HEI / HAS	5	HTS / THS	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Strategic Marketing is included within the most relevant tasks that today must be addressed by the Marketing Departments and the Management Committee or Board of Directors of a company. During the course, all the relevant elements to be taken into account for the proper conduct of the entire Strategic Marketing process will be studied.						
	Become aware of the importance of Strategic Marketing and its definition.						
	Define the main elements to consider: Segmentation, consumer behavior, environment management and positioning.						
	Learn methodology and process to carry out a correct Strategic Marketing plan.						
	Manage segmentation criteria.						
	Understand the main elements that affect consumer behavior.						
LEARNING MODULES	Conceptualization of Strategic Marketing.						
	Market Segmentation: Who is Our Target Audience ?.						
	Analysis of the Environment and its Influence on the Company.						
	Influence Factors on Consumer Behavior.						
	Consumer Behavior (I): The Purchase Decision Process.						
	Positioning (I): Our Place in the Mind of the Consumer.						
	Positioning (II): Image and Corporate Reputation.						
RECOMMENDED BIBLIOGRAPHY	Navas, J. E. y Guerras, L.Á. (2012). The strategic direction of the company. Theory and applications. ISBN: 9788447028504.						
	Kotler, P. (2006). Marketing direction. ISBN: 9786073212458.						
	Lambin, J. J. (1996). Strategic marketing. ISBN: 9788476157046.						
	Peter, J. P .; Oslon, J. C. (2006). Consumer behavior and marketing strategy. ISBN: 9789701056325.						
	Schiffman, L. G. and Kanuk, L. (2005). Consumer behavior. (8th ed.). ISBN: 9789702605966.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Information Systems and Market research	CODE	ICTD-503	PRE-REQUISTE		None	
PERIOD	First	HFD / HSS	3	HEI / HAS	5	HTS / THS	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Managing well is managing the future and managing the future is managing information. The handling of information has been of interest to man since the time that writing was invented. In the field of marketing, information management tools have been developed and perfected: the SIM marketing information systems. The implementation of a market information system is a very useful work tool for a market research executive of a company in a highly competitive market and aims to store and process information capable of assisting in the correct decision-making of market management or marketing based on their own marketing programs.						
	Process and analyze relevant information for proper decision making and analyze the role of some methods in it.						
	Recognize the importance that a market information system has for the strategic and operational direction of organizations.						

	Investigate consumer needs and wants to find out which products and customers are profitable, and which are not.
	Collect information to find out whether or not the product or service meets market expectations and properly coordinate that information.
	Being able to quickly identify problems and quantitatively evaluate results for decision making.
LEARNING MODULES	I The new business environment
	II Information systems and their effect on the market mix
	III The concept of marketing and market research
	IV Marketing strategies and the new information economy
	V Market information systems and decision making
	VI Market intelligence
	VII The role of information systems administration and market research
	VIII Marketing techniques and market research and their applications
	IX Techniques and applications of data mining
	X Customer orientation
RECOMMENDED BIBLIOGRAPHY	Férnandez Nogales, A. (2004). Research and market techniques. ISBN: 9788473563925.
	Ildefonso Grande, E., Abascal Fernández, E. (2011) Foundations and techniques of commercial research. ISBN: 9788473567473.
	McDaniel, C., Gates, R. (1999). Contemporary market research. ISBN: 9789687529578.
	K. Malhotra, N. (2004). Market Research: An Applied Approach. ISBN: 9789702604914.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Future Studies Seminar	**CODE**	TIDP-501	**PRE-REQUISTE**		None	
PERIOD	First	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The future of the world is a function of complex forces, which arise from multiple domains and involve many actors, and which are expressed as a set of feasible alternatives with future possibilities. These forces and domains define the impersonal character of world events, while people also act in the shadow of these forces by making decisions that affect the future. These decisions direct the course of nations, multinational corporations, and NGOs.						
	Being able to examine and predict the themes and developments that can change the future of the world in the next ten years.						
	Forecast the future of potential developments and issues on national, international and / or organizational agendas.						
	Communicate interesting and informative aspects of forecasts in a concise manner.						
	Acquire techniques and skills to successfully apply visionary knowledge processes in varied environments.						
	Detect emerging issues in the field and provide consulting in your area.						
LEARNING MODULES	Why Investigate the Future? Is Your Forecast Possible?						
	Problems and Obstacles in the Future Forecast.						
	Tools for the Future Forecast.						
	Technological Convergences and their Impact on the World.						
	The Main Sociopolitical and Economic Problems.						

	The Challenges of 2040
RECOMMENDED BIBLIOGRAPHY	Guilló, M. Bas, E. (2012). Foresight and Innovation. Vol. 1. ISBN: 9788492751389.
	Baena Paz, G. (2007). Application of prospective to politics. ISBN: 9783845494388.
	Bas, E. (1999). Prospective; tools for strategic change management.
	Balbi, E. R. (2002). Futures Research Methodology - Prospective Methodology. ISBN: 9872034303.
	Gabiña, J. (2015). The Revisited Future: Prospective reflection as a weapon of strategy and decision. (eBook). ASIN: B013CEP6T0.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	New Information Technology in Customer Management	**CODE**	ICTD-501	**PRE-REQUISTE**		None	
PERIOD	Second	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Any company that requires increasing its profits regardless of its size, must seek satisfaction of its portfolio of customers, since satisfied customers are loyal. There are currently a series of tools available on the market that ensure excellent customer service, in addition to customer management information systems that collect a large amount of information about them. In this context, the course has been designed so that the student achieves: - Obtain information on customer purchasing characteristics and trends through the management of information systems - Design personalized customer service - Assess the contribution of new technologies in obtaining a higher degree of customer satisfaction in matters of sales and marketing						
LEARNING MODULES	I The company's global management computer systems						
	II What is an ERP?						
	III How to maximize the relationship with customers						
	IV CRM: definition, background, evolution and objectives						
	V Marketing as a cohesion tool						
	VI Sales force and customer service						
	VII Internet and electronic commerce: experiences and applications						
RECOMMENDED BIBLIOGRAPHY							
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Marketing Strategies	**CODE**	ICAN-502	**PRE-REQUISTE**		None	
PERIOD	Second	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8

GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	In today's global world, you need to be up to date with business strategic models, as well as business planning design and management tools that support your business's success and permanence in the market.
	Develop skills for variable analysis and assertive decision making.
	Design competitive strategies based on real market situations.
	Analyze the theoretical and methodological concepts of strategic planning and management.
	Discuss the relationship between marketing and other company functions such as: logistics and distribution, research and development.
LEARNING MODULES	Introduction to the Sales Function.
	Organization of the Sales Structure.
	Sales Strategies and Plans.
	Direction and Management of the Sales Force.
	Control of Sales, Sellers and Business.
	Sales, Negotiation and Customer Management Techniques.
RECOMMENDED BIBLIOGRAPHY	Artal, M. (2015). Sales Management. (13th ed.). ISBN: 9788415986768.
	Churchill, G .; Ford, N. et al. (1993). Sales Management. (1st ed.). ISBN: 9788460466055.
	Kotler, P. (2007). Marketing direction. (6th ed.). ISBN: 9789702604006.
	Puchol, L. (2007). Management and human resources management. (7th ed.). ISBN: 9788479788315.
	Strafford J. and Grant, C. (2007). Sales Director's Manual. (1st ed.). ISBN: 9788423420056.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	International Marketing	**CODE**	ICDP-503	**PRE-REQUISTE**		None	
PERIOD	Second	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The objective of this course is to publicize the context of international business and create a foundation to understand the internationalization of the company and specifically international marketing. It is a highly relevant subject due to the necessary internationalization strategy in the globalized environment.						
	Know the process of internationalization of the company and the importance of international marketing in such a process.						
	Understand the concept of International Marketing and how it fits within the marketing discipline.						
	Analyze in depth the product and communication variables within the international marketing mix program.						
	Identify each of the variables that influence international pricing.						
	Point out the main logistics activities.						
LEARNING MODULES	Internationalization of the Company.						
	International Marketing Strategies.						
	International Marketing Mix.						
	Organization, Implementation and Control of International Marketing.						
	Information Systems in International Marketing.						
	Global brands.						
RECOMMENDED BIBLIOGRAPHY	Hollensen, S. and Arteaga, J. (2010). International Marketing Strategies. (4th ed.). ISBN: 9788483226407.						

	García, R. (2000). International marketing. (4th ed.). ISBN 9788473563246.
	Keegan, W.J. (nineteen ninety-six). Global Marketing. (5th ed.). ISBN: 9780133545005.
	Churruca, N., García-Lomas, L. (1997). International marketing. (1st ed.). ISBN: 9788436812862.
	Churruca, N., García-Lomas, L. (1997). International Marketing: Cases and Practical Exercises. (1st ed.). ISBN: 9788436811278.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Commercial planning	**CODE**	**ICAN-503**	**PRE-REQUISTE**		None	
PERIOD	Third	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This course introduces the fundamentals of logistics, which has gone from being a cost factor and of secondary importance, to be a distribution factor and source of competitive advantage in the market.						
	Understand the differences between purchasing management and supply management.						
	Identify the differences between supply chain and value chain.						
	Understand the differences between cost and expense.						
	Identify and differentiate between the different types of costs and their origins.						
	Acquire general knowledge of warehouse management.						
LEARNING MODULES	Logistics and Supply Chain System.						
	Logistics Costs and Customer Service. Indicators.						
	Logistics and Supply Chain Management Models. Continuous improvement.						
	Supply Chain, Functional Environment.						
	Storage. Operating environment.						
	Physical distribution.						
RECOMMENDED BIBLIOGRAPHY	Anaya, J. J. (2007). Integral Logistics: the operational management of the company. ASIN: B015EQIGNM.						
	Sunil, C. (2011). Supply chain management. ISBN: 9789702611929.						
	Bowersox, D. J .; Closs D. J. and Helferich, O. K (1996). Logistical Management. A systems integration of physical distribution, manufacturing, support and materials procurement. ISBN: 9789701061329.						
	Cazier, J. A., Poluha, R. (2007). Application of the SCOR model in SCM. ISBN: B0071MIPPW.						
	Coyle, J. (2014). Supply Chain Administration ISBN: 9786074818918.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Competitive strategies	**CODE**	GETD-506	**PRE-REQUISTE**		None	
PERIOD	Third	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8

GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This course is focused on the competitive strategies of the company, examining the central points of its competitiveness in the short, medium and long term, thus focusing on the development of the specific capabilities of the company that contribute to competitive advantage, as well as the formulation of the necessary strategies to sustain the company.
	Acquire, develop and perfect, both conceptually and practically, the most relevant aspects of the organization's competitive strategies.
	Apply strategies in solving problems, in the plan of innovations and in the daily management of the company.
	Plan the strategy of an organization.
	Organize the limited resources of the company
	Analyze the current situation of an organization.
LEARNING MODULES	A Framework for Strategy Analysis.
	Analysis of the Competitive Environment.
	Internal Analysis of the Company.
	The Formulation of the Strategy at Business Level.
	The Formulation of the Strategy at the Corporate Level.
	The Implementation and Evaluation of the Strategy.
RECOMMENDED BIBLIOGRAPHY	Chan, K. (2008). The blue Ocean Strategy. (1st ed.). ISBN: 9788492421282.
	Porter, M. E. (2009). To be competitive. (1st ed.). ISBN: 9788423426959.
	Kourdi, J. (2009). Business Strategy: A Guide to Taking Your Business Forward. (1st ed.). ISBN: 9781846681240.
	Guerras, L.A. and Navas, J. E. (2008). Strategic Management of the Company. Theory and Applications. (4th ed.). ISBN: 9788447028504.
	Wars, L.A. (2012). Strategic Management Foundation of the Company. (1st ed.). ISBN: 9788447040384.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Marketing challenges in the Current environment	**CODE**	ICDP-502	**PRE-REQUISTE**		ICAN-504	
PERIOD	Third	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	All companies, large or small, and whatever their activity, need to sell. Given that the level of competition has increased markedly and knowledge of the market has developed strongly, it is necessary to go out looking for clients, to know and know our potential clients, and which of these should be captured is the key. Marketing is the instrument that will allow us to obtain the best results, both in the short and long term, with our resources.						
	Know the role of marketing within the organization and how to organize a marketing department.						
	Identify the requirements and needs that our clients pose to us today and be able to quantify it.						
	Understand the importance of quality in customer service and the need to focus on the customer.						
	Know the operational advantages of loyalty to our customers and know how to achieve it.						
	Know the different ICTs and know how to apply them to marketing.						
LEARNING MODULES	The marketing function.						
	The customer at the center.						
	Customer acquisition and loyalty.						
	Marketing as an engine of innovation.						

	How the Internet affects marketing.
	Marketing trends.
RECOMMENDED BIBLIOGRAPHY	Rosell, J. (2009). How to achieve excellent customer service. (2nd ed.). ISBN: 9788484692546.
	Kotler, P. (2008). Marketing Foundations (8th ed.). ISBN: 9789702611868.
	Ros, J. (2007). Prepare a good Marketing Plan. ISBN: 9788480887083.
	Smith, J. (2007). Retain and retain customers. ISBN: 9788480887267.
	Belio, J. L. (2006). Consultant for commercial and marketing management. ISBN: 9788493440831.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Interpretation of Trade Indicators	**CODE**	ICTD-504	**PRE-REQUISTE**		None	
PERIOD	Fourth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The globalized environment of the companies allows more access to indicators of the type of process, and the existence of a series of tools to have information on certain indicators of the commercial type will be those that define the degree of penetration and competitiveness. With this subject it is sought that the student be able to: - Analyze the information obtained to quantify the results of these indicators - Establish strategies to contribute to the market environment with competitive products - Analyze and interpret variables and indicators that help carry out commercial events that contribute to the commercial sector						
LEARNING MODULES	I Competitiveness: introduction and its problems						
	II Classification of products or merchandise						
	III Methodology for obtaining indicators						
	IV Classification of basic indicators						
	V Computer supports for the interpretation of indicators						
	VI Precautions in interpreting results						
RECOMMENDED BIBLIOGRAPHY	Pulido, A. and Mayo, C. (2008). Financial Accounting: A current approach. ISBN: 9788428330244.						
	Amat, O. (2008). Accounting and finance for non-financials. (2nd ed). ISBN: 9788423426713.						
	Morales-Arce Macías, R., Arguedas Sanz, R., González Arias, J., Oliver Yébenes, M. (2008). Situation and perspective of the financial markets. ISBN: 9788436255157.						
	Gitman, Lawrence J. and Zutter, Chad J. (2012). Principles of financial administration. (12th ed). ISBN: 9786073209830.						
	Díaz Mata, A; Aguilera Gómez, V.M. (2013) Introduction to the stock market: invest in the stock market. ISBN: 9786071508478.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Strategic and Tactical Communication	**CODE**	LCDP-501	**PRE-REQUISTE**		None	
PERIOD	Fourth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8

GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This course will provide the student with a complete vision of the variable "communication" as part of the strategies and techniques of organizations. It will try to provide knowledge of the fundamentals of communication within the overall strategy of the company, not only from the point of Marketing view. The basic way of proceeding to develop communication actions in a strategic way will be studied.
	Know the main steps for the selection of the advertising or communication agency.
	Understand the importance of direct marketing and its impact on communication.
	Delve into strategic communication interactions with others with other areas.
	Have a global vision of the relevance of communication tools, as a source of innovation in the company and its impact on society.
	Understand the essential characteristics of both online and offline media and be able to analyze and manage a complete communication plan.
LEARNING MODULES	Strategic communication.
	The communication plan.
	Advertising management: the choice of the agency. The briefing and the creative proposal. The evaluation of the media plan.
	BTL tools in strategic communication.
	Direct marketing as a BTL tool.
	Corporate communication: external and internal relations.
RECOMMENDED BIBLIOGRAPHY	Pintado, T. (2014). New trends in strategic communication. ISBN: 9788415986058.
	Godin, S. (2016). Seth Godin. Onramp. http://www.sethgodin.com/sg/.
	Argenti, P. A. (2015). Strategic communication and its contribution to reputation. ISBN: 9788483569375.
	Newman, B. and Mejía. M. (2009). Organizations under fire. Strategic communication to prevent and manage crises. ISBN: 9786071600554.
	Barquero, J. D. (2013). Strategic direction of public relations: How to use information in the company. ASIN: B00F51W1P6.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Highly Efficient Team Leadership	**CODE**	GESC-502	**PRE-REQUISTE**		None	
PERIOD	Fourth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Today, prospects for human capital growth have enabled an organization's human capital return to be maximized. In addition, it is necessary that within the coordination of the different work activities there are work teams, led by highly qualified personnel in all areas of the business, but above all in the management of human resources, an extremely important asset for stability and competitiveness of the company.						
	Provide the theory of how organizations create and improve human capital through strategic resources.						
	Develop skills in the following areas: team management, problem solving, and oral and written communication.						
	Learn to be efficient leaders and how to efficiently manage changes in work organizations.						
	Analyze the models and perspectives of the behavior of the leaders in the companies and the way in which they handle the changes with the members of the group.						
	Train the student in participatory management						
LEARNING MODULES	Leadership. What it is and how it is exercised.						
	Communication, the Leader's Tool.						
	Team Motivation. What motivates and what demotivates.						
	Conflict management. Solutions.						

	Performance Evaluation: Collaborator Management.
	Coaching. People Development.
RECOMMENDED BIBLIOGRAPHY	Smart, B. (2005). The value of human capital. ISBN: 9781591845263.
	Jericó, P. (2008). The new talent management. Building commitment. ISBN: 9788483223864.
	Dychtwald, K. Erickson, T.J. Morison, R. (2007). Retention of talent. ISBN: 9788488717528.
	Finney, M. I. (2008). Getting the best from people. ISBN: 9780132354912.
	Valderrama, B. (2010). Smart motivation. ISBN: 9788483226698.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Marketing Plan	**CODE**	ICAN-505	**PRE-REQUISTE**		ICAN-504	
PERIOD	Fifth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The marketing plan aims at the structured and orderly development of the marketing decisions that the company intends to make. For its preparation, the marketing plan must collect and analyze the data on the market situation and based on this analysis, study the needs and opportunities of the company to organize production and marketing in the best conditions.						
	Know the main qualitative and quantitative techniques of commercial research.						
	Know how to make a marketing plan and know the different strategies included in it.						
	Learn to reason and think about everything that, as consumers, they see daily and relate it to the theory learned in the classroom.						
	Know how to analyze, conclude and generate information from data.						
	Handle with ease the basic concepts of research and business planning.						
LEARNING MODULES	Fundamentals of Strategic Marketing Planning.						
	Step 1. The Situation Analysis.						
	Step 2. Evaluation and Implementation of the Strategy.						
	Step 3. Evaluation and Implementation of the Strategy.						
	Step 4. Management and Tools to Support Strategic Decisions.						
	Step 5. Control and Monitoring of the Strategy.						
RECOMMENDED BIBLIOGRAPHY	Burk Wood, M. (2004). The Marketing Plan. ISBN: 9788420543062.						
	Munuera, J. L. and Rodríguez Escudero, A. I. (2007). Marketing Strategies: an approach based on the management process. ISBN: 9788473565110.						
	VV. AA. (2004). Marketing Plan: design and implementation. ISBN: 9788498082968.						
	Sainz de Vicuña Ancin, J. M. (2013). The Marketing Plan in practice (13th ed.). ISBN: 9788473569590.						
	Cutropia, C. (2003). PMK Manager: Marketing Plan step by step. ISBN: 9788473563499.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Decision Making Costs	CODE	GEAN-501	PRE-REQUISTE		None	
PERIOD	Fifth	HFD / HSS	3	HEI / HAS	5	HTS / THS	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This course is aimed at providing the necessary knowledge for the company to obtain and be able to maintain competitive differentiation in costs. Concepts and approaches that help calculate, control and reduce costs are explained.						
	Define and explain the fundamental notions necessary to understand cost analysis.						
	Know the different methods that are applied in calculating the costs of products.						
	Know the tools used to make decisions from the cost perspective in the management of the company.						
	Ability to design the cost system of a company.						
	Ability to analyze the costs of products and their evolution.						
LEARNING MODULES	Costs: concepts and definitions.						
	Cost centers: cost accumulation systems.						
	Costs per order. Costs per process.						
	Relationships between cost benefits and volume of activity.						
	Decision-making costs.						
	Budgets and deviations.						
RECOMMENDED BIBLIOGRAPHY	Horngren, C. (2009). Cost Accounting: A Management Approach. (1st ed.). ISBN: 9789702607618.						
	Hansen, Don R., Mowen, M. (2007). Cost Management: Accounting and Control. (5th ed.). ISBN: 9789706865830.						
	Pérez-Carballo, J. F. (2013). Business Management Control. (8th ed.). ISBN: 9788473568968.						
	Tanaka, M. (1997). Modern Cost Management. (1st). ISBN: 9788479782870.						
	Bloomberg Business (2016). New York. Bloomberg L. P. http://www.bloomberg.com						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Final Project of Commercial Engineering Application	CODE	ICTD-508	PRE-REQUISTE		None	
PERIOD	Fifth	HFD / HSS	3	HEI / HAS	5	HTS / THS	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	During the last years, commercial engineering has become a business process that allows to obtain advantages competitive to the company. The incorporation of planning and management models in organizations, based on the demands and needs of markets and clients and the fact that service can be provided when the client requests it, are, in turn, quality indicators of the client's choice. . Consequently, the management of the production process and economic engineering from an integral point of view becomes a competitive advantage, related to decision-making for distribution in the market. The student of this subject will demonstrate the strategies that allow him to acquire the following competences: - Integration of knowledge of the subjects that make up the master's study plan. - Study, choose and develop a commercial application project. - Apply tools, methods and models learned in the master with commercial application. - Work interdisciplinary for the development of the project. - Promote the foundations for the exercise of their profession with ethical responsibility and with a vocation for service, within a framework of humanistic principles and values, derived from their comprehensive training.						
LEARNING	I Business strategy and commercial information systems						

MODULES	II Preliminary study
	III Data collection and analysis
	IV Conceptual design
	V Detailed design
	VI Construction
	VII Test and conversion
	VIII Commissioning
RECOMMENDED BIBLIOGRAPHY	
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

11.18 MASTER'S DEGREE IN LOGISTICS AND COMMERCIALIZATION (2002)

Duration of the program:
Five cycles of fourteen weeks each.

Academic degree:
Master in Logistics and Commercialization.

Program objective:
Professional committed to employing all their skills and competencies in the application of methods and strategies during the logistics and commercialization development process, managing, managing, transforming, innovating, auditing the operations of the industrial and electronic market, and analyzing designs and industrial sectors, logistics systems and performances and results with the support of research and new technologies to achieve a high competitive level in the national and international community.

Specific objectives:

- Provide management tools that allow optimizing the results of their respective organizations in the logistics area and in other areas of the company, bearing in mind that the ramifications of logistics reach practically all facets of a business.
- Select and competently use the procedures that allow you to manage and audit the logistics and marketing logistics processes with a high level of responsibility and professionalism.
- Develop strategies and models for national and international trade organizations with innovations and future perspectives.
- Participate in processes to build solutions to specific problems in the field of logistics and marketing.
- Propose competitive strategies and research projects related to the global market, electronic commerce, the supply chain, logistics performance, communication, leadership impact, international physical distribution.

Curriculum:

Educational modality: out of school

Duration: five four-month periods of fourteen weeks each

FIRST PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
LCTD-501	Industrial Markets: Sector Analysis		3	5	8	7
ICTD-503	Information Systems and Market Research		3	5	8	7
TIDP-501	Future Studies Seminar		3	5	8	7
Subtotal first period			**9**	**15**	**24**	**21**
SECOND PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
LCTD-502	Business Logistics Systems Analysis		3	5	8	7
LCTD-503	Logistics of International Physical Distribution		3	5	8	7
TIAN-501	Globalization and Integration		3	5	8	7
Subtotal second period			**9**	**15**	**24**	**21**
THIRD PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
GETD-506	Competitive strategies		3	5	8	7
LCTD-504	Electronic Commerce and the Administration of the Supply Chain	LCTD-502	3	5	8	7
LCAN-501	Auditing Logistics Performance	TIAN-501	3	5	8	7
Subtotal third period			**9**	**15**	**24**	**21**
FOURTH PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
LCTD-505	Managing Technological Innovation		3	5	8	7
ICDP-501	Impact Leadership: People, Strategy and Results		3	5	8	7
LCDP-501	Strategic and Tactical Communication		3	5	8	7
Subtotal fourth period			**9**	**15**	**24**	**21**
FIFTH PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
LCTD-506	Final Project of Logistics Application		3	5	8	7
LCTD-507	Business transformation		3	5	8	7
LCAN-502	Integration of Design, Operation and Marketing		3	5	8	7
Subtotal fifth period			**9**	**15**	**24**	**21**
Total			**45**	**75**	**120**	**105**

HFD: Weekly Faculty Hours. **HSS:** Weekly Synchronous Hours.	
HEI: Weekly Independent Study Hours. **HAS:** Weekly Asynchronous Hours.	
THS:	Total hours per week
CRS:	Credits
Effective weeks of class per school year not including evaluations (16): 14	

UNIVERSIDAD EUROPEA DE MONTERREY
DEGREE PROGRAM

COURSE	Industrial Markets: Sector Analysis	**CODE**	ICTD-503	**PRE-REQUISTE**		None	
PERIOD	First	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	In this subject, the analysis of some industrial markets and their competitive position that allows or not, compete in the world market is carried out. Carrying out this analysis will allow the student to: - Visualize and identify the areas that need modernization in the structures of industrial markets. - Analyze the competitive factors of industrial markets in different sectors of the world market that allow obtaining competitive positions. - interact in a dynamic business environment. - Interpret the indicators of industrial markets and predict their behavior.						
LEARNING MODULES	I Industrial markets and their nature						
	II Different industrial markets						
	III Factors that allow competition in a global economy IV Competitive position of industrial markets						
	IV Competitive position of industrial markets						
	V Need for modernization of the industrial structure VI International Markets						
	VI Indicators of industrial markets						
RECOMMENDED BIBLIOGRAPHY							
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Information Systems and Market research	**CODE**	ICTD-503	**PRE-REQUISTE**		None	
PERIOD	First	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Managing well is managing the future and managing the future is managing information. The handling of information has been of interest to man since the time that writing was invented. In the field of marketing, information management tools have been developed and perfected: the SIM marketing information systems. The implementation of a market information system is a very useful work tool for a market research executive of a company in a highly competitive market and aims to store and process information capable of assisting in the correct decision-making of market management or marketing based on their own marketing programs.						
	Process and analyze relevant information for proper decision making and analyze the role of some methods in it.						
	Recognize the importance that a market information system has for the strategic and operational direction of organizations.						
	Investigate consumer needs and wants to find out which products and customers are profitable, and which are not.						
	Collect information to find out whether or not the product or service meets market expectations and properly coordinate that information.						
	Being able to quickly identify problems and quantitatively evaluate results for decision making.						
LEARNING MODULES	I The new business environment						
	II Information systems and their effect on the market mix						
	III The concept of marketing and market research						
	IV Marketing strategies and the new information economy						

	V Market information systems and decision making
	VI Market intelligence
	VII The role of information systems administration and market research
	VIII Marketing techniques and market research and their applications
	IX Techniques and applications of data mining
	X Customer orientation
RECOMMENDED BIBLIOGRAPHY	Férnandez Nogales, A. (2004). Research and market techniques. ISBN: 9788473563925.
	Ildefonso Grande, E., Abascal Fernández, E. (2011) Foundations and techniques of commercial research. ISBN: 9788473567473.
	McDaniel, C., Gates, R. (1999). Contemporary market research. ISBN: 9789687529578.
	K. Malhotra, N. (2004). Market Research: An Applied Approach. ISBN: 9789702604914.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Future Studies Seminar	**CODE**	TIDP-501	**PRE-REQUISTE**		None	
PERIOD	First	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The future of the world is a function of complex forces, which arise from multiple domains and involve many actors, and which are expressed as a set of feasible alternatives with future possibilities. These forces and domains define the impersonal character of world events, while people also act in the shadow of these forces by making decisions that affect the future. These decisions direct the course of nations, multinational corporations, and NGOs.						
	Being able to examine and predict the themes and developments that can change the future of the world in the next ten years.						
	Forecast the future of potential developments and issues on national, international and / or organizational agendas.						
	Communicate interesting and informative aspects of forecasts in a concise manner.						
	Acquire techniques and skills to successfully apply visionary knowledge processes in varied environments.						
	Detect emerging issues in the field and provide consulting in your area.						
LEARNING MODULES	Why Investigate the Future? Is Your Forecast Possible?						
	Problems and Obstacles in the Future Forecast.						
	Tools for the Future Forecast.						
	Technological Convergences and their Impact on the World.						
	The Main Sociopolitical and Economic Problems.						
	The Challenges of 2040						
RECOMMENDED BIBLIOGRAPHY	Guilló, M. Bas, E. (2012). Foresight and Innovation. Vol. 1. ISBN: 9788492751389.						
	Baena Paz, G. (2007). Application of prospective to politics. ISBN: 9783845494388.						
	Bas, E. (1999). Prospective; tools for strategic change management.						
	Balbi, E. R. (2002). Futures Research Methodology - Prospective Methodology. ISBN: 9872034303.						
	Gabiña, J. (2015). The Revisited Future: Prospective reflection as a weapon of strategy and decision. (eBook). ASIN: B013CEP6T0.						

EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Business Logistics Systems Analysis	**CODE**	LCTD-502	**PRE-REQUISTE**		None	
PERIOD	Second	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This course introduces the fundamentals of logistics, which has gone from being a cost factor and of secondary importance, to be a distribution factor and source of competitive advantage in the market.						
	Understand the differences between purchasing management and supply management.						
	Identify the differences between supply chain and value chain.						
	Understand the differences between cost and expense.						
	Identify and differentiate between the different types of costs and their origins.						
	Acquire general knowledge of warehouse management.						
LEARNING MODULES	I Conception of comprehensive logistics systems						
	II Dimensions of logistics						
	III Analysis of logistics systems						
	IV The borders of the logistics system: inbound-outbound						
	V Global logistics						
	VI Design of networks and location of facilities						
	VII Information systems and integral logistics						
RECOMMENDED BIBLIOGRAPHY	Anaya, J. J. (2007). Integral Logistics: the operational management of the company. ASIN: B015EQIGNM.						
	Sunil, C. (2011). Supply chain management. ISBN: 9789702611929.						
	Bowersox, D. J .; Closs D. J. and Helferich, O. K (1996). Logistical Management. A systems integration of physical distribution, manufacturing, support and materials procurement. ISBN: 9789701061329.						
	Cazier, J. A., Poluha, R. (2007). *Application of the SCOR model in SCM.* ISBN: B0071MIPPW.						
	Coyle, J. (2014). *Supply chain administration.* ISBN: 9786074818918.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Logistics of International Physical Distribution	**CODE**	LCTD-503	**PRE-REQUISTE**		None	
PERIOD	Second	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Physical distribution is related to the concepts of time and place and ensures that a specific product is in the right place at the right time. The logistics system for physical distribution must be designed with a view to delivering the right product, in the right place and at the right time at the lowest possible cost within the programmed level of consumer service. Offering the potential consumer an efficient physical distribution represents one of the greatest competitive advantages of any organization. This course						

	prepares the student to: - Develop a physical distribution system that materializes the customer service policy established by the company at the lowest possible cost - Control distribution costs - Establish and improve cooperative relationships in the exercise of their function - Avoid and / or solve conflicts that arise with members of distribution channels at different levels - Determine the basic way in which a company distributes its products - Establish distribution strategies
LEARNING MODULES	I Marketing and physical distribution management
	II Mission of physical distribution in a company
	III Distribution costs
	IV The wholesaler
	V Distribution and logistics strategies
	VI International distribution systems
	VII Local, selection and motivation of the members of the distribution channel
	VIII Decisions on distribution
RECOMMENDED BIBLIOGRAPHY	
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Globalization and Integration	**CODE**	TIAN-501	**PRE-REQUISTE**		None	
PERIOD	Second	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The world economy is currently characterized not only by technological advances but also by the phenomena of globalization and integration. The 21st century with the entry of new competitors to the world market, given the numerous agreements of free trade between the countries of the world, forces companies to better understand trade paradigms in order to formulate coherent strategies and achieve success in the face of these processes. Globalization implies operating at relatively low costs, selling the same and in the same way everywhere, it implies adopting new forms of management to achieve a highly competitive level. On the other hand, economic integration is oriented towards the elimination of economic barriers to trade in goods and services between countries, allowing the expansion of trade. With the conceptualization and conjecturing of both, changes in trends, emerging issues, and the threats and opportunities to be faced are visualized. This course presents the student with a global panorama that allows him to: - Characterize integration and globalization. - Evaluate the impact of globalization and integration on organizations. - Determine the potential of a company to compete with the global market. - Analyze the main aspects that must be taken into account to interact with global integrated markets. - Reflect on the attitude that the administrative management of a company must have to act in the processes of globalization and integration in order to compete successfully. - Compare traditional and modern organizations to know the guidelines that must be taken into account in the markets global and integrated. - Analyze the marketing aspects and company structures to face global and integrated markets.						
LEARNING MODULES	I Globalization and integration: integral aspects						
	II The company facing the phenomenon of globalization and integration						
	III Marketing aspects of the company against the globalization and integration markets						

	IV Drivers of globalization
	V Incidence of globalization and integration of marketing practice
	VI Opportunities and threats of globalization
	VII Levels of integration
	VIII Globalization and integration versus information technologies
	IX Alliances between countries and their importance in global strategies
RECOMMENDED BIBLIOGRAPHY	Daniels, J. D .; Radebaugh, L. H. and Sullivan, D. P. (2013). International Business. Environments and Operations. (14th ed.). ISBN: 9786073221603.
	Garaña, M. (2012). "The Fundamental Role of Information Technologies in the Internationalization of SMEs". Madrid College of Economists.
	Guerras, L.A. and Navas, J. E. (2015): The Strategic Management of the Company. Theory and applications (4th ed.). ISBN: 9788447028504.
	Castellano, J. M (2002). "The Inditex Internationalization Process". Spanish Multinational Companies.
	VV.AA. (2006). Foreign Trade Operation and Practice. Basic course. (2nd ed.). ISBN: 9788478119356.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Competitive strategies	**CODE**	GETD-506	**PRE-REQUISTE**		None	
PERIOD	Third	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This course is focused on the competitive strategies of the company, examining the central points of its competitiveness in the short, medium and long term, thus focusing on the development of the specific capabilities of the company that contribute to competitive advantage, as well as the formulation of the necessary strategies to sustain the company.						
	Acquire, develop and perfect, both conceptually and practically, the most relevant aspects of the organization's competitive strategies.						
	Apply strategies in solving problems, in the plan of innovations and in the daily management of the company.						
	Plan the strategy of an organization.						
	Organize the limited resources of the company						
	Analyze the current situation of an organization.						
LEARNING MODULES	I Industrial Analysis and competitive advantage						
	II Development of competences that contribute to competitive advantage						
	III Process for making strategic decisions						
	IV Location of resources in business and market diversification						
	V Role of the coalitions or alliances that influence the location of resources						
	VI Competitive strategies						
RECOMMENDED BIBLIOGRAPHY	Chan, K. (2008). The blue Ocean Strategy. (1st ed.). ISBN: 9788492421282.						
	Porter, M. E. (2009). To be competitive. (1st ed.). ISBN: 9788423426959.						
	Kourdi, J. (2009). Business Strategy: A Guide to Taking Your Business Forward. (1st ed.). ISBN: 9781846681240.						
	Guerras, L.A. and Navas, J. E. (2008). Strategic Management of the Company. Theory and Applications. (4th ed.). ISBN: 9788447028504.						
	Wars, L.A. (2012). Strategic Management Foundation of the Company. (1st ed.). ISBN:						

	9788447040384.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Electronic Commerce and Administration of the Supply Chain	**CODE**	LCTD-504	**PRE-REQUISTE**		LCTD-502	
PERIOD	Third	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Electronic Commerce is a new way of doing business, a new way of using technology and a new way of building companies. Online businesses are changing the way companies operate and are making companies take advantage of technology.						
	Assimilate the impact of electronic commerce on the different functions or departments of the company and in different business sectors.						
	Analyze how Internet businesses operate and how electronic commerce is carried out.						
	Explain the complexity of the electronic commerce market, its impact and applications.						
	Describe electronic data interchange as a vital and strategic component for electronic commerce.						
LEARNING MODULES	I Introduction to supply chain management						
	II Information systems, electronic commerce and the administration of the supply chain						
	III Restructuring of the supply chain						
	IV Inventory management, logistics and supply chain management						
	V Transformation from a product-based company to a service-based company						
	VI New business opportunities through the Web						
	VII Product development and supply chain management						
	VIII Performance measurement for supply chain management						
	IX Value of market exchange: global and international suppliers						
	X Selection and development of suppliers						
	XI Intelligent use of information within an organization						
	XII Future trends of le-business						
RECOMMENDED BIBLIOGRAPHY	Liberos, E., García R., Gil. J., Merino, J. A. (Author), Somalo, I. (2011). The Electronic Commerce book. (2nd ed.). ISBN: 9788473567992.						
	Rodrigo, O., González L. (2014). Electronic Commerce 2.0. (1st ed.). ISBN: 9788441535787.						
	Escribano, J. (2014). Sell on the Internet. The Keys to Success. (2nd ed.). ISBN: 9788441535770.						
	Maciá, F. (2011). Advanced Search Engine Optimization Techniques. (1st ed.) ISBN: 9788441529632.						
	Maciá, F. (2015) SEO. Advanced techniques. (1st ed.) ISBN: 9788441537309.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Auditing Logistics Performance	CODE	LCAN-501	PRE-REQUISTE		TIAN-501	
PERIOD	Third	HFD / HSS	3	HEI / HAS	5	HTS / THS	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The effective control of logistics activities require systems appropriate to the size, needs and resources of the company, which provide the necessary information to evaluate the performance of a company's activities. This course allows the student to: - Establish and analyze indicator systems for companies to assess their performance. - Measure the critical variables that determine the competitiveness of the company. - Propose strategic directions for business operations. - Apply different methodologies to evaluate and measure logistics performance.						
LEARNING MODULES	I Globalization, competition and differentiation						
	II Logistics management						
	III How to optimize the flow of goods and services?						
	IV Dashboard for logistics management - Indicator systems for the measurement of critical variables						
	V The challenges of the technological revolution: e-logistic						
	VI Globalization Challenge: international logistics						
RECOMMENDED BIBLIOGRAPHY							
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Managing technological innovation	CODE	LCTD-505	PRE-REQUISTE		None	
PERIOD	Fourth	HFD / HSS	3	HEI / HAS	5	HTS / THS	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	During the 90's, large corporations, entrepreneurs. investors and governments around the world agree that technological innovation is the most important factor in creating wealth and sustained economic growth. The answer to a question: What do managers need to know about technological innovation to grow and prosper in the coming decades? It may be the most critical issue for tomorrow's business leaders. The explosive growth of the Internet and information technologies, new materials and biotechnology require that professionals: - Select an emerging technology. - Work in groups examining history, present status and potential business applications. - Analyze the main stages and administrative issues that involve the commercialization of technologies in a business environment and large or small companies. - Select a project that relates to any technological area of the professional performance area that integrates other elements of administration such as finance, marketing, operations and human resources. - Evaluate and commercialize technology in a variety of business environments.						
LEARNING MODULES	I Fundamental concepts of technological innovation						
	II Impact of rapid technology change on business strategy						
	III Opportunities and threats of rapid obsolescence of products and services						
	IV Financial research and development of new technologies						
	V The transformation of the service sector by new technologies						
	VI The impact of emerging technologies on business competitiveness						
	VII Technological policy and the creation of a business climate that fosters technological innovation						
RECOMMENDED							

BIBLIOGRAPHY	
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Impact Leadership: People, Strategy and Results	**CODE**	ICDP-501	**PRE-REQUISTE**		None	
PERIOD	Fourth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This course provides the opportunity to increase the strategic leadership capacity to apply your concepts in an organization. It has been designed to develop in the student skills to: - Evaluate market opportunities and develop competitive strategies. - Make business decisions that increase the value of the organization's financial performance. - Develop and propose necessary systems to compete. - Discuss mechanisms to improve the financial and human effectiveness necessary to achieve success. - Develop strategies for the implementation of plans for business creation. - Exercise leadership in a changing global environment.						
LEARNING MODULES	I Leadership and administrative process						
	II Competitive strategy						
	III Enhancing human resources: systems						
	IV Implementing the change						
	V Financial planning and control						
	VI Valuation of capital						
	VII Processes that build results						
RECOMMENDED BIBLIOGRAPHY							
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Strategic and Tactical Communication	**CODE**	LCDP-501	**PRE-REQUISTE**		None	
PERIOD	Fourth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Communication is a key element of the development and projection of organizations. its current complexity caused by Emerging information technologies have shaped a new genre of communication driven by organization marketing and globalization. This subject promotes the development of the student in the field of strategic communication that allows him to: - Dabble in the main genres of the field of the common occasion - Analyze the expressive resources that directly influence the receiver. Evaluate mechanisms for strategic and tactical communication. - Discuss fast social communication techniques that can be applied in business - Exercise a fluent and convincing writing style						
LEARNING	I Genres of communication in the information field						

MODULES	II Communication in the company
	III Research and analysis of interlocutors
	IV Corporate strategic communication
	V Style: persuasive dialogues
	VI Advertising communication
	VII Communication direction
RECOMMENDED BIBLIOGRAPHY	Pintado, T. (2014). New trends in strategic communication. ISBN: 9788415986058.
	Godin, S. (2016). Seth Godin. Onramp. http://www.sethgodin.com/sg/.
	Argenti, P. A. (2015). Strategic communication and its contribution to reputation. ISBN: 9788483569375.
	Newman, B. and Mejía. M. (2009). Organizations under fire. Strategic communication to prevent and manage crises. ISBN: 9786071600554.
	Barquero, J. D. (2013). Strategic direction of public relations: How to use information in the company. ASIN: B00F51W1P6.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Final Project of Logistics Application	**CODE**	LCTD-506	**PRE-REQUISTE**		None	
PERIOD	Fifth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This course will professionally enable the student to integrate their competences working interdisciplinary or individually in the development of a real application project that provides the foundations for the exercise of their profession with ethical responsibility and a vocation for service, within a framework of principles and values derived from their comprehensive training. So, you will be able to: - Choose and develop practical application projects. - Apply tools, methods and models during the development of the project. - Integrate skills developed in this and other subjects. - Recognize your professional field of action. - Carry out research in your area of competence and related areas (""Prepare personal and project portfolio. - Fill project log. - Present draft, project and final results.						
LEARNING MODULES	I Business strategies and information systems						
	II Choice and definition of project objectives						
	III Data collection and analysis						
	IV Conceptual design: development of proposals that satisfy the requirements of the organization V Detailed design						
	VI Development of prototype or model						
	VII Test and documentation of cases: simulation and startup techniques						
	VIII Start-up: start of operation of the new system						
	IX Evaluation, monitoring and necessary adjustments.						
	X Preparation and correction of procedure manuals and relevant documentation						
	XI Test and acceptance certificate of the new system, process, method or product						
	XII Final report						
RECOMMENDED BIBLIOGRAPHY							

EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Business transformation	**CODE**	LCTD-507	**PRE-REQUISTE**		None	
PERIOD	Fifth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	It is extremely critical for organizations to be prepared for radical changes in their strategies, structure and operations, since advances in information technology expand the range of possibilities and drivers for the organization and changes in the competitive environment alter what is possible for an organization. This signature enables the student to venture into the areas of strategic business consulting, e-commerce operations and business activities by developing the skills to: - Establish guidelines to transform company operations by using the potential of new information technologies. - Properly use business models via the web. - Apply information systems and technologies in the commercial field. Determine what is capable of improvement and what can be eliminated. - Decide what should be managed through outsourcing.						
LEARNING MODULES	I How information technologies affect the design of business processes						
	II Managing the human aspects of resistance to change						
	III Transforming operations that reflect the potential of the information office						
	IV Design of business processes						
	V The Internet economy						
	VI Transforming the assets of the company via the digital economy						
	VII Collaborative economic networks drive new business models						
	VIII Web-based business models						
	IX Administrative teams and appropriate roles for new information technologies						
RECOMMENDED BIBLIOGRAPHY	Guilló, M. Bas, E. (2012). Foresight and Innovation. Vol. 1. ISBN: 9788492751389.						
	Baena Paz, G. (2007). Application of prospective to politics. ISBN: 9783845494388.						
	Bas, E. (1999). Prospective; tools for strategic change management.						
	Balbi, E. R. (2002). Futures Research Methodology - Prospective Methodology. ISBN: 9872034303.						
	Gabiña, J. (2015). The Revisited Future: Prospective reflection as a weapon of strategy and decision. (eBook). ASIN: B013CEP6T0.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Integration of Design, Operation and Marketing	**CODE**	LCAN-502	**PRE-REQUISTE**		None	
PERIOD	Fifth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8

GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The course is focused on the development of new products - design, production, distribution, and service after the sale – all what you need to know to manufacture a product. Exposes the student to the complete process of conceiving, designing, manufacturing and deliver the product to the market, also considering how to integrate the operation and marketing functions so that it can: - Analyze operations that require coordination between managers and operations personnel. - Make the appropriate decisions that allow you to solve a specific problem. - Investigate the need, utility and convenience of designing and producing a new product. - Create, design and build a prototype of a new product. - Prepare the marketing and distribution plan for a product and customer service.
LEARNING MODULES	I Product planning
	II Selection concepts
	III Product positioning and specifications
	IV Prototype
	V Design, manufacture and assembly
	VI Organization and administration of the project
	VII Managing variety in operations
	VIII Coordination of the supply chain
	IX Administration of distribution channels
	X Marketing and sales
	XI Quality and service after sale
RECOMMENDED BIBLIOGRAPHY	
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

11.19 MASTER'S DEGREE IN LOGISTICS AND COMMERCIALIZATION (2017)

Duration of the program:
Five cycles of fourteen weeks each.

Academic degree:
Master in Logistics and Commercialization.

Program objective:
With the Master in Logistics and Commercialization program, the student of the Universidad Europea de Monterrey will have the necessary skills to lead the transformation of traditional business models generating new markets, understanding their new performances, managing information in real time and promoting collaborations and alliances for the adoption of solutions that drive the growth of the companies in which they work. We will train future transformational leader managers, who will make the changes in organizations, in harmony with global macro trends.

Specific objectives:

- Provide management tools that allow optimizing the results of their respective organizations in the logistics area and in other areas of the company, bearing in mind that the ramifications of logistics reach practically all facets of a business.
- Select and competently use the procedures that allow you to manage and audit the logistics and marketing logistics processes with a high level of responsibility and professionalism.
- Develop strategies and models for national and international trade organizations with innovations and future perspectives.
- Participate in processes to build solutions to specific problems in the field of logistics and marketing.
- Propose competitive strategies and research projects related to the global market, electronic commerce, the supply chain, logistics performance, communication, leadership impact, international physical distribution.

Curriculum:

Educational modality: out of school

Duration: five four-month periods of fourteen weeks each

FIRST PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
LCTD-502	Business Logistics Systems Analysis		3	5	8	7
LCTD-508	Strategic Supply Management: Purchases and Suppliers		3	5	8	7
TIDP-501	Future Studies Seminar		3	5	8	7
Subtotal first period			**9**	**15**	**24**	**21**
SECOND PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
LCAN-503	Production of Sustainable Goods and Memorable Service Experiences		3	5	8	7
ICTD-503	Information Systems and Market Research		3	5	8	7
TIAN-501	Globalization and Integration		3	5	8	7
Subtotal second period			**9**	**15**	**24**	**21**
THIRD PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
GETD-505	Technological Innovations	TIDP-501	3	5	8	7
GETD-506	Competitive strategies		3	5	8	7
GEAN-511	Business Plan		3	5	8	7
Subtotal third period			**9**	**15**	**24**	**21**
FOURTH PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
LCTD-503	Logistics of International Physical Distribution		3	5	8	7
LCDP-501	Strategic and Tactical Communication		3	5	8	7
GESC-502	Highly Efficient Team Leadership		3	5	8	7
Subtotal fourth period			**9**	**15**	**24**	**21**
FIFTH PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
LCAN-501	Auditing Logistics Performance	TIAN-501	3	5	8	7
GEAN-501	Decision Making Costs		3	5	8	7
LCTD-506	Final Project of Logistics Application		3	5	8	7
Subtotal fifth period			**9**	**15**	**24**	**21**
Total			**45**	**75**	**120**	**105**

HFD: Weekly Faculty Hours. **HSS:** Weekly Synchronous Hours.	
HEI: Weekly Independent Study Hours. **HAS:** Weekly Asynchronous Hours.	
THS:	Total hours per week
CRS:	Credits

Effective weeks of class per school year not including evaluations (16): 14

UNIVERSIDAD EUROPEA DE MONTERREY

DEGREE PROGRAM

COURSE	Business Logistics Systems Analysis	**CODE**	LCTD-502	**PRE-REQUISTE**		None	
PERIOD	First	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This course introduces the fundamentals of logistics, which has gone from being a cost factor and of secondary importance, to be a distribution factor and source of competitive advantage in the market.						
	Understand the differences between purchasing management and supply management.						
	Identify the differences between supply chain and value chain.						
	Understand the differences between cost and expense.						
	Identify and differentiate between the different types of costs and their origins.						
	Acquire general knowledge of warehouse management.						
LEARNING MODULES	I Conception of comprehensive logistics systems						
	II Dimensions of logistics						
	III Analysis of logistics systems						
	IV The borders of the logistics system: inbound-outbound						
	V Global logistics						
	VI Design of networks and location of facilities						
	VII Information systems and integral logistics						
RECOMMENDED BIBLIOGRAPHY	Anaya, J. J. (2007). Integral Logistics: the operational management of the company. ASIN: B015EQIGNM.						
	Sunil, C. (2011). Supply chain management. ISBN: 9789702611929.						
	Bowersox, D. J .; Closs D. J. and Helferich, O. K (1996). Logistical Management. A systems integration of physical distribution, manufacturing, support and materials procurement. ISBN: 9789701061329.						
	Cazier, J. A., Poluha, R. (2007). *Application of the SCOR model in SCM.* ISBN: B0071MIPPW.						
	Coyle, J. (2014). *Supply chain administration.* ISBN: 9786074818918.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Strategic Supply Management: Purchases and Suppliers	**CODE**	LCTD-508	**PRE-REQUISTE**		None	
PERIOD	First	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Supply management encompasses purchasing and supplier management, all in order to count and maintain the correct materials, raw materials, products, in the correct quantities, at the correct time and with the minimum cost, from new strictly sustainable vision leveraged on cost efficiency not price.						
	Apply good strategic sourcing practices.						
	Develop activities that add value to the organization in the purchasing and supply process.						
	Study an environment-friendly supply, with the environment and with society.						
	Deepening relationships throughout the supply chain.						
LEARNING	SRM Supplier Relationship Management						
	Optimization of the supply process.						

MODULES	CSR and suppliers.
	Tools for Strategic Supply.
	E-procurement.
	The Negotiation Process.
RECOMMENDED BIBLIOGRAPHY	Velasco Sánchez, J. (2013) Logistics management in the company: planning the supply chain ISBN: 9788436829570
	Fernández Díez de los Ríos (2015). Optimization of the logistics chain. Workbook. DITORIAL CEP, S.L .; Edition: 1. ISBN-13: 978-8468156132
	Castán Farrero, J.M; López Parada, J. and Núñez Carballosa, A. Logistics in the company: a strategic area to achieve competitive advantages ISBN: 9788436826821
	Santander Mercado, A; Amaya Leal, J. and Viloria Núñez, C. (2014) Design of resilient supply chain
	Emmett, S. Crocker, B. (2016) The Relationship-Driven Supply Chain: Creating a Culture of Collaboration throughout the Chain ISBN: 9780754687788
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Future Studies Seminar	**CODE**	TIDP-501	**PRE-REQUISTE**		None	
PERIOD	First	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The future of the world is a function of complex forces, which arise from multiple domains and involve many actors, and which are expressed as a set of feasible alternatives with future possibilities. These forces and domains define the impersonal character of world events, while people also act in the shadow of these forces by making decisions that affect the future. These decisions direct the course of nations, multinational corporations, and NGOs.						
	Being able to examine and predict the themes and developments that can change the future of the world in the next ten years.						
	Forecast the future of potential developments and issues on national, international and / or organizational agendas.						
	Communicate interesting and informative aspects of forecasts in a concise manner.						
	Acquire techniques and skills to successfully apply visionary knowledge processes in varied environments.						
	Detect emerging issues in the field and provide consulting in your area.						
LEARNING MODULES	Why Investigate the Future? Is Your Forecast Possible?						
	Problems and Obstacles in the Future Forecast.						
	Tools for the Future Forecast.						
	Technological Convergences and their Impact on the World.						
	The Main Sociopolitical and Economic Problems.						
	The Challenges of 2040						
RECOMMENDED BIBLIOGRAPHY	Guilló, M. Bas, E. (2012). Foresight and Innovation. Vol. 1. ISBN: 9788492751389.						
	Baena Paz, G. (2007). Application of prospective to politics. ISBN: 9783845494388.						
	Bas, E. (1999). Prospective; tools for strategic change management.						
	Balbi, E. R. (2002). Futures Research Methodology - Prospective Methodology. ISBN: 9872034303.						
	Gabiña, J. (2015). The Revisited Future: Prospective reflection as a weapon of strategy and decision. (eBook). ASIN: B013CEP6T0.						

EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Production of Sustainable Goods and Memorable Service Experiences	**CODE**	LCAN-503	**PRE-REQUISTE**		None	
PERIOD	Second	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The procedures and techniques for the production of both goods and experiences constitute one of the most important approaches to managing organizational systems from a different perspective than the traditional one. In general, the mission of production and logistics systems is to guarantee the flow of materials and products with the required quality, in the right place and at the right times with the lowest costs. This approach encompasses the integrated study of core organization functions, such as production management and inventory management, along with the impact on the development of highly efficient storage processes.						
	Analyze the manufacturing environment.						
	Study the differences between the service and manufacturing environments and the approach used in applying these principles.						
	Delve into the basic functions of the organization.						
	Understand service production techniques and experiences.						
LEARNING MODULES	Strategic Relationship between Supply, Production and Logistics. Systemic approach.						
	Aggregate Planning.						
	Optimization of Productive Processes: The Production of Goods and Services.						
	Operational and Planning Strategies.						
	Quality and Security.						
	Theory of constraints.						
RECOMMENDED BIBLIOGRAPHY	García Valcarcel, I., (2014). CRM. Customer relationship management. FC (CONFEMETAL FOUNDATION) (2014). ISBN-13: 978-8495428394						
	Gutierrez Pulido, H. and Vara Salazar, R. de la (2013) Statistical Quality Control and Six Sigma ISBN: 9781456213855						
	Fernández Otero, M. and Navarro Huerga, M. (2014) Customer Relationship Management Systems in Companies (CRM). ISBN: 9788415834632						
	Laszlo, C. (2013) The Sustainable Company: How to Create Lasting Value through Social and Environmental Performance ISBN: 9781597266291						
	Chorianopoulos, A., (2016). Effective CRM using Predictive Analytics. Wiley; 1 edition (January 19, 2016). ISBN-13: 978-1119011552.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Information Systems and Market research	**CODE**	ICTD-503	**PRE-REQUISTE**		None	
PERIOD	Second	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8

GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Managing well is managing the future and managing the future is managing information. The handling of information has been of interest to man since the time that writing was invented. In the field of marketing, information management tools have been developed and perfected: the SIM marketing information systems. The implementation of a market information system is a very useful work tool for a market research executive of a company in a highly competitive market and aims to store and process information capable of assisting in the correct decision-making of market management or marketing based on their own marketing programs.
	Process and analyze relevant information for proper decision making and analyze the role of some methods in it.
	Recognize the importance that a market information system has for the strategic and operational direction of organizations.
	Investigate consumer needs and wants to find out which products and customers are profitable, and which are not.
	Collect information to find out whether or not the product or service meets market expectations and properly coordinate that information.
	Being able to quickly identify problems and quantitatively evaluate results for decision making.
LEARNING MODULES	Bases of Commercial Research.
	Exploratory Research: Qualitative Research Techniques (I).
	Exploratory Research: Qualitative Research Techniques (II).
	Descriptive Research (I): Observation.
	Descriptive Research (II): The Survey.
RECOMMENDED BIBLIOGRAPHY	Férnandez Nogales, A. (2004). Research and market techniques. ISBN: 9788473563925.
	Ildefonso Grande, E., Abascal Fernández, E. (2011) Foundations and techniques of commercial research. ISBN: 9788473567473.
	McDaniel, C., Gates, R. (1999). Contemporary market research. ISBN: 9789687529578.
	K. Malhotra, N. (2004). Market Research: An Applied Approach. ISBN: 9789702604914.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Globalization and Integration	**CODE**	TIAN-501	**PRE-REQUISTE**		None	
PERIOD	Second	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The world economy is currently characterized not only by technological advances but also by the phenomena of globalization and integration. The 21st century with the entry of new competitors to the world market, given the numerous agreements of free trade between the countries of the world, forces companies to better understand trade paradigms in order to formulate coherent strategies and achieve success in the face of these processes. Globalization implies operating at relatively low costs, selling the same and in the same way everywhere, it implies adopting new forms of management to achieve a highly competitive level. On the other hand, economic integration is oriented towards the elimination of economic barriers to trade in goods and services between countries, allowing the expansion of trade. With the conceptualization and conjecturing of both, changes in trends, emerging issues, and the threats and opportunities to be faced are visualized. This course presents the student with a global panorama that allows him to: - Characterize integration and globalization. - Evaluate the impact of globalization and integration on organizations. - Determine the potential of a company to compete with the global market. - Analyze the main aspects that must be taken into account to interact with global integrated markets. - Reflect on the attitude that the administrative management of a company must have to act in the						

	processes of globalization and integration in order to compete successfully. - Compare traditional and modern organizations to know the guidelines that must be taken into account in the markets global and integrated. - Analyze the marketing aspects and company structures to face global and integrated markets.
LEARNING MODULES	The ecosystem of internationalization.
	Competitive and technological keys to internationalization.
	Internationalization as a strategy.
	Key decisions.
	Operational aspects.
	Multinationals: the final phase.
RECOMMENDED BIBLIOGRAPHY	Daniels, J. D .; Radebaugh, L. H. and Sullivan, D. P. (2013). International Business. Environments and Operations. (14th ed.). ISBN: 9786073221603.
	Garaña, M. (2012). "The Fundamental Role of Information Technologies in the Internationalization of SMEs". Madrid College of Economists.
	Guerras, L.A. and Navas, J. E. (2015): The Strategic Management of the Company. Theory and applications (4th ed.). ISBN: 9788447028504.
	Castellano, J. M (2002). "The Inditex Internationalization Process". Spanish Multinational Companies.
	VV.AA. (2006). Foreign Trade Operation and Practice. Basic course. (2nd ed.). ISBN: 9788478119356.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Technological innovations	**CODE**	GETD-505	**PRE-REQUISTE**		TIDP-501	
PERIOD	Third	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Forward-thinking organizations see technological innovations as a strategic resource. Analyzing how these have always been at the origin of industrial revolutions is essential for managers to recognize the need for change. Technological innovations also require managerial and organizational changes or improvements in the operation of the companies in general, that is, social innovation. This has also meant the incorporation of new personnel management methods, with the introduction of information technologies, the delegation of responsibilities, the administration systems by competencies, among others. That is why this subject seeks that the student can: - Analyze how technological innovations allow the transition from static comparative advantages to dynamic advantages, which lie in improvements in productivity, quality and diversification of goods and services for society. - Reflect on the impact of technological innovations in different scenarios of daily life - Discuss the importance of companies making effective use of available and emerging technology for products, services, processes and systems in all aspects of business activities.						
LEARNING MODULES	Technology and the individual.						
	Technological innovations in modern history.						
	Technological innovations and people's private lives.						
	Technological innovations and the world of work.						
	The impact of global distribution systems and electronic commerce on business management.						
	Strategic use of technology.						
RECOMMENDED BIBLIOGRAPHY	J. H. Dyer; H. B. Gregersen and C. M. Christensen (2012). The DNA of the innovator (1st ed). ISBN: 9788423412433						

	H. W. Chesbourgh (2009). Open innovation. (1st ed). ISBN: 9788496981539
	M. Lord and D. DeBethizy (2005). Tailor-made innovation. ISBN: 9780131438200
	J. Freire and A. Gutiérrez-Rubí (2010). 32 Trends of change. ISBN: 350932010
	W. C. Taylor (2012). Make it different and succeed. ISBN: 9788498752076
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Competitive strategies	**CODE**	GETD-506	**PRE-REQUISTE**		None	
PERIOD	Third	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This course is focused on the competitive strategies of the company, examining the central points of its competitiveness in the short, medium and long term, thus focusing on the development of the specific capabilities of the company that contribute to competitive advantage, as well as the formulation of the necessary strategies to sustain the company.						
	Acquire, develop and perfect, both conceptually and practically, the most relevant aspects of the organization's competitive strategies.						
	Apply strategies in solving problems, in the plan of innovations and in the daily management of the company.						
	Plan the strategy of an organization.						
	Organize the limited resources of the company						
	Analyze the current situation of an organization.						
LEARNING MODULES	A Framework for Strategy Analysis.						
	Analysis of the Competitive Environment.						
	Internal Analysis of the Company.						
	The Formulation of the Strategy at Business Level.						
	The Formulation of the Strategy at the Corporate Level.						
	The Implementation and Evaluation of the Strategy.						
RECOMMENDED BIBLIOGRAPHY	Chan, K. (2008). The blue Ocean Strategy. (1st ed.). ISBN: 9788492421282.						
	Porter, M. E. (2009). To be competitive. (1st ed.). ISBN: 9788423426959.						
	Kourdi, J. (2009). Business Strategy: A Guide to Taking Your Business Forward. (1st ed.). ISBN: 9781846681240.						
	Guerras, L.A. and Navas, J. E. (2008). Strategic Management of the Company. Theory and Applications. (4th ed.). ISBN: 9788447028504.						
	Wars, L.A. (2012). Strategic Management Foundation of the Company. (1st ed.). ISBN: 9788447040384.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Business Plan	CODE	GEAN-511	PRE-REQUISTE		None	
PERIOD	Third	HFD / HSS	3	HEI / HAS	5	HTS / THS	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Research and Development (R&D) has been replaced by a new R&D - Innovation and Development, two key words that will set the tone in the politics of nations to bring the most disadvantaged regions closer to those with medium levels of developing. In addition to this, computational and telecommunications advances, which in the form of the internet and the world wide web have generated energy, excitement, activity and performance improvement in the industry also serve as a technological context for innovation and development.						
	Develop the ability to visualize technological opportunities and match them with the unspoken and articulated needs of customers.						
	Visualize opportunities for innovation.						
	Analyze how technologies and markets evolve.						
	Exploit opportunities to create differentiation and new products, processes and services.						
	Select the most effective techniques for market segmentation, technology commercialization, and new development offerings.						
	Research and Development (R&D) has been replaced by a new R&D - Innovation and Development, two key words that will set the tone in the politics of nations to bring the most disadvantaged regions closer to those with medium levels of developing. In addition to this, computational and telecommunications advances, which in the form of the internet and the world wide web have generated energy, excitement, activity and performance improvement in the industry also serve as a technological context for innovation and development.						
LEARNING MODULES	Idea and business model.						
	The business plan.						
	Investor approach.						
	Economic model.						
	Startup valuation.						
	Negotiation with investors.						
RECOMMENDED BIBLIOGRAPHY	Vlaskovits, P. (2013) .The Lean Entrepreneur: How Visionaries Create Products, Innovate with New Ventures, and Disrupt Market. (1st ed.). ISBN: 9781118295342.						
	Blank, S. (2013) .The Four Steps to the Epiphany: Successful Strategies for Startups That Wi. (1st ed.). ISBN: 9780989200509.						
	Blank, B. and Dorf, B. (2012) .The Startup Owner's Manual: The Step-by-Step Guide for Building a Great Company. (1st ed.). ISBN: 9780984999309.						
	Croll, A. (2013). Lean Analytics: Use Data to Build a Better Startup Faster. (1st ed.). ISBN: 9781449335670.						
	Kawasaki, G. (2014). The Art of Starting. (1st ed.). ISBN: 9788493614805.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Logistics of International Physical Distribution	CODE	LCTD-503	PRE-REQUISTE		None	
PERIOD	Fourth	HFD / HSS	3	HEI / HAS	5	HTS / THS	8
GENERAL OBJECTIVES AND COMPETENCES TO BE	Physical distribution is related to the concepts of time and place and ensures that a specific product is in the right place at the right time. The logistics system for physical distribution must be designed with a view to delivering the right product, in the right place and at the right time at the lowest possible cost within the programmed level of consumer service. Offering the potential consumer an efficient physical						

DEVELOPED	distribution represents one of the greatest competitive advantages of any organization. This course prepares the student to: - Develop a physical distribution system that materializes the customer service policy established by the company at the lowest possible cost - Control distribution costs - Establish and improve cooperative relationships in the exercise of their function - Avoid and / or solve conflicts that arise with members of distribution channels at different levels - Determine the basic way in which a company distributes its products - Establish distribution strategies
LEARNING MODULES	I Marketing and physical distribution management
	II Mission of physical distribution in a company
	III Distribution costs
	IV The wholesaler
	V Distribution and logistics strategies
	VI International distribution systems
	VII Local, selection and motivation of the members of the distribution channel
	VIII Decisions on distribution
RECOMMENDED BIBLIOGRAPHY	San Juan, C. (2012-2013). Foreign Trade Techniques Course. International logistics. UPNA. 2012-2013.
	Molins, A. (2011-2012). International logistics.
	Mauleón, M. (2006). Logistics and Costs. ISBN: 9788479787417.
	Global Marketing Strategies (2010). Incoterms 2010 Practical Guide. ISBN: 9788492570829.
	ICEX (2016). The Exporter. Recovered from: http://www.icex.es/icex/es/Navegacion-zona-contacto/revista-el-exportador/index.html
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Strategic and Tactical Communication	**CODE**	LCDP-501	**PRE-REQUISTE**		None	
PERIOD	Fourth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This course will provide the student with a complete vision of the variable "communication" as part of the strategies and techniques of organizations. It will try to provide knowledge of the fundamentals of communication within the overall strategy of the company, not only from the point of Marketing view. The basic way of proceeding to develop communication actions in a strategic way will be studied.						
	Know the main steps for the selection of the advertising or communication agency.						
	Understand the importance of direct marketing and its impact on communication.						
	Delve into strategic communication interactions with others with other areas.						
	Have a global vision of the relevance of communication tools, as a source of innovation in the company and its impact on society.						
	Understand the essential characteristics of both online and offline media and be able to analyze and manage a complete communication plan.						
LEARNING MODULES	Strategic communication.						
	The communication plan.						

	Advertising management: the choice of the agency. The briefing and the creative proposal. The evaluation of the media plan.
	BTL tools in strategic communication.
	Direct marketing as a BTL tool.
	Corporate communication: external and internal relations.
RECOMMENDED BIBLIOGRAPHY	Pintado, T. (2014). New trends in strategic communication. ISBN: 9788415986058.
	Godin, S. (2016). Seth Godin. Onramp. http://www.sethgodin.com/sg/.
	Argenti, P. A. (2015). Strategic communication and its contribution to reputation. ISBN: 9788483569375.
	Newman, B. and Mejía. M. (2009). Organizations under fire. Strategic communication to prevent and manage crises. ISBN: 9786071600554.
	Barquero, J. D. (2013). Strategic direction of public relations: How to use information in the company. ASIN: B00F51W1P6.
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Highly Efficient Team Leadership	**CODE**	GESC-502	**PRE-REQUISTE**		None	
PERIOD	Fourth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Today, prospects for human capital growth have enabled an organization's human capital return to be maximized. In addition, it is necessary that within the coordination of the different work activities there are work teams, led by highly qualified personnel in all areas of the business, but above all in the management of human resources, an extremely important asset for stability and competitiveness of the company.						
	Provide the theory of how organizations create and improve human capital through strategic resources.						
	Develop skills in the following areas: team management, problem solving, and oral and written communication.						
	Learn to be efficient leaders and how to efficiently manage changes in work organizations.						
	Analyze the models and perspectives of the behavior of the leaders in the companies and the way in which they handle the changes with the members of the group.						
	Train the student in participatory management						
LEARNING MODULES	Leadership. What it is and how it is exercised.						
	Communication, the Leader's Tool.						
	Team Motivation. What motivates and what demotivates.						
	Conflict management. Solutions.						
	Performance Evaluation: Collaborator Management.						
	Coaching. People Development.						
RECOMMENDED BIBLIOGRAPHY	Smart, B. (2005). The value of human capital. ISBN: 9781591845263.						
	Jericó, P. (2008). The new talent management. Building commitment. ISBN: 9788483223864.						
	Dychtwald, K. Erickson, T.J. Morison, R. (2007). Retention of talent. ISBN: 9788488717528.						
	Finney, M. I. (2008). Getting the best from people. ISBN: 9780132354912.						
	Valderrama, B. (2010). Smart motivation. ISBN: 9788483226698.						
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						

TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Auditing Logistics Performance	**CODE**	LCAN-501	**PRE-REQUISTE**		TIAN-501	
PERIOD	Third	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The effective control of logistics activities require systems appropriate to the size, needs and resources of the company, which provide the necessary information to evaluate the performance of a company's activities. This course allows the student to: - Establish and analyze indicator systems for companies to assess their performance. - Measure the critical variables that determine the competitiveness of the company. - Propose strategic directions for business operations. - Apply different methodologies to evaluate and measure logistics performance.						
LEARNING MODULES	I Globalization, competition and differentiation						
	II Logistics management						
	III How to optimize the flow of goods and services?						
	IV Dashboard for logistics management - Indicator systems for the measurement of critical variables						
	V The challenges of the technological revolution: e-logistic						
	VI Globalization Challenge: international logistics						
RECOMMENDED BIBLIOGRAPHY							
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Decision Making Costs	**CODE**	GEAN-501	**PRE-REQUISTE**		None	
PERIOD	Fifth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This course is aimed at providing the necessary knowledge for the company to obtain and be able to maintain competitive differentiation in costs. Concepts and approaches that help calculate, control and reduce costs are explained.						
	Define and explain the fundamental notions necessary to understand cost analysis.						
	Know the different methods that are applied in calculating the costs of products.						
	Know the tools used to make decisions from the cost perspective in the management of the company.						
	Ability to design the cost system of a company.						
	Ability to analyze the costs of products and their evolution.						
LEARNING MODULES	Costs: concepts and definitions.						
	Cost centers: cost accumulation systems.						
	Costs per order. Costs per process.						
	Relationships between cost benefits and volume of activity.						
	Decision-making costs.						
	Budgets and deviations.						
RECOMMENDED BIBLIOGRAPHY	Horngren, C. (2009). Cost Accounting: A Management Approach. (1st ed.). ISBN: 9789702607618.						
	Hansen, Don R., Mowen, M. (2007). Cost Management: Accounting and Control. (5th ed.). ISBN: 9789706865830.						
	Pérez-Carballo, J. F. (2013). Business Management Control. (8th ed.). ISBN: 9788473568968.						

	Tanaka, M. (1997). Modern Cost Management. (1st). ISBN: 9788479782870.
	Bloomberg Business (2016). New York. Bloomberg L. P. http://www.bloomberg.com
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Final Project of Logistics Application	**CODE**	LCTD-506	**PRE-REQUISTE**		None	
PERIOD	Fifth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This course will professionally enable the student to integrate their competences working interdisciplinary or individually in the development of a real application project that provides the foundations for the exercise of their profession with ethical responsibility and a vocation for service, within a framework of principles and values derived from their comprehensive training. So, you will be able to: - Choose and develop practical application projects. - Apply tools, methods and models during the development of the project. - Integrate skills developed in this and other subjects. - Recognize your professional field of action. - Carry out research in your area of competence and related areas (""Prepare personal and project portfolio. - Fill project log. - Present draft, project and final results.						
LEARNING MODULES	I Business strategies and information systems						
	II Choice and definition of project objectives						
	III Data collection and analysis						
	IV Conceptual design: development of proposals that satisfy the requirements of the organization V Detailed design						
	VI Development of prototype or model						
	VII Test and documentation of cases: simulation and startup techniques						
	VIII Start-up: start of operation of the new system						
	IX Evaluation, monitoring and necessary adjustments.						
	X Preparation and correction of procedure manuals and relevant documentation						
	XI Test and acceptance certificate of the new system, process, method or product						
	XII Final report						
RECOMMENDED BIBLIOGRAPHY							
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

11.20 MASTER'S DEGREE IN INDUSTRIAL SAFETY AND ENVIRONMENTAL PROTECTION (2003)

Duration of the program:

Five cycles of fourteen weeks each.

Academic degree:

Master in Industrial Safety and Environmental Protection.

Program objective:

The Master's program in Industrial Safety and Environmental Protection will allow the student of the European University of Monterrey to be able to act as an agent of change by using their skills in planning, research, design, development, evaluation, selection and implementation of innovative solutions. in the area of industrial safety and environmental protection, detecting the needs of the environment.

Specific objectives:

- Participate in the evaluation and control of environmental risks in the workplace through activities such as: collecting data, reviewing literature reviewed with your area and controlling losses from accidents.

- Help identify and report environmentally related issues that require remediation or corrective measures

- Locate and quantify existing or potential stressors such as: excessive noise, energy (UV, IR radiation, radioactive emissions, etc.) chemical / biological contaminants, physical and pathogenic conditions.

- Monitor the environment of a plant, companies or site and systems to locate deviations from established levels.

- Plan or assist in planning and implementing measures to correct environmental and safety problems

- Develop and coordinate environmental sampling programs and procedures.

Curriculum:

Educational modality: out of school

Duration: five four-month periods of fourteen weeks each

FIRST PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
GATD-502	Corporate Social Responsibility and Environmental Management		3	5	8	7
SPTD-502	Occupational Health and Safety		3	5	8	7
SPAN -510	Total Administration of the Environment, Health and Safety		3	5	8	7
Subtotal first period			**9**	**15**	**24**	**21**
SECOND PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
SPTD-510	Environmental management		3	5	8	7
GATD-505	Environmental Laws, Toxic Substances and Environmental Conservation		3	5	8	7
SPAN-535	Quality Models		3	5	8	7
Subtotal second period			**9**	**15**	**24**	**21**
THIRD PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
GATD-504	Information Systems in Environmental Policies		3	5	8	7
GAAN-501	Assessment, Management and Management of Natural Resources		3	5	8	7
SPDP-550	Security Engineering		3	5	8	7
Subtotal third period			**9**	**15**	**24**	**21**
FOURTH PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
SPSC-540	ISO-14001 Environmental Management System		3	5	8	7
GAAN-503	Administration and Management of Environmental Systems		3	5	8	7
GATD-506	Environment and Health: Determinants and Risks		3	5	8	7
Subtotal fourth period			**9**	**15**	**24**	**21**
FIFTH PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
SPDP-587	Human Factor in Industrial Safety		3	5	8	7
SPAN-573	Public Administration in the New Information Society		3	5	8	7
SPTD-520	Technology for Fire Protection		3	5	8	7
Subtotal fifth period			**9**	**15**	**24**	**21**
SIXTH PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**				
SPTD-605	Final Project of Application in Industrial Safety and Environmental Protection		**3**	**5**	**8**	**7**
Subtotal Sixth period			**3**	**5**	**8**	**7**
Total			**48**	**80**	**128**	**112**

HFD: Weekly Faculty Hours. **HSS:** Weekly Synchronous Hours.	
HEI: Weekly Independent Study Hours. **HAS:** Weekly Asynchronous Hours.	
THS:	Total hours per week
CRS:	Credits
Effective weeks of class per school year not including evaluations (16): 14	

UNIVERSIDAD EUROPEA DE MONTERREY
DEGREE PROGRAM

COURSE	Corporate Social Responsibility and Environmental Management	**CODE**	GATD-502	**PRE-REQUISTE**		None	
PERIOD	First	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Environmental management is becoming more important every day in the business strategy for the continuous improvement of competitiveness given the increasingly demanding regulations from which derives increasing responsibility for the company and its managers and a high degree of social responsibility such as consequence of the strong interrelation between business activities and the social environment in which they are carried out, therefore, in this subject the analysis of the company-environment-society relationship is addressed so that the student can: • Guide environmental management as a center of benefits for the company and not only of costs. • Highlight the implications of environmental management to improve the quality and reduce the costs of goods and services. • Analyze the economic aspects of the environmental management system and how to optimize them. • Analyze the repercussions of social responsibility on the company's accounting. • Analyze and determine the social responsibility that derives from the relationship between the activity carried out by companies and the social environment in which they operate. • Develop an active business strategy and not merely reactive to the new environmental regulations.						
LEARNING MODULES	I Company-society relationship II Concept of corporate social responsibility and its evolution III Regulations and responsibilities IV Management system applied in the company V Determining factors of the company's social responsibility VI Global initiatives and standards for corporate social responsibility						
RECOMMENDED BIBLIOGRAPHY							
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Occupational Health and Safety	**CODE**	SPTD-502	**PRE-REQUISTE**		None	
PERIOD	First	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This course has been designed so that, by providing a broad overview of occupational health and safety, the student can, within their multidisciplinary activities (identify, evaluate and control risks or conditions potentially harmful to workers): • Explain the interaction of harmful chemicals in the body and the adverse effects they produce. • Identify areas of opportunity and propose improvements in problems related to ergonomics. • Demonstrate the integration of effective ergonomic designs with an emphasis on product quality, production efficiency and health and worker safety. • Evaluate operations in confined spaces to determine if the program and controls are adequate considering the nature of the space and its risks / problems. • Detect the causes and mechanisms of accidents and diseases, prepare and maintain statistical records of them. • Analyze the inventory of chemical, physical, biological, psychosocial and ergonomic agents and propose mechanisms for their reduction and / or partial or total elimination. • Review administrative processes for managing worker illnesses and injuries to propose proactive corrective actions. • Understand and manage the role supervisors play in security administration.						
LEARNING MODULES	I Fundamentals of occupational health and safety II Mechanisms of health and safety risks III Toxicology						

	IV Ergonometric V Confined Spaces VI OSHA Standards VI Statistical analysis of accidents and diseases VIII The role and functions of the supervisor and the implementation of programs and their administration
RECOMMENDED BIBLIOGRAPHY	
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Total Administration of the Environment, Health and Safety	**CODE**	SPAN-510	**PRE-REQUISTE**		None	
PERIOD	First	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This course introduces Total Safety Management TSM, a concept of total quality for environmental and safety professionals. It includes the fifteen-step process for implementing Total Safety Management and the methods for getting all employees involved in the company's health and safety programs. • Establish mechanisms for the involvement of personnel at all levels - upper, middle and middle management - in the company's industrial safety and environmental protection programs. • Analyze and list the advantages / disadvantages and the need to implement a Total Security administration program. • Evaluate the organizational culture. • Plan the change. • Develop the program and implement the Total Security Administration process in the organization.						
LEARNING MODULES	I Defining Total ATS Security Administration (TSM) II Transferring the Total Security Administration -ATS (TSM) in action III Fundamental elements of Security Administration IV Implementing the ATS model (TSM)						
RECOMMENDED BIBLIOGRAPHY							
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Environmental management	**CODE**	**SPT0-510**	**PRE-REQUISTE**		None	
PERIOD	Second	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This theoretical-practical course introduces the student to the field of environmental management systems, rethinking the relationship between organizations and the environment presenting environmental management as a way to improve the organization's competitiveness, as well as providing quantitative diagnostic tools that allow us to detect areas of opportunity, not only for pollution control but for product development, marketing, purchasing and manufacturing • Analyze the relationship between the company and the environment. • Analyze the environmental problems of the industry and identify the environmental processes and human activity related to environmental deterioration. • Identify and analyze social responsibility derived from the relationship between the activities carried out by business entities and the social environment in which they operate.						

	• Classify the possible environmental strategies that a company can follow. • Guide organizations, environmental groups and society in general in the preparation of information and its form of communication framed in sustainable development. • Raise awareness of pollution and its effects and the need for remediation. • Develop an environmental health and safety management plan incorporating development criteria and sustainable chemistry. • Generate an environmental management strategy for pollution prevention for specific industrial sectors and activities. • Design methodologies to carry out environmental diagnosis and evaluation as well as environmental risk studies. • List the differences in environmental policies and legislation between different countries. • Discuss how environmental legislation and policies affect business strategy and decision making. • Analyze the environmental agenda and foreign trade reports and visualize international financing alternatives for environmental and commercial projects. • Analyze the reporting requirements of environmental management systems and the implications of their implementation.
LEARNING MODULES	I Fundamentals of Environmental Management II Interaction of the organization the environment III Environmental communication IV Environmental management as a competitive advantage V Environmental pollution, climate change and remediation VI Legislation and environmental policy VII Foreign trade and the environment VIII Models of Environmental Management IX IS0-14001 and its relationship with other management systems X Risk and environmental impact XI Environmental impact assessment and performance techniques 1 XII Life Cycle Analysis XIII Design of sustainable products XIV OSHAS 18001
RECOMMENDED BIBLIOGRAPHY	
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Environmental Laws, Toxic Substances and Environmental Conservation	**CODE**	**GATD-505**	**PRE-REQUISTE**		None	
PERIOD	Second	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This course provides an in-depth analysis of federal and international environmental regulations involving materials. hazardous and waste. It includes an overview of legislative history and trends, the role of industries in regulatory development and the impact of environmental legislation as well as the effect on humans of exposure to toxics in the workplace or the environment. ; It also covers the most used technologies for the storage, treatment and disposition of hazardous materials in order to conserve the environment and provide students with the necessary tools to: • Analyze environmental regulations to contribute to their full compliance. • Formulate appropriate health and safety measures to reduce possible damage from exposure to toxic substances or hazardous waste. • Discuss real cases to find solutions, document them and create an information bank. • Propose ways to conserve the environment.						

LEARNING MODULES	I Environmental laws and policies II Regulatory framework for toxic substances and hazardous materials III Principles of toxicology IV Techniques for storing, treating and disposing of hazardous materials VI Sampling and analysis techniques V Assessment of environmental impact VI Conservation of the environment
RECOMMENDED BIBLIOGRAPHY	
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Quality Models	**CODE**	SPAN-535	**PRE-REQUISTE**		None	
PERIOD	Second	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This course deals with the different models of total quality currently used in the industry worldwide with the aim that the student can: • Determine the characteristics and principles of the different models. • Establish the relationships of these models with the management of the company. • Systematize different alternatives for implementing the models according to each organization. • Prepare proposal for the implementation of a quality model in your company.						
LEARNING MODULES	I Clarifying the term of total quality II Historical evolution of the concept of quality III Structure levels in industries IV Classification of quality models V Characteristics or elements of quality models VI Second generation models: differentiated business management strategies VII Application of the models to a real case						
RECOMMENDED BIBLIOGRAPHY							
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Information Systems in Environmental Policies	**CODE**	GATD-504	**PRE-REQUISTE**		None	
PERIOD	Third	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	In recent decades, information has emerged as the emerging key component of the effectiveness and efficiency of environmental regulation around the world. The information technology infrastructure provides the fundamental support for the development and administration of environmental policies. To ensure the adequacy and integrity of information, some organizations have adapted their information technology infrastructure, such as the EPA (Environmental Protection Agency) and the OEI (Office of Environmental information) to develop and implement policies, plans and strategies for the security of information, investment management and training and development of the workforce. This course provides the student with the fundamental bases so that they can: • Acquire basic, useful and essential information for its performance. • Locate and use existing information systems. • Apply the information in the review or design of new regulations.						

	• Analyze existing systems to propose adjustments, modifications or their effective use within your work environment.
LEARNING MODULES	I General overview of information systems in environmental policies II Information Technology Policy, planning, security and investment management III Services infrastructure IV Collecting and sharing environmental information V Supporting third party effort VI Using what already exists
RECOMMENDED BIBLIOGRAPHY	
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Assessment, Management and Management of Natural Resources	**CODE**	GAAN-501	**PRE-REQUISTE**		None	
PERIOD	Third	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	One of the main assets of a country is its natural resources. In this subject a holistic vision and a critical analysis of factors related to the use, conservation and management of natural resources so that the student can: • Analyze and understand the different procedures that make it possible to propose valid solutions for solving specific problems. • Acquire a holistic vision of conservation through the rational use of natural resources. • Promote and manage the rational use of natural resources.						
LEARNING MODULES	I Classification of natural resources II Biogeographic Unit III Conservation and sustainable development in protected areas IV Natural heritage and the economy of natural resources V Natural resource management models						
RECOMMENDED BIBLIOGRAPHY							
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Security Engineering	**CODE**	SPTD-550	**PRE-REQUISTE**		None	
PERIOD	Third	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This course covers the most common workplace hazards, the effects of those hazards, and engineering management and techniques to prevent accidents. It also includes administrative practices and analytical methods used so that the student can: • Identify possible causes and anticipate accidents. • Judge the risks through accident analysis systems and their possible causes. • Analyze and prepare a manual of recommendations for the prevention and / or elimination of the most frequent and common accidents in the workplace. • Prepare a code of ethics consistent with the responsibilities of each workplace.						
LEARNING	I Risk analysis II Methodologies for accident analysis						

MODULES	III Administration of safety in the workplace IV Regulations V Mechanisms for the prevention of accidents and work risks VI Costs caused by accidents: medical and hospital care, compensation and disabilities VII Statistical analysis of accidents and diseases VIII Professional ethics
RECOMMENDED BIBLIOGRAPHY	
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Environment Management System IS0 14001	**CODE**	SPSC-540	**PRE-REQUISTE**		None	
PERIOD	Fourth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The final objective of the environmental management systems is the continuous improvement of the environmental behavior of the entities. In 1997 the European Committee for Standardization approved the ISO 14001-1996 standard on Environmental Management Systems as the environmental management system for the EU and the second edition is currently being produced, the publication of which by ISO is expected in 2004. This course It presents a schematic summary of the specifications and guidelines for the use of standards that allow entities to obtain the certification of their environmental management systems and the student: • Know the objectives and application of the rules. • Explain the basic aspects to be fulfilled by the entities that wish to become certified. • Analyze the reporting requirements of environmental management systems. O Know the differences between existing systems.						
LEARNING MODULES	I Environmental management systems II Stages of the environmental management system III Requirements for environmental management systems IV Environmental information: differences between systems V System IS0-14001 VI The audit of environmental management systems						
RECOMMENDED BIBLIOGRAPHY							
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Administration and Management of Environmental Systems	**CODE**	GAAN-503	**PRE-REQUISTE**		None	
PERIOD	Fourth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE	An environmental management system is a set of tools of an administrative nature, which allows coordinating and controlling production processes and their impact on the environment, as well as their effects. The application of these systems helps to control and significantly reduce the capital investment required in environmental projects since it promotes productivity and optimization of resources. The						

DEVELOPED	nations of the world have signed a commitment to environmental care, so companies in developed countries have begun to request their suppliers to have environmental management systems. Sooner or later, all companies must comply with the requirements imposed by globalization and decide if they want to be at the forefront, or if they prefer to lag behind the competition, with the risks that this implies. Around this scenario, this subject provides the student with the tools so that they can: • Relate the problems of the urban environment and the socio-economic system in which it is inserted, providing critical guidelines for its analysis. • Investigate the present of the city through the social agents who build and manage the urban space. • Critically analyze, select and comment on information from different sources, statistical data, graphics and the interpretation of cartography and specific bibliography. • Discuss the different methodological approaches in force using case studies of environmental systems management. • Analyze the social, economic and environmental processes of urban infrastructure. • Develop principles of sustainable environmental development for urban growth. • Interpret the organization of urban systems, their dynamics and current transformation processes.
LEARNING MODULES	I Urbanization and territory processes II The complexity of the urban environment III Regional urban systems IV City management: towards a sustainable model V Environmental management systems: ISO, EMAS VI Impact of environmental management systems on trade and investments
RECOMMENDED BIBLIOGRAPHY	
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Environment and Health: Determinants and Risks	**CODE**	GATD-506	**PRE-REQUISTE**	None		
PERIOD	Fourth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The health-disease process and epidemiology are fundamental tools for the development of the Environmental Manager's professional activity. Acquiring the specific vocabulary to apply it in your daily work with professionals who have to interact and achieve the integration of the concepts of health, risks · and environmental management with environmental impact studies, are the main aspects that this subject covers to provide the student the ability to: • Develop and apply plans and responses to emergencies. • Identify and evaluate potential risks to health and the environment. • Monitor compliance with regulations and the communication of risks and the emergency response plan in their area of competence. • Discuss and simulate emergency response exercises.						
LEARNING MODULES	I Health disease process II Types and uses of graphics most used in the environment III Demography IV Epidemiology V Environmental risk factors VI Preparing for an emergency: response and planning for hazardous materials VII Contingency plans and emergency management						
RECOMMENDED BIBLIOGRAPHY							
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						

TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.							
COURSE	Human Factor in Industrial Safety	**CODE**	SPDP-587		**PRE-REQUISTE**		None	
PERIOD	Fifth	**HFD / HSS**		3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The human factor is increasingly cited as the cause of many accidents. This leads us to become more aware of its importance, without However, although people are aware of its importance, there is little knowledge of how to identify the positive or negative critical factors that impact the safety of operations and then decide on the most appropriate solution. Human factors must be taken into consideration by organizations that are under rationalization and change programs, such as multi-skills, to be more productive and profitable. • Identify the positive aspects of the safety culture. • Detect those aspects that need to be improved. • Carry out task analysis to detect possible risks. • Recommend actions and solutions.							
LEARNING MODULES	I The culture of safety and risk awareness attitudes II Perception of the risk potential due to human errors in the development of critical tasks III Potential risk due to violation of regulations and procedures IV Potential risks due to failures in the mechanical integrity and maintenance of machinery and equipment VI Risk of accidents related to the musculoskeletal constitution and ergonomics VI Risks related to the change in equipment or procedures VIII Training and its effectiveness							
RECOMMENDED BIBLIOGRAPHY								
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.							
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.							

COURSE	Public Administration in the New Information Society	**CODE**	SPAN-573		**PRE-REQUISTE**		None	
PERIOD	Fifth	**HFD / HSS**		3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This course introduces the student to the administrative processes of the public sector and provides the theoretical tools and their practical application for solving management problems, organization, small-scale planning, evaluation, coordination with agencies involved in the implementation of operations or programs with the public sector. • Know the structure of the Mexican public administration. • Identify components and understand the processes of government policy in Mexico. • Analyze the relationships between the different levels of government. • Properly administer and direct the operations carried out with the public sector or Discuss the problems of the bureaucracy.							
LEARNING MODULES	I Evolution of the Public Administration II Theory of Public Administration: State and municipal governments III Sector Policies IV Relations between levels of government V Aid and Subsidies VI Tenders, contests and auctions VII Theory of bureaucracy and organization VIII Discretionarily and responsibility IX Incentives, procedures, autonomy and control							
RECOMMENDED BIBLIOGRAPHY								

EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Technology for Fire Protection	**CODE**	SPTD-520	**PRE-REQUISTE**	None		
PERIOD	Fifth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This course covers the fundamental principles involved in the protection of workers and the property of a company or institution in the event of fire and explosion and the recommended practices for protection in the workplace, safety standards. • Establish procedures for prevention, detection and response in the event of a fire situation. • Design mechanisms for protection in the event of fire, both to give the alarm signal, as well as suppression, confinement and evacuation of occupants from problem sites.						
LEARNING MODULES	I Chemical and physical foundations of fire II Properties of combustible materials III Techniques to retard the spread of fire IV Control of ignition sources V Types of extinguishing agents and alarm systems VI Design of fire safety systems VII Design of plans and emergency responses VIII History of loss of life and property due to fire IX Responsibility of fire departments in the company and its community X Organization and operation of fire protection agencies and partner organizations						
RECOMMENDED BIBLIOGRAPHY							
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Final Project of Application in Industrial Safety and Environmental Protection	**CODE**	SPTD-605	**PRE-REQUISTE**	None		
PERIOD	Sixth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The development of an application project constitutes a valuable opportunity to apply the knowledge and skills developed during the master's degree, in addition to applying the experience obtained in the professional field. This course has been designed for the student to generate and develop a specific application project in the field of Environmental Safety and Protection, which will allow: • Analyze the fundamental components that intervene in the generation and development of a project. • Systematize the information necessary to formulate a project and recognize the importance of documentation. • Prepare logs and portfolios. • Use the tools and programs available for project control. • Prepare an application project for Industrial Safety and Environmental Protection in the area of greatest interest and personal or company need.						
LEARNING	I The project as systems. Phases of a project II Project planning: the project cycle-from idea to implementation						

MODULES	III The project and its documentation IV Viability of the project: carrying out the necessary technical and economic studies V Decision theory VI Programming and control of projects: control tools VII Criteria for project evaluation: quality and project VIII Contracts for project development IX Drafting of the report and supporting documents X Final report of the project and presentation
RECOMMENDED BIBLIOGRAPHY	
EVALUATION CRITERIA AND PROCEDURES	• Continuous Assessment Note, in which the student must complete the self-assessment reports for each subject. • Final Exam Note of the Subject, being a necessary condition that is equal to or greater than 85. • Participation in the Forum by the students, which will be evaluated positively.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

11.21 MASTER'S DEGREE IN INDUSTRIAL SAFETY AND ENVIRONMENTAL PROTECTION (2017)

Duration of the program:

Six cycles of fourteen weeks each.

Academic degree:

Master in Industrial Safety and Environmental Protection.

Program objective:

The Master's program in Industrial Safety and Environmental Protection will allow the student of the European University of Monterrey to be able to act as an agent of change by using their skills in planning, research, design, development, evaluation, selection and implementation of innovative solutions. in the area of industrial safety and environmental protection, detecting the needs of the environment.

Specific objectives:

- Participate in the evaluation and control of environmental risks in the workplace through activities such as: collecting data, reviewing literature reviewed with your area and controlling losses from accidents.
- Help identify and report environmentally related issues that require remediation or corrective measures.
- Locate and quantify existing or potential stressors such as: excessive noise, energy (UV, IR radiation, radioactive emissions, etc.) chemical / biological contaminants, physical and pathogenic conditions.
- Monitor the environment of a plant, companies or site and systems to locate deviations from established levels.
- Plan or assist in planning and implementing measures to correct environmental and safety problems.
- Develop and coordinate environmental sampling programs and procedures.

Curriculum:

Educational modality: out of school

Duration: five four-month periods of fourteen weeks each

FIRST PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
GATD-502	Corporate Social Responsibility and Environmental Management		3	5	8	7
SPTD-502	Occupational Health and Safety		3	5	8	7
SPAN -510	Total Administration of the Environment, Health and Safety		3	5	8	7
Subtotal first period			**9**	**15**	**24**	**21**
SECOND PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
SPTD-510	Environmental management		3	5	8	7
GATD-505	Environmental Laws, Toxic Substances and Environmental Conservation		3	5	8	7
SPAN-535	Quality Models		3	5	8	7
Subtotal second period			**9**	**15**	**24**	**21**
THIRD PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
GATD-504	Information Systems in Environmental Policies		3	5	8	7
GAAN-501	Assessment, Management and Management of Natural Resources		3	5	8	7
SPDP-550	Security Engineering		3	5	8	7
Subtotal third period			**9**	**15**	**24**	**21**
FOURTH PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
SPSC-540	ISO-14001 Environmental Management System		3	5	8	7
GAAN-503	Administration and Management of Environmental Systems		3	5	8	7
GATD-506	Environment and Health: Determinants and Risks		3	5	8	7
Subtotal fourth period			**9**	**15**	**24**	**21**
FIFTH PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**	**HSS**	**HAS**	**THS**	**CRS**
SPDP-587	Human Factor in Industrial Safety		3	5	8	7
SPAN-573	Public Administration in the New Information Society		3	5	8	7
SPTD-520	Technology for Fire Protection		3	5	8	7
Subtotal fifth period			**9**	**15**	**24**	**21**
SIXTH PERIOD						
CODE	**COURSE**	**PRE-REQUISTE**				
SPTD-605	Final Project of Application in Industrial Safety and Environmental Protection		**3**	**5**	**8**	**7**
Subtotal Sixth period			**3**	**5**	**8**	**7**
Total			**48**	**80**	**128**	**112**

HFD: Weekly Faculty Hours. **HSS:** Weekly Synchronous Hours.	
HEI: Weekly Independent Study Hours. **HAS:** Weekly Asynchronous Hours.	
THS:	Total hours per week
CRS:	Credits
Effective weeks of class per school year not including evaluations (16): 14	

UNIVERSIDAD EUROPEA DE MONTERREY
DEGREE PROGRAM

COURSE	Corporate Social Responsibility and Environmental Management	**CODE**	GATD-502	**PRE-REQUISTE**		None	
PERIOD	First	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Environmental management is becoming more important every day in the business strategy for the continuous improvement of competitiveness given the increasingly demanding regulations from which derives increasing responsibility for the company and its managers and a high degree of social responsibility such as consequence of the strong interrelation between business activities and the social environment in which they are carried out, therefore, in this subject the analysis of the company-environment-society relationship is addressed so that the student can: • Guide environmental management as a center of benefits for the company and not only of costs. • Highlight the implications of environmental management to improve the quality and reduce the costs of goods and services. • Analyze the economic aspects of the environmental management system and how to optimize them. • Analyze the repercussions of social responsibility on the company's accounting. • Analyze and determine the social responsibility that derives from the relationship between the activity carried out by companies and the social environment in which they operate. • Develop an active business strategy and not merely reactive to the new environmental regulations.						
LEARNING MODULES	I Company-society relationship II Concept of corporate social responsibility and its evolution III Regulations and responsibilities IV Management system applied in the company V Determining factors of the company's social responsibility VI Global initiatives and standards for corporate social responsibility						
METHODOLOGY	The European University of Monterrey is a virtual educational institution that uses information and communication technologies to strengthen its: * Active participation in Discussion Forums * Independent study * Internet search, data banks, electronic libraries, etc. * Elaboration of written works such as reports, monographs, essays, compartmental tables, concept maps, text analysis and projects. * Participation in discussions, case studies, role plays, problem solving, teamwork and collaborative learning * Design, interpretation and presentation of diagrams, graphs and organization charts. * Graphic and multimedia presentations. * Documentary and field research etc. All the subjects are based on the development of competences, which the students develop based on learning activities, tasks, exams and permanent evaluations according to the instructional design of each subject that the teacher establishes and that are available on the virtual platform. .						
EVALUATION CRITERIA AND PROCEDURES	All learning activities have the criteria and performance conditions clearly described in the subject platform. In general terms, the evaluation procedures include carrying out tasks, active interaction in discussion forums, preparing papers, presenting, solution of cases, investigations, collaboration in group and individual projects as established by the teacher of the subject, which will have previously assigned values and disclosed in advance and will be available online while the course is being taught.						
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Occupational Health and Safety	**CODE**	SPTD-502	**PRE-REQUISTE**		None	
PERIOD	First	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES	This course has been designed so that, by providing a broad overview of occupational health and safety, the student can, within their multidisciplinary activities (identify, evaluate and control risks or conditions potentially harmful to workers):						

TO BE DEVELOPED	• Explain the interaction of harmful chemicals in the body and the adverse effects they produce. • Identify areas of opportunity and propose improvements in problems related to ergonomics. • Demonstrate the integration of effective ergonomic designs with an emphasis on product quality, production efficiency and health and worker safety. • Evaluate operations in confined spaces to determine if the program and controls are adequate considering the nature of the space and its risks / problems. • Detect the causes and mechanisms of accidents and diseases, prepare and maintain statistical records of them. • Analyze the inventory of chemical, physical, biological, psychosocial and ergonomic agents and propose mechanisms for their reduction and / or partial or total elimination. • Review administrative processes for managing worker illnesses and injuries to propose proactive corrective actions. • Understand and manage the role supervisors play in security administration.
LEARNING MODULES	I Fundamentals of occupational health and safety II Mechanisms of health and safety risks III Toxicology IV Ergonometric V Confined Spaces VI OSHA Standards VI Statistical analysis of accidents and diseases VIII The role and functions of the supervisor and the implementation of programs and their administration
METHODOLOGY	The European University of Monterrey is a virtual educational institution that uses information and communication technologies to strengthen its: * Active participation in Discussion Forums * Independent study * Internet search, data banks, electronic libraries, etc. * Elaboration of written works such as reports, monographs, essays, compartmental tables, concept maps, text analysis and projects. * Participation in discussions, case studies, role plays, problem solving, teamwork and collaborative learning * Design, interpretation and presentation of diagrams, graphs and organization charts. * Graphic and multimedia presentations. * Documentary and field research etc. All the subjects are based on the development of competences, which the students develop based on learning activities, tasks, exams and permanent evaluations according to the instructional design of each subject that the teacher establishes and that are available on the virtual platform. .
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TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Total Administration of the Environment, Health and Safety	**CODE**	SPAN-510	**PRE-REQUISTE**		None	
PERIOD	First	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This course introduces Total Safety Management TSM, a concept of total quality for environmental and safety professionals. It includes the fifteen-step process for implementing Total Safety Management and the methods for getting all employees involved in the company's health and safety programs. • Establish mechanisms for the involvement of personnel at all levels - upper, middle and middle management - in the company's industrial safety and environmental protection programs. • Analyze and list the advantages / disadvantages and the need to implement a Total Security administration program. • Evaluate the organizational culture.						

	• Plan the change. • Develop the program and implement the Total Security Administration process in the organization.
LEARNING MODULES	I Defining Total ATS Security Administration (TSM) II Transferring the Total Security Administration -ATS (TSM) in action III Fundamental elements of Security Administration IV Implementing the ATS model (TSM)
METHODOLOGY	The European University of Monterrey is a virtual educational institution that uses information and communication technologies to strengthen its: * Active participation in Discussion Forums * Independent study * Internet search, data banks, electronic libraries, etc. * Elaboration of written works such as reports, monographs, essays, compartmental tables, concept maps, text analysis and projects. * Participation in discussions, case studies, role plays, problem solving, teamwork and collaborative learning * Design, interpretation and presentation of diagrams, graphs and organization charts. * Graphic and multimedia presentations. * Documentary and field research etc. All the subjects are based on the development of competences, which the students develop based on learning activities, tasks, exams and permanent evaluations according to the instructional design of each subject that the teacher establishes and that are available on the virtual platform. .
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TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Environmental management	**CODE**	**SPT0-510**	**PRE-REQUISTE**		None	
PERIOD	Second	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This theoretical-practical course introduces the student to the field of environmental management systems, rethinking the relationship between organizations and the environment presenting environmental management as a way to improve the organization's competitiveness, as well as providing quantitative diagnostic tools that allow us to detect areas of opportunity, not only for pollution control but for product development, marketing, purchasing and manufacturing • Analyze the relationship between the company and the environment. • Analyze the environmental problems of the industry and identify the environmental processes and human activity related to environmental deterioration. • Identify and analyze social responsibility derived from the relationship between the activities carried out by business entities and the social environment in which they operate. • Classify the possible environmental strategies that a company can follow. • Guide organizations, environmental groups and society in general in the preparation of information and its form of communication framed in sustainable development. • Raise awareness of pollution and its effects and the need for remediation. • Develop an environmental health and safety management plan incorporating development criteria and sustainable chemistry. • Generate an environmental management strategy for pollution prevention for specific industrial sectors and activities. • Design methodologies to carry out environmental diagnosis and evaluation as well as environmental risk studies. • List the differences in environmental policies and legislation between different countries. • Discuss how environmental legislation and policies affect business strategy and decision making.						

	• Analyze the environmental agenda and foreign trade reports and visualize international financing alternatives for environmental and commercial projects. • Analyze the reporting requirements of environmental management systems and the implications of their implementation.
LEARNING MODULES	I Fundamentals of Environmental Management II Interaction of the organization the environment III Environmental communication IV Environmental management as a competitive advantage V Environmental pollution, climate change and remediation VI Legislation and environmental policy VII Foreign trade and the environment VIII Models of Environmental Management IX IS0-14001 and its relationship with other management systems X Risk and environmental impact XI Environmental impact assessment and performance techniques 1 XII Life Cycle Analysis XIII Design of sustainable products XIV OSHAS 18001
METHODOLOGY	The European University of Monterrey is a virtual educational institution that uses information and communication technologies to strengthen its: * Active participation in Discussion Forums * Independent study * Internet search, data banks, electronic libraries, etc. * Elaboration of written works such as reports, monographs, essays, compartmental tables, concept maps, text analysis and projects. * Participation in discussions, case studies, role plays, problem solving, teamwork and collaborative learning * Design, interpretation and presentation of diagrams, graphs and organization charts. * Graphic and multimedia presentations. * Documentary and field research etc. All the subjects are based on the development of competences, which the students develop based on learning activities, tasks, exams and permanent evaluations according to the instructional design of each subject that the teacher establishes and that are available on the virtual platform. .
EVALUATION CRITERIA AND PROCEDURES	All learning activities have the criteria and performance conditions clearly described in the subject platform. In general terms, the evaluation procedures include carrying out tasks, active interaction in discussion forums, preparing papers, presenting, solution of cases, investigations, collaboration in group and individual projects as established by the teacher of the subject, which will have previously assigned values and disclosed in advance and will be available online while the course is being taught.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Environmental Laws, Toxic Substances and Environmental Conservation	**CODE**	GATD-505	**PRE-REQUISTE**		None	
PERIOD	Second	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This course provides an in-depth analysis of federal and international environmental regulations involving materials. hazardous and waste. It includes an overview of legislative history and trends, the role of industries in regulatory development and the impact of environmental legislation as well as the effect on humans of exposure to toxics in the workplace or the environment. ; It also covers the most used technologies for the storage, treatment and disposition of hazardous materials in order to conserve the environment and provide students with the necessary tools to: • Analyze environmental regulations to contribute to their full compliance. • Formulate appropriate health and safety measures to reduce possible damage from exposure to toxic substances or hazardous waste.						

	• Discuss real cases to find solutions, document them and create an information bank. • Propose ways to conserve the environment.
LEARNING MODULES	I Environmental laws and policies II Regulatory framework for toxic substances and hazardous materials III Principles of toxicology IV Techniques for storing, treating and disposing of hazardous materials VI Sampling and analysis techniques V Assessment of environmental impact VI Conservation of the environment
METHODOLOGY	The European University of Monterrey is a virtual educational institution that uses information and communication technologies to strengthen its: * Active participation in Discussion Forums * Independent study * Internet search, data banks, electronic libraries, etc. * Elaboration of written works such as reports, monographs, essays, compartmental tables, concept maps, text analysis and projects. * Participation in discussions, case studies, role plays, problem solving, teamwork and collaborative learning * Design, interpretation and presentation of diagrams, graphs and organization charts. * Graphic and multimedia presentations. * Documentary and field research etc. All the subjects are based on the development of competences, which the students develop based on learning activities, tasks, exams and permanent evaluations according to the instructional design of each subject that the teacher establishes and that are available on the virtual platform. .
EVALUATION CRITERIA AND PROCEDURES	All learning activities have the criteria and performance conditions clearly described in the subject platform. In general terms, the evaluation procedures include carrying out tasks, active interaction in discussion forums, preparing papers, presenting, solution of cases, investigations, collaboration in group and individual projects as established by the teacher of the subject, which will have previously assigned values and disclosed in advance and will be available online while the course is being taught.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Quality Models	**CODE**	SPAN-535	**PRE-REQUISTE**		None	
PERIOD	Second	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This course deals with the different models of total quality currently used in the industry worldwide with the aim that the student can: • Determine the characteristics and principles of the different models. • Establish the relationships of these models with the management of the company. • Systematize different alternatives for implementing the models according to each organization. • Prepare proposal for the implementation of a quality model in your company.						
LEARNING MODULES	I Clarifying the term of total quality II Historical evolution of the concept of quality III Structure levels in industries IV Classification of quality models V Characteristics or elements of quality models VI Second generation models: differentiated business management strategies VII Application of the models to a real case						
METHODOLOGY	The European University of Monterrey is a virtual educational institution that uses information and communication technologies to strengthen its: * Active participation in Discussion Forums * Independent study * Internet search, data banks, electronic libraries, etc. * Elaboration of written works such as reports, monographs, essays, compartmental tables, concept maps, text analysis and projects.						

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EVALUATION CRITERIA AND PROCEDURES	All learning activities have the criteria and performance conditions clearly described in the subject platform. In general terms, the evaluation procedures include carrying out tasks, active interaction in discussion forums, preparing papers, presenting, solution of cases, investigations, collaboration in group and individual projects as established by the teacher of the subject, which will have previously assigned values and disclosed in advance and will be available online while the course is being taught.
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COURSE	Information Systems in Environmental Policies	**CODE**	GATD-504	**PRE-REQUISTE**		None	
PERIOD	Third	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	In recent decades, information has emerged as the emerging key component of the effectiveness and efficiency of environmental regulation around the world. The information technology infrastructure provides the fundamental support for the development and administration of environmental policies. To ensure the adequacy and integrity of information, some organizations have adapted their information technology infrastructure, such as the EPA (Environmental Protection Agency) and the OEI (Office of Environmental information) to develop and implement policies, plans and strategies for the security of information, investment management and training and development of the workforce. This course provides the student with the fundamental bases so that they can: • Acquire basic, useful and essential information for its performance. • Locate and use existing information systems. • Apply the information in the review or design of new regulations. • Analyze existing systems to propose adjustments, modifications or their effective use within your work environment.						
LEARNING MODULES	I General overview of information systems in environmental policies II Information Technology Policy, planning, security and investment management III Services infrastructure IV Collecting and sharing environmental information V Supporting third party effort VI Using what already exists						
METHODOLOGY	The European University of Monterrey is a virtual educational institution that uses information and communication technologies to strengthen its: * Active participation in Discussion Forums * Independent study * Internet search, data banks, electronic libraries, etc. * Elaboration of written works such as reports, monographs, essays, compartmental tables, concept maps, text analysis and projects. * Participation in discussions, case studies, role plays, problem solving, teamwork and collaborative learning * Design, interpretation and presentation of diagrams, graphs and organization charts. * Graphic and multimedia presentations. * Documentary and field research etc. All the subjects are based on the development of competences, which the students develop based on learning activities, tasks, exams and permanent evaluations according to the instructional design of each subject that the teacher establishes and that are available on the virtual platform. .						

EVALUATION CRITERIA AND PROCEDURES	All learning activities have the criteria and performance conditions clearly described in the subject platform. In general terms, the evaluation procedures include carrying out tasks, active interaction in discussion forums, preparing papers, presenting, solution of cases, investigations, collaboration in group and individual projects as established by the teacher of the subject, which will have previously assigned values and disclosed in advance and will be available online while the course is being taught.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Assessment, Management and Management of Natural Resources	**CODE**	GAAN-501	**PRE-REQUISTE**		None	
PERIOD	Third	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	One of the main assets of a country is its natural resources. In this subject a holistic vision and a critical analysis of factors related to the use, conservation and management of natural resources so that the student can: • Analyze and understand the different procedures that make it possible to propose valid solutions for solving specific problems. • Acquire a holistic vision of conservation through the rational use of natural resources. • Promote and manage the rational use of natural resources.						
LEARNING MODULES	I Classification of natural resources II Biogeographic Unit III Conservation and sustainable development in protected areas IV Natural heritage and the economy of natural resources V Natural resource management models						
METHODOLOGY	The European University of Monterrey is a virtual educational institution that uses information and communication technologies to strengthen its: * Active participation in Discussion Forums * Independent study * Internet search, data banks, electronic libraries, etc. * Elaboration of written works such as reports, monographs, essays, compartmental tables, concept maps, text analysis and projects. * Participation in discussions, case studies, role plays, problem solving, teamwork and collaborative learning * Design, interpretation and presentation of diagrams, graphs and organization charts. * Graphic and multimedia presentations. * Documentary and field research etc. All the subjects are based on the development of competences, which the students develop based on learning activities, tasks, exams and permanent evaluations according to the instructional design of each subject that the teacher establishes and that are available on the virtual platform. .						
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TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Security Engineering	**CODE**	SPTD-550	**PRE-REQUISTE**		None	
PERIOD	Third	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This course covers the most common workplace hazards, the effects of those hazards, and engineering management and techniques to prevent accidents. It also includes administrative practices and analytical methods used so that the student can: • Identify possible causes and anticipate accidents. • Judge the risks through accident analysis systems and their possible causes.						

	• Analyze and prepare a manual of recommendations for the prevention and / or elimination of the most frequent and common accidents in the workplace. • Prepare a code of ethics consistent with the responsibilities of each workplace.
LEARNING MODULES	I Risk analysis II Methodologies for accident analysis III Administration of safety in the workplace IV Regulations V Mechanisms for the prevention of accidents and work risks VI Costs caused by accidents: medical and hospital care, compensation and disabilities VII Statistical analysis of accidents and diseases VIII Professional ethics
METHODOLOGY	The European University of Monterrey is a virtual educational institution that uses information and communication technologies to strengthen its: * Active participation in Discussion Forums * Independent study * Internet search, data banks, electronic libraries, etc. * Elaboration of written works such as reports, monographs, essays, compartmental tables, concept maps, text analysis and projects. * Participation in discussions, case studies, role plays, problem solving, teamwork and collaborative learning * Design, interpretation and presentation of diagrams, graphs and organization charts. * Graphic and multimedia presentations. * Documentary and field research etc. All the subjects are based on the development of competences, which the students develop based on learning activities, tasks, exams and permanent evaluations according to the instructional design of each subject that the teacher establishes and that are available on the virtual platform. .
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TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Environment Management System IS0 14001	**CODE**	SPSC-540	**PRE-REQUISTE**		None	
PERIOD	Fourth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The final objective of the environmental management systems is the continuous improvement of the environmental behavior of the entities. In 1997 the European Committee for Standardization approved the ISO 14001-1996 standard on Environmental Management Systems as the environmental management system for the EU and the second edition is currently being produced, the publication of which by ISO is expected in 2004. This course It presents a schematic summary of the specifications and guidelines for the use of standards that allow entities to obtain the certification of their environmental management systems and the student: • Know the objectives and application of the rules. • Explain the basic aspects to be fulfilled by the entities that wish to become certified. • Analyze the reporting requirements of environmental management systems. O Know the differences between existing systems.						
LEARNING MODULES	I Environmental management systems II Stages of the environmental management system III Requirements for environmental management systems IV Environmental information: differences between systems V System IS0-14001 VI The audit of environmental management systems						

METHODOLOGY	The European University of Monterrey is a virtual educational institution that uses information and communication technologies to strengthen its: * Active participation in Discussion Forums * Independent study * Internet search, data banks, electronic libraries, etc. * Elaboration of written works such as reports, monographs, essays, compartmental tables, concept maps, text analysis and projects. * Participation in discussions, case studies, role plays, problem solving, teamwork and collaborative learning * Design, interpretation and presentation of diagrams, graphs and organization charts. * Graphic and multimedia presentations. * Documentary and field research etc. All the subjects are based on the development of competences, which the students develop based on learning activities, tasks, exams and permanent evaluations according to the instructional design of each subject that the teacher establishes and that are available on the virtual platform. .
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COURSE	Administration and Management of Environmental Systems	**CODE**	GAAN-503	**PRE-REQUISTE**		None	
PERIOD	Fourth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	An environmental management system is a set of tools of an administrative nature, which allows coordinating and controlling production processes and their impact on the environment, as well as their effects. The application of these systems helps to control and significantly reduce the capital investment required in environmental projects since it promotes productivity and optimization of resources. The nations of the world have signed a commitment to environmental care, so companies in developed countries have begun to request their suppliers to have environmental management systems. Sooner or later, all companies must comply with the requirements imposed by globalization and decide if they want to be at the forefront, or if they prefer to lag behind the competition, with the risks that this implies. Around this scenario, this subject provides the student with the tools so that they can: • Relate the problems of the urban environment and the socio-economic system in which it is inserted, providing critical guidelines for its analysis. • Investigate the present of the city through the social agents who build and manage the urban space. • Critically analyze, select and comment on information from different sources, statistical data, graphics and the interpretation of cartography and specific bibliography. • Discuss the different methodological approaches in force using case studies of environmental systems management. • Analyze the social, economic and environmental processes of urban infrastructure. • Develop principles of sustainable environmental development for urban growth. • Interpret the organization of urban systems, their dynamics and current transformation processes.						
LEARNING MODULES	I Urbanization and territory processes II The complexity of the urban environment III Regional urban systems IV City management: towards a sustainable model V Environmental management systems: ISO, EMAS VI Impact of environmental management systems on trade and investments						
METHODOLOGY	The European University of Monterrey is a virtual educational institution that uses information and communication technologies to strengthen its: * Active participation in Discussion Forums * Independent study * Internet search, data banks, electronic libraries, etc.						

	* Elaboration of written works such as reports, monographs, essays, compartmental tables, concept maps, text analysis and projects. * Participation in discussions, case studies, role plays, problem solving, teamwork and collaborative learning * Design, interpretation and presentation of diagrams, graphs and organization charts. * Graphic and multimedia presentations. * Documentary and field research etc. All the subjects are based on the development of competences, which the students develop based on learning activities, tasks, exams and permanent evaluations according to the instructional design of each subject that the teacher establishes and that are available on the virtual platform. .
EVALUATION CRITERIA AND PROCEDURES	All learning activities have the criteria and performance conditions clearly described in the subject platform. In general terms, the evaluation procedures include carrying out tasks, active interaction in discussion forums, preparing papers, presenting, solution of cases, investigations, collaboration in group and individual projects as established by the teacher of the subject, which will have previously assigned values and disclosed in advance and will be available online while the course is being taught.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Environment and Health: Determinants and Risks	**CODE**	GATD-506		**PRE-REQUISTE**		None	
PERIOD	Fourth	**HFD / HSS**		3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The health-disease process and epidemiology are fundamental tools for the development of the Environmental Manager's professional activity. Acquiring the specific vocabulary to apply it in your daily work with professionals who have to interact and achieve the integration of the concepts of health, risks · and environmental management with environmental impact studies, are the main aspects that this subject covers to provide the student the ability to: • Develop and apply plans and responses to emergencies. • Identify and evaluate potential risks to health and the environment. • Monitor compliance with regulations and the communication of risks and the emergency response plan in their area of competence. • Discuss and simulate emergency response exercises.							
LEARNING MODULES	I Health disease process II Types and uses of graphics most used in the environment III Demography IV Epidemiology V Environmental risk factors VI Preparing for an emergency: response and planning for hazardous materials VII Contingency plans and emergency management							
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TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Human Factor in Industrial Safety	**CODE**	SPDP-587	**PRE-REQUISTE**	None		
PERIOD	Fifth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The human factor is increasingly cited as the cause of many accidents. This leads us to become more aware of its importance, without However, although people are aware of its importance, there is little knowledge of how to identify the positive or negative critical factors that impact the safety of operations and then decide on the most appropriate solution. Human factors must be taken into consideration by organizations that are under rationalization and change programs, such as multi-skills, to be more productive and profitable. • Identify the positive aspects of the safety culture. • Detect those aspects that need to be improved. • Carry out task analysis to detect possible risks. • Recommend actions and solutions.						
LEARNING MODULES	I The culture of safety and risk awareness attitudes II Perception of the risk potential due to human errors in the development of critical tasks III Potential risk due to violation of regulations and procedures IV Potential risks due to failures in the mechanical integrity and maintenance of machinery and equipment VI Risk of accidents related to the musculoskeletal constitution and ergonomics VI Risks related to the change in equipment or procedures VIII Training and its effectiveness						
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TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.						

COURSE	Public Administration in the New Information Society	**CODE**	SPAN-573	**PRE-REQUISTE**	None		
PERIOD	Fifth	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8

GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This course introduces the student to the administrative processes of the public sector and provides the theoretical tools and their practical application for solving management problems, organization, small-scale planning, evaluation, coordination with agencies involved in the implementation of operations or programs with the public sector. • Know the structure of the Mexican public administration. • Identify components and understand the processes of government policy in Mexico. • Analyze the relationships between the different levels of government. • Properly administer and direct the operations carried out with the public sector or Discuss the problems of the bureaucracy.
LEARNING MODULES	I Evolution of the Public Administration II Theory of Public Administration: State and municipal governments III Sector Policies IV Relations between levels of government V Aid and Subsidies VI Tenders, contests and auctions VII Theory of bureaucracy and organization VIII Discretionarily and responsibility IX Incentives, procedures, autonomy and control
METHODOLOGY	The European University of Monterrey is a virtual educational institution that uses information and communication technologies to strengthen its: * Active participation in Discussion Forums * Independent study * Internet search, data banks, electronic libraries, etc. * Elaboration of written works such as reports, monographs, essays, compartmental tables, concept maps, text analysis and projects. * Participation in discussions, case studies, role plays, problem solving, teamwork and collaborative learning * Design, interpretation and presentation of diagrams, graphs and organization charts. * Graphic and multimedia presentations. * Documentary and field research etc. All the subjects are based on the development of competences, which the students develop based on learning activities, tasks, exams and permanent evaluations according to the instructional design of each subject that the teacher establishes and that are available on the virtual platform. .
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TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Technology for Fire Protection	**CODE**	SPTD-520		**PRE-REQUISTE**		None	
PERIOD	Fifth	**HFD / HSS**		3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	This course covers the fundamental principles involved in the protection of workers and the property of a company or institution in the event of fire and explosion and the recommended practices for protection in the workplace, safety standards. • Establish procedures for prevention, detection and response in the event of a fire situation. • Design mechanisms for protection in the event of fire, both to give the alarm signal, as well as suppression, confinement and evacuation of occupants from problem sites.							
LEARNING MODULES	I Chemical and physical foundations of fire II Properties of combustible materials III Techniques to retard the spread of fire IV Control of ignition sources V Types of extinguishing agents and alarm systems							

	VI Design of fire safety systems VII Design of plans and emergency responses VIII History of loss of life and property due to fire IX Responsibility of fire departments in the company and its community X Organization and operation of fire protection agencies and partner organizations
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TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Final Project of Application in Industrial Safety and Environmental Protection	**CODE**	SPTD-605		**PRE-REQUISTE**		None	
PERIOD	Sixth	**HFD / HSS**		3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The development of an application project constitutes a valuable opportunity to apply the knowledge and skills developed during the master's degree, in addition to applying the experience obtained in the professional field. This course has been designed for the student to generate and develop a specific application project in the field of Environmental Safety and Protection, which will allow: • Analyze the fundamental components that intervene in the generation and development of a project. • Systematize the information necessary to formulate a project and recognize the importance of documentation. • Prepare logs and portfolios. • Use the tools and programs available for project control. • Prepare an application project for Industrial Safety and Environmental Protection in the area of greatest interest and personal or company need.							
LEARNING MODULES	I The project as systems. Phases of a project II Project planning: the project cycle-from idea to implementation III The project and its documentation IV Viability of the project: carrying out the necessary technical and economic studies V Decision theory VI Programming and control of projects: control tools VII Criteria for project evaluation: quality and project VIII Contracts for project development IX Drafting of the report and supporting documents X Final report of the project and presentation							
METHODOLOGY	The European University of Monterrey is a virtual educational institution that uses information and communication technologies to strengthen its: * Active participation in Discussion Forums							

	* Independent study * Internet search, data banks, electronic libraries, etc. * Elaboration of written works such as reports, monographs, essays, compartmental tables, concept maps, text analysis and projects. * Participation in discussions, case studies, role plays, problem solving, teamwork and collaborative learning * Design, interpretation and presentation of diagrams, graphs and organization charts. * Graphic and multimedia presentations. * Documentary and field research etc. All the subjects are based on the development of competences, which the students develop based on learning activities, tasks, exams and permanent evaluations according to the instructional design of each subject that the teacher establishes and that are available on the virtual platform. .
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11.22 MASTER'S DEGREE IN HUMAN RESOURCES MANAGEMENT

Duration of the program:

Six cycles of fourteen weeks each.

Academic degree:

Master in Human Resources Management

Program objective:

The study program of the Master in Human Resources Management is based on training professionals capable of responding to the needs and challenges of the market in the area of people management, contemplating aspects such as the reconciliation of personal and work life, the incorporation of new technologies and the training and retention of talent in the new business ecosystem.

The Human Resources professional has knowledge of several key areas in the company such as: psychological, legal, organizational culture and human talent management, among others.

Specific objectives:

• Study how the Human Resources Departments have evolved.

• Align the Human Resources area or professionals with the organization's strategy.

• Know the basic pillars on which this model is based.

• Know the criteria that make the organizational design appropriate

• Understand what the training needs are in our organization through the prescriptive and collaborative methods and the different diagnostic tools

• Know the different classification of teaching methods according to Neciri.

• Learn about other types of learning as a result of new technologies, needs and requirements of companies and employees.

• Deeply analyze the differences between training and talent development.

• Identify the fundamental conditions to implement the performance evaluation, understand its objectives and determine its stages.

Curriculum:

Educational modality: out of school

Duration: five four-month periods of fourteen weeks each

FIRST PERIOD						
CODE	**COURSE**	**PRE-REQUISITE**	**HSS**	**HAS**	**THS**	**CRS**
RHAN-501	Human Talent Management		3	5	8	7
RHTD-501	Job Analysis and Organization of Human Talent		3	5	8	7
TIDP-501	Future Studies Seminar		3	5	8	7
Subtotal first period			**9**	**15**	**24**	**21**

SECOND PERIOD						
CODE	**COURSE**	**PRE-REQUISITE**	**HSS**	**HAS**	**THS**	**CRS**
RHTD-503	Staff Training and Coaching		3	5	8	7
RHTD-504	Organizational Development and Performance Evaluation		3	5	8	7
RHTD-502	Recruitment and selection		3	5	8	7
Subtotal second period			**9**	**15**	**24**	**21**

THIRD PERIOD						
CODE	**COURSE**	**PRE-REQUISITE**	**HSS**	**HAS**	**THS**	**CRS**
RHAN-502	Compensations and Benefits		3	5	8	7
RHAN-503	Labor Relations and Collective Negotiations		3	5	8	7
RHTD-505	Prevention of occupational hazards		3	5	8	7
Subtotal third period			**9**	**15**	**24**	**21**

FOURTH PERIOD						
CODE	**COURSE**	**PRE-REQUISITE**	**HSS**	**HAS**	**THS**	**CRS**
RHDP-501	Management of Employee Loyalty and Commitment		3	5	8	7
RHAN-504	Organizational culture		3	5	8	7
Subtotal fourth period			**6**	**10**	**16**	**14**

FIFTH PERIOD						
CODE	**COURSE**	**PRE-REQUISITE**	**HSS**	**HAS**	**THS**	**CRS**
RHDP-502	The Future in Human Capital Management		3	5	8	7
RHDP-503	Coaching and Leadership in Human Capital Management		3	5	8	7

Subtotal fifth period		**6**	**10**	**16**	**14**

SIXTH PERIOD						
CODE	**COURSE**	**PRE-REQUISITE**	**HSS**	**HAS**	**THS**	**CRS**
RHDP-504	Management of Human Talent on a Global Scale		3	5	8	7
RHDP-506	Final Application Project of Human Resources		3	5	8	7
Subtotal Sixth period			**6**	**10**	**16**	**14**

Total			**45**	**75**	**120**	**105**

HFD: Weekly Faculty Hours **HSS:** Weekly Synchronous Hours	
HEI: Weekly Independent Study Hours **HAS: Weekly Asynchronous Hours**	
THS:	Total hours per week
CRS:	Credits
Effective weeks of class per school year not including evaluations (16): 14	

UNIVERSIDAD EUROPEA DE MONTERREY

DEGREE PROGRAM

COURSE	Human Talent Management	**CLAVE**	RHAN-501	**SERIACIÓN**	NONE		
PERIOD	FIRST	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	In recent years, the most outstanding companies and organizations have understood and internalized that to be leaders and competitive over time, they must bet on the development and differentiation of their most valuable asset: the Talent of their professionals.						
	Study how the Human Resources Departments have evolved.						
	Align the Human Resources area or professionals with the organization's strategy.						
	Analyze the current functions of the Human Resources Departments.						
	1 The Organization of the Department of Human Resources.						
	1.1 Introduction to Modern People Administration						
	1.2 Organization charts						
	1.3 The power and management style of the company						
	2 The Strategic Administration of HR						
	2.1 Introduction to Corporate Strategy.						
	2.2 Human Resources Strategy.						
	2.3 HR planning operational models						
	3 Balanced Scorecard of Human Resources.						

	3.1 Human Talent and Competencies
	3.2 Development of Human Talent Based on Competencies
	3.3. Competencies and Balance Scorecard
RECOMMENDED BIBLIOGRAPHY	Alles, M.A. (2005) Desarrollo del Talento Humano basado en Competencias ISBN: 9789506415273
	Chiavenato, Idalverto, S. (2009) Gestion del Talento Humano ISBN: 9789701073407
	Dessler, Gary (2009)Administracion de Recursos humanos ISBN: 9786074422856
	Maristany, Jaime (2007) Administración de Recursos Humanos. ISBN: 9789702608509
	Rees, G; Smith E.P(2014) (2014)) Strategic Human Resource Management: An International Perspective. ISBN: 9781446255858
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TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Job Analysis and Organization of Human Talent	**CODE**	RHTD-501	**PRE-REQUISITE**	NONE		
PERIOD	FIRST	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The raison d'être of the HR function is to add value to the business. This is achieved by making policies and practices available to the organization that allow the achievement of strategic objectives through its human capital.						
	Know why it is important to have a comprehensive HR management model.						
	Conceptually analyze what are the basic components of a model.						
	Know the basic pillars on which this model is based.						
	Know the criteria that make organizational design appropriate						
	Find out how far organizational design is considered to go.						
	1 Fundamentals						
	1.1 HR planning a basic technique. Introduction.						
	1.2 Personnel planning and personnel planning technique						
	1.3 The Computerized HR Inventory						
	2 Creation of jobs						
	2.1 What is job analysis and how does it affect human resource management?						

	2.2 Information sources for job analysis
	2.3 Job Design
	3 Organizational design
	3.1 The Dynamic Process of structural adjustments and relationship between different plans
	3.2 Human resources planning and dynamic model
	3.3 Workforce forecasts and action processes within HR planning
RECOMMENDED BIBLIOGRAPHY	Ambrose, Donald; Sternberg, Robert J.; Renzulli, Joseph S. (2016). Giftedness and Talent in the 21st Century: Adapting to the Turbulence of Globalization. ISBN: 9789463005012.
	Hoffman, R; Casnocha, B; Yeh C. (2014) ALIANZA: Cómo gestionar el talento en la era de Internet ISBN: 9781625275776.
	George W. Bohlander, Scott A. Snell, Shad S. Morris, (2007) Administracion de Recursos Humanos ISBN: 9706867120
	Kochan, Thomas A. Useem, Michael (2014) Transforming Organizations. ISBN: 9780195362329.
	•Grant, Jill (2014). Seeking Talent for Creative Cities: The Social Dynamics of Innovation (2014) ISBN: 9781442615441.
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TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Future Studies Seminar	**CODE**	TIDP-501	**PRE-REQUISTE**	NONE		
PERIOD	FIRST	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The future of the world is a function of complex forces, which arise from multiple domains and involve many actors, and which are expressed as a set of feasible alternatives with future possibilities. These forces and domains define the impersonal character of world events, while people also act in the shadow of these forces by making decisions that affect the future. These decisions direct the course of nations, multinational corporations, and NGOs.						
	Being able to examine and predict the themes and developments that can change the future of the world in the next ten years.						
	Forecast the future of potential developments and issues on national, international and / or organizational agendas.						
	Communicate interesting and informative aspects of forecasts in a concise manner.						

	Acquire techniques and skills to successfully apply visionary knowledge processes in varied environments.
	Detect emerging issues in the field and provide consulting in your area.
LEARNING MODULES	**1 Why Investigate the Future? Is Your Forecast Possible?**
	1.1 Research on the future
	1.2 Prediction types
	1.3 Prospective, decision-making and organization management.
	2 Problems and Obstacles in the Future Forecast.
	2.1 An exciting journey to the dawn of the 21st century. 13 likely trends
	2.2 Futures for (in) security
	2.3 Prospects and scenarios for social change and the vices of the economic sciences
	3 Tools for the Future Forecast.
	3.1 Methods and means of work: Quantitative and qualitative methods
	3.2 How to do it: Organizing the method into steps and stages
RECOMMENDED BIBLIOGRAPHY	Guilló, M. Bas, E. (2012). *Prospectiva e Innovación. Vol. 1.* ISBN: 9788492751389.
	Baena Paz, G. (2007). *Aplicación de la prospectiva a la política.* ISBN: 9783845494388.
	Bas, E. (1999). *Prospectiva; herramientas para la gestión estratégica del cambio*.
	Balbi, E. R. (2002). *Metodología de investigación de futuros –Metodología prospectiva.* ISBN: 9872034303.
	Gabiña, J. (2015). *El Futuro Revisitado: La reflexión prospectiva como arma de estrategia y decisión.* (eBook). ASIN: B013CEP6T0.
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TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Staff Training and Coaching	**CODE**	RHTD-503	**PRE-REQUISITE**	NONE		
PERIOD	SECOND	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES	In the last two decades and more especially in recent years, the needs of organizations have changed. So much so that currently knowledge and intellectual capital have become the most significant form of capital. For this reason, organizations must adopt new styles and working models						

TO BE DEVELOPED	that promote the organization, recruitment, selection and development of Talent within their structures. All this function is what we call Talent Management.
	Understand what the training needs are in our organization through the prescriptive and collaborative methods and the different diagnostic tools.
	Know the different classification of teaching methods according to Neciri.
	Learn about other types of learning as a result of new technologies, needs and requirements of companies and employees.
	Understand what Design Thinking is and why it can be important in an organization.
	Learn what the main moments of an evaluation are and what each one consists of.
LEARNING MODULES	**1 Introduction to a new management of personnel: Human-Organizational Behavior**
	1.1 The company / organization / corporation ... as a global system
	1.2 Strategy, policies, processes and culture
	1.3 The Human System / People Management and Development (DDP)
	2 Training
	2.1 Definitions: education, training, development, learning
	2.2 Different methods for learning people
	2.3 The training function in organizations and its relationship with the organizational strategy.
	3 Training and development of the workforce labor
	3.1 Induction to new employees
	3.2 The training process and techniques
	3.3 Management development and training
	3.4 Evaluation of the training and development effort
RECOMMENDED BIBLIOGRAPHY	Corral Genicio J. (2013) Dirección de personas: escuchar, influenciar y desarrollar a los colaboradores. ISBN: 9788415626824
	Dessler, Gary (2009)Administracion de Recursos humanos Enfoque latinoamericano ISBN: 9786073202497
	Alles, M. A. (2016) Dirección estratégica de recursos humanos. ISBN: 9789506417031
	Sánchez Fernández, María Dolores (2013) Gestion de Recursos Humanos ISBN 9788468124124
	FORD, J.K & KRAIGER, K. (1995) The Application of Cognitive Constructs and Principles to the Instructional Systems Model of Training: Implications for Needs Assessment, Design, and Transfer. International Review of Industrial and Organizational Psychology, 10.
	Puchol, Luis (2012) Dirección y gestión de recursos humanos (7a. ed.) ISBN 9788479788315
	Gasalla, J. M. (2014) La nueva dirección de personas: la dirección por confianza. ISBN: 9788436832716
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EVALUATION CRITERIA AND PROCEDURES	All learning activities have the criteria and performance conditions clearly described in the subject platform. In general terms, the evaluation procedures include carrying out tasks, active interaction in discussion forums, preparing papers, presenting, solution of cases, investigations, collaboration in group and individual projects as established by the teacher of the subject, which will have previously assigned values and disclosed in advance and will be available online while the course is being taught.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Organizational Development and Performance Evaluation	**CODE**	RHTD-504	**PRE-REQUISITE**		NONE		
PERIOD	SECOND	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8	
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	In just five years "more than a third of the competences that we find relevant to the development of a job right now will have changed". In general, organizations do not change because they want to, they usually change because they are forced to. And the vast majority of these changes require training before or after the groups impacted by the change.							
	Deeply analyze the differences between training and talent development.							
	Identify the fundamental conditions to implement the performance evaluation, understand its objectives and determine its stages.							
	Know the different types of evaluation and identify the stages of the 360º evaluation.							
	Study the objectives, characteristics, different types of practices and the methodology to be followed in assessment centers.							
	Define the management of corporate knowledge, know its characteristics and the benefits it implies.							
LEARNING MODULES	**1 Needs Detection and Training Planning.**							
	1.1 Training and determining the needs of human resources training							
	1.2 The project and management of training in the company							
	1.3 Types of training in the company and the training offer for companies and workers							
	2 Performance evaluation							
	2.1 Decisions related to the performance evaluation process: what, who, how, when and in what context							
	2.2 Methods and approaches for evaluating performance, conflicts, biases and obstacles.							
	2.3 Evaluation design for best results, performance evaluation interview and analysis of performance problems.							
	2.4 Performance improvement strategies, trends in assessment and performance improvement							
	3 New training trends							
	3.1 360 degree evaluation							
	3.2 The instructional system model: training needs assessment, training design, and traning transfer							
	3.3 Formation and development							
RECOMMENDED BIBLIOGRAPHY	Sánchez Fernández, María Dolores (2013) Gestion de Recursos Humanos ISBN 9788468124124							
	Alles, Martha Alicia (2010) Desempeño por competencias: evaluación de 360° ISBN 9789506415402							
	FORD, J.K & KRAIGER, K. (1995) The Application of Cognitive Constructs and Principles to the Instructional Systems Model of Training: Implications for Needs Assessment, Design, and Transfer. International Review of Industrial and Organizational Psychology, 10.							
	Puchol, Luis (2012) Dirección y gestión de recursos humanos (7a. ed.) ISBN 9788479788315							
	VADEMECUM DE LAS PROFESIONES DIGITALES 2015. INESDI. http://www.inesdi.com/descargas/Vademecum-inesdi-2015.pdf							
	YULK, G. et al. (1990): Preliminary report on validation of the managerial practices survey. En Clark, K.E. and Clark; M.B.: Measures of leadership. West Orange, NJ: Leadership Library of Amercica. pp 223-237.							
	PORRET GELABERT, MIQUEL (2006). Recursos Humanos. Dirección y gestión de personas en las organizaciones. Esic.							

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TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Recruitment and selection	**CODE**	RHTD-502	**PRE-REQUISTE**		NONE		
PERIOD	SECOND	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8	
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	A large part of the success of companies is a direct consequence of their human capital. This human capital, made up of all the people who put their effort, attitude and talent at the service of the organization, is somewhat dynamic, both in quantitative and qualitative terms, and therefore requires a permanent process of adaptation.							
	Approach Talent Sourcing and understand its importance within HR.							
	Provide a long-term vision of Human Resources management.							
	Analyze the main activities of the recruitment phase.							
	Understand the existing phases during a selection process.							
LEARNING MODULES	**Administration of equal opportunities and diversity**							
	1.1 Selection of laws for equal employment opportunities							
	1.2 Defense against allegations of discrimination and examples of discriminatory practices							
	1.3 Programs to manage diversity and affirmative action							
	2 Recruitment and staff selection							
	2.1 Personnel planning and recruitment							
	2.2 Testing and employee selection							
	2.3 Interviews with candidates							
	3 Expanding the talent pool: Recruitment and career							
	3.1 Strategic aspects of recruitment							
	3.2 Improving the effectiveness of recruitment							
	3.3 Career Management: Developing Talent Over Time and Developing a Diverse Talent Pool							
	3.4 Other important talent considerations							
RECOMMENDED BIBLIOGRAPHY	Dessler, Gary (2009)Administracion de Recursos humanos Enfoque latinoamericano ISBN: 9786073202497							

	Dessler, Gary (2011)Administracion de Recursos humanos ISBN: 9786074422856
	Dromi, R; San Martino, L; Lucero Schmidt, F.(2013) Gobernabilidad cultural: la industrialización del talento ISBN: 9788416083121
	Snell, Scott y George Bohlander.(2013) Administración de Recursos Humanos, 16a. Ed.. ISBN: 978-607-481-890-1
	Crobu, R. (2016) Liderar en la incertidumbre ¿te atreves?: como desarrollar del talento, revisado en Clave Mindfulness. ISBN: 9788490857939
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TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Compensations and Benefits	**CODE**	RHAN-502	**PRE-REQUISITE**		NONE		
PERIOD	THIRD	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8	
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	It offers a set of tools so that the student can become familiar with how the job market works. To this end, emphasis is placed on the regulation of employment relations and how they influence and are affected by other parameters of economic activity and the use of statistics on the labor market.							
	Interpret socio-economic data and indicators related to the labor market.							
	Develop the micro and macroeconomic aspects that explain the determination, operation and implications of labor markets							
	Know the analysis tools to understand how the labor market works and its various theories.							
	Carry out analyzes and diagnoses, provide support and make decisions regarding employment policies.							
	Understand the basic elements to understand the behaviors of economic agents in the field of labor decisions.							
LEARNING MODULES	**1 Design of the salary structure as a strategic tool.**							
	1.1 Administration of remuneration							
	1.2 The valuation of jobs, valuation systems or methods							
	1.3 From the VPT to determining the salary structure							
	2 New forms of compensation and benefits in the digital age.							
	2.1 Pay for performance: Rewards to incentivize encourage							
	2.2 Employee benefits and employee benefits							

	2.3 Pay and Productivity: Wage Determination within the Firm
	2.4 The web and the Human Resources subsystems
	3 Market remuneration: surveys and market pricing.
	3.1 Cost Analysis - HR Benefit
	3.2 Compensating wage differentials and labor markets
	3.3 Surveys of wages and salaries
RECOMMENDED BIBLIOGRAPHY	Alles, Martha Alicia (2012) Social media y Recursos Humanos, ISBN 9789506416973
	Puchol Moreno, Luis (2003) Dirección y gestión de recursos humanos (5a. ed.) ISBN 9788479785802
	George W. Bohlander, Scott A. Snell, Shad S. Morris, (2007) Administracion de Recursos Humanos ISBN: 9706867120
	Muñoz Machado, A.Spidalieri, Roque Martín Zampa, Romina Celeste (2009) Planificación y control de gestión: Scorecards en recursos humanos ISBN 9789875911833
	Peña Pinto, M. (2012) Economía, trabajo y sociedad. España 2011. Memoria sobre la situación socioeconómica y laboral.
	Ehrenberg, R.G; Smith, R.S. (2017) Modern Labor Economics: Theory and Public Policy. ISBN: 9781138218154
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TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Labor Relations and Collective Negotiations	**CODE**	RHAN-503	**PRE-REQUISITE**	NONE		
PERIOD	THIRD	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The contents of the subject respond to the need to incorporate essential skills and tools to understand the processes that take place in labor relations. It will provide students with a basic conceptual tool to carry out an analysis of the labor reality with the interdisciplinarity that the sociological approach provides.						
	Know the main decisions that any manager responsible for designing or redesigning the structure of an organization will have to face						
	Carry out analysis and diagnosis, provide support and make decisions regarding organizational structure						
	Locate, interpret and apply the set that regulates employment relationships.						

	Describe, analyze and value the various strategies for developing human capital.
	Understand the relationship between changes in organizations and models of human capital development.
LEARNING MODULES	**1 Labor Law.**
	1.1 General principles and sources of labor law
	1.2 Working day
	1.3 Individual employment relationships and their duration
	1.4 Rights and obligations of employers and workers
	2 International labor relations policy.
	2.1 Outsourcing and expatriates: expatriation process
	2.2 International and multinational HR management
	2.3 Human resource management in the Ibero-American and Asian context
	3 Diversity management.
	3.1 Ethics and fair treatment in the administration of human resources
	3.2 Administration of labor relations and collective bargaining
	3.3 Improving Employee-Management Relations: Employee Rights and Discipline
RECOMMENDED BIBLIOGRAPHY	Hernández Herrera, J; Juárez Suárez, C. A.(2015) Derecho laboral y la administración de recursos humanos ISBN: 9786077440222
	María Jesús Pérez (2010) Externalización de funciones de Recursos Humanos ISBN: 9788483226582
	Snell, Scott y George Bohlander.(2013) Administración de Recursos Humanos, 16a. Ed.. ISBN: 978-607-481-890-1
	Dessler, Gary (2009)Administracion de Recursos humanos Enfoque latinoamericano ISBN: 9786073202497
	Dolan, Simón L. (2007) La gestión de los recursos humanos: cómo atraer, retener y desarrollar con éxito el capital humano en tiempos de transformación (3a. ed.) ISBN: 9788448156541
	Holley, W.H; Ross, W.H; Wolters, R.S. (2016) The Labor Relations Process. ISBN: 978-1305576209
	Fossum, J.A.(2014) Labor Relations: Development, Structure, Process (Irwin Management) ISBN: 9780077862473
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TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Prevention of occupational hazards	CODE	RHTD-505	PRE-REQUISITE	NONE		
PERIOD	THIRD	HFD / HSS	3	HEI / HAS	5	HTS / THS	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Although it is true that people's health is permanently at risk of being altered, either by illness or accidents, it is also true that exposure to health risks is greater in the performance of tasks than the performance of a work carries implicit. Work and health are two closely linked elements, even interacting and needing each other (interdependent).						
	Understand the relationship and mutual dependence between people's health and the work they do.						
	Understand that employers and employees must collaborate to increase preventive and protective measures for the safety and health of workers.						
	Understand how working conditions increase the risk of alterations in the safety and health of workers.						
	Justify the need and importance of Occupational Risk Prevention.						
	Identify the four disciplines that contribute to Safety and Health at Work.						
LEARNING MODULES	**1 Basic Concepts on Safety and Health at Work in Mexico**						
	1.1 Work risks						
	1.2 Hygiene and safety in the workplace						
	1.3 Notions of social security						
	2 Risks of the Security Conditions						
	2.1 Project safety and risk map						
	2.2 Ergonomics						
	2.3 Psychosociology applied to prevention						
	3 Prevention programs						
	3.1 Implementation of the OHSAS management system						
	3.2 Strategies for a successful wellness program at work						
	3.3 Creation of the team and launch of the wellness program						
RECOMMENDED BIBLIOGRAPHY	Varios autores: Enciclopedia de Salud y Seguridad en el Trabajo. (Organización Internacional del Trabajo).						
	Hernández Herrera, J; Juárez Suárez, C. A.(2015) Derecho laboral y la administración de recursos humanos ISBN: 9786077440222						
	Ilona M. Bray, (2009) Healthy employee, healthy business ISBN 978-1413316254						
	Sánchez Fernández, María Dolores (2013) Gestion de Recursos Humanos ISBN 9788468124124						
	Cortes Díaz, José María: Técnicas de prevención de riesgos laborales. Seguridad e higiene del trabajo. (9ª edición, 2007. Editorial Tébar).						
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TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Management of Employee Loyalty and Commitment	**CODE**	RHDP-501	**PRE-REQUISITE**	NONE		
PERIOD	FOURTH	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Continuous learning is an essential feature of modern organizations. On the other hand, the integration of new knowledge with previous experience and learning must be developed. Interpersonal skills allow interaction and finding complementarity with groups and individuals at all levels and with diverse cultural and disciplinary experiences.						
	Analyze the possible strategic decisions that can be made regarding organization.						
	Know employee evaluation systems and their application in selection, potential identification and performance.						
	Study the communication process and its components to analyze the different effects in the workplace.						
	Know the concept of motivation and describe the process of motivation in real situations.						
	Analyze the elements of organizational culture and their influence on business ethics						
LEARNING MODULES	**1 Communication 4.0: From hierarchy to the influence or blurring of the public and the private.**						
	1.1 Preliminary conceptual framework and the figure of the DirCom						
	1.2 Business communication						
	1.3 Recent studies on DirCom: trends, strategies and instruments						
	2 Employee experience: Transformation of the employee company relationship.						
	2.1 Increased productivity and quality of life at work						
	2.2 Perspectives on the management of organizations and human resources						
	2.3 Current programs to improve quality and productivity						
	3 Marketing - Internal Branding.						
	3.1 What´s the best IdeaL						
	3.2 Developing a big IdeaL						
	3.3 Conclusion						
RECOMMENDED BIBLIOGRAPHY	García García, M. P. (2013) Evaluación del proceso de enseñanza-aprendizaje en formación profesional para el empleo. ISBN: 9788468150956						
	Dolan, Simón L. (2007) La gestión de los recursos humanos: cómo atraer, retener y desarrollar con éxito el capital humano en tiempos de transformación (3a. ed.) ISBN: 9788448156541						
	Earley, P. C. (2014) Face, Harmony, and Social Structure : An Analysis of Organizational Behavior Across Cultures. ISBN: 9780195355048						
	Colin Mitchell & John Shaw (2010) What's The big ideaLTM?						
	Peña Acuña, B. Batalla Navarro, P. (2016) Dirección de comunicación y habilidades directivas. ISBN: 9788490858400						
METHODOLOGY	The European University of Monterrey is a virtual educational institution that uses information and communication technologies to strengthen its: * Active participation in Discussion Forums * Independent study * Internet search, data banks, electronic libraries, etc. * Elaboration of written works such as reports, monographs, essays, compartmental tables, concept						

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TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Organizational culture	**CODE**	RHAN-504	**PRE-REQUISITE**		NONE		
PERIOD	FOURTH	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8	
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	It is essential to have ethical behavior in decision-making and conflict resolution in organizations. Develop an entrepreneurial attitude towards changes in the organization. This course studies how to promote the ability to relate and work in groups for decision-making, as well as the ability to lead and motivate others.							
	Being able to know what the culture and values of an organization are.							
	Study the impact that culture and values have.							
	Analyze the close relationship that exists between the organizational culture and the work environment.							
	Know what egagement is and how it influences the company.							
	Come to understand Corporate Social Responsibility.							
LEARNING MODULES	**1 The impact of business culture and values on the organization.**							
	1.1 Business culture, a definition							
	1.2 Culture must be better understood: What it is and what it does							
	1.3 Functions of culture in companies							
	2 Organizational climate.							
	2.1 Features of organizational culture							
	2.2 Significance and operation in the organization							
	2.3 Internal models of the organization							
	3 Corporate Social Responsibility and Business Ethics.							
	3.1 Corporate responsibility and sustainability							
	3.2 The values and principles of a responsible and sustainable company							
	3.3 Government and management of the responsible and sustainable company							
RECOMMENDED BIBLIOGRAPHY	Edgar H. Schein: “Psicología Organizacional” (3 ª ed., 1980); “Cultura Organizacional y Liderazgo” (1985).							
	Jorge Etkin & Leonardo Schvarstein: “Identidad de las Organizaciones. Invariancia y Cambio” (1989).							
	Stephen R. Covey: “El 8º hábito. De la efectividad a la grandeza.”							
	Marisa Salanova & Wilmar Schaufeli: “El Engagement en el Trabajo” (2009).							

	Aldo Olcese: “Manual de la Empresa Responsable y Sostenible” (2008); “Creación de Valor y RSE en las Empresas del IBEX 35” (2011)
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TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	The Future in Human Capital Management	**CODE**	RHDP-502	**PRE-REQUISITE**		NONE		
PERIOD	FIFTH	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8	
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The digital transformation of companies is accompanied by a new digital mindset in the business environment, hand in hand with new digital skills that reconfigure occupations and jobs, a new digital culture in companies.							
	Learn about the digitization of production processes, in digital business models and in e-commerce environments.							
	Describe the components of the mindset of managers and the culture of employees in line with the digital company.							
	Identify emerging technologies and technology platforms used in digital companies. Assess the necessary technological applications for your company.							
	Learn the technologies and methodologies for the development of digital talent, especially eLearning and collaborative learning platforms.							
	Analyze the needs for organizational change, for workspaces, agile and collaborative methodologies, and for virtualized work management. Enunciate new necessary professions.							
LEARNING MODULES	**1 The Digital impact on People Management Systems.**							
	1.1 Different applications of Web 2.0 in the organizational environment							
	1.2 Policies on social media							
	1.3 Web 2.0 and HR subsystems							
	2 Outsourcing of Human Resources services.							
	2.1 The concept of outsourcing: Introduction, keys and recommendations, outsourcing							
	2.2 Outsourceable HR Services: Recruitment and selection, relocation, training areas							
	2.2 Outsourceable HR Services: Payroll and social insurance, social security and occupational risk prevention							
	3 Quality systems and process reengineering.							
	3.1 introduction							

	3.2 Theoretical framework
	3.3 Analysis of information
RECOMMENDED BIBLIOGRAPHY	María Jesús Pérez (2010) Externalización de funciones de Recursos Humanos ISBN: 9788483226582
	Ayes, Martha Alicia (2012) Social media y Recursos Humanos. ISBN: 99789506416973
	Gomez, Paz Juan Carlos Calidad Total y RH ISBN 978-84-15547-68-6
	Shermon, G. (2016) Digital Human Resources. ISBN: 9781365584534
	Perkin, N; Abraham, P. (2017) Building the Agile Business through Digital Transformation. ISBN: 9780749480394
	Waddill, DD; Marquardt, M.J. (2011) The e-HR Advantage: The Complete Handbook for Technology-Enabled Human Resources. ISBN: 9781904838340
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EVALUATION CRITERIA AND PROCEDURES	All learning activities have the criteria and performance conditions clearly described in the subject platform. In general terms, the evaluation procedures include carrying out tasks, active interaction in discussion forums, preparing papers, presenting, solution of cases, investigations, collaboration in group and individual projects as established by the teacher of the subject, which will have previously assigned values and disclosed in advance and will be available online while the course is being taught.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Coaching and Leadership in Human Capital Management	**CODE**	RHDP-503	**PRE-REQUISITE**	NONE		
PERIOD	FIFTH	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Students are introduced to the basics of coaching and preparing for career development. It is about understanding the general aspects and concepts related to coaching and professional career, analyzing the objectives, skills, abilities that will allow success in the professional future.						
	Know the background of coaching and its distinction with similar professional practices.						
	Develop the main coaching skills in order to integrate them on a personal and professional level.						
	Understand the importance of coaching in organizations as a tool that favors change.						
	Understand the key points that allow you to carry out a coaching process.						
	Identify the instruments that allow measuring when a coaching intervention is necessary.						
LEARNING MODULES	**1 General theory and principles of coaching.**						
	1.1 History of coaching						
	1.2 Goal						
	1.3 Exploration						
	2 Coaching process.						

	2.1 Mentor Individual and group coaching
	2.2 Responsibilities and competences of the mentor coach
	2.3 Feedback and Mentor Coaching
	3 Practical application of coaching.
	3.1 Application of the model
	3.2 The leader of the internal team
	3.3 The coaching process: initial and desired situation
RECOMMENDED BIBLIOGRAPHY	Sharon Jirikils, I. (2015) Modelo de coaching integrativo. ISBN: 9781512931303
	Goldvarg, D; de Goldvarg, N. (2016) Mentor coaching en acción: feedback efectivo para un coaching exitoso. ISBN: 9789506418854
	Fierro Evans, L. (2013) Coaching para líderes: un aporte desde la práctica. ISBN: 9789506417789
	Bungay Stanier, M. (2016) The Coaching Habit: Say Less, Ask More & Change the Way You Lead Forever. ISBN: 9780978440749
	Hall, C. (2016) Coach the Person Not the Problem: A Simple Guide to Coaching for Transformation. ASIN: B01LZB74MD
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TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Management of Human Talent on a Global Scale	**CLAVE**	RHDP-504	**PRE-REQUISITE**	NONE			
PERIOD	SIXTH	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8	
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	The objective of this subject is to discover additional themes to the Human Resources and Talent Development Areas from the point of view of an expert. Through synchronous Master Sessions, Forums and various materials, the students will receive updated and state-of-the-art content on the courses contained in the program.							
	Discover specific topics of Human Resources and Talent.							
	understand the influence of this knowledge and its applicability in the current environment.							
	1. Digital transformation.							

LEARNING MODULES	1.1 Welcome to the Age of Talent
	1.2 Technology for diagnosis, projection and strategic management of HRM
	1.3 Human Capital, Intellectual Capital, and new information and communication technologies (NTIC)
	2. International and multinational HR management
	2.1 Globalization of HR management
	2.2 HR management in the Ibero-American and Asian context
	2.3 New technologies and HR
	3 Evaluation and effectiveness of HR management
	3.1 The contributions of the HR management; Qualitative, quantitative approaches, new approaches, and research in HR management
	3.2 International talent management
	3.3 Dilemmas in talent management in times of change: organizational, interpersonal and personal
RECOMMENDED BIBLIOGRAPHY	Muñiz Ferrer, Marta Labrador Fernández, Jesús (2014) Retos en la gestión internacional del capital humano ISBN 9788484685517
	Gadow, Fabiana (2010) Dilemas: la gestión del talento en tiempos de cambio ISBN 9789506415709
	Dolan, Simón L. (2007) La gestión de los recursos humanos: cómo atraer, retener y desarrollar con éxito el capital humano en tiempos de transformación (3a. ed.) ISBN: 9788448156541
	Pilar Jericó (2008) La nueva gestión del talento. ISBN: 9788483223864
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EVALUATION CRITERIA AND PROCEDURES	All learning activities have the criteria and performance conditions clearly described in the subject platform. In general terms, the evaluation procedures include carrying out tasks, active interaction in discussion forums, preparing papers, presenting, solution of cases, investigations, collaboration in group and individual projects as established by the teacher of the subject, which will have previously assigned values and disclosed in advance and will be available online while the course is being taught.
TEACHER'S PROFILE	Expert who meets the teaching profile of Universidad Europea de Monterrey and who has verifiable practical experience in the area.

COURSE	Final Application Project of Human Resources	**CODE**		**PRE-REQUISITE**	NONE		
PERIOD	SIXTH	**HFD / HSS**	3	**HEI / HAS**	5	**HTS / THS**	8
GENERAL OBJECTIVES AND COMPETENCES TO BE DEVELOPED	Durante los últimos años los Recursos Humanos se ha convertido en un proceso del negocio que perite conseguir ventajas competitivas a la empresa. La incorporación de los modelos de planeación y gestión en las organizaciones, bases de las demandas y necesidades de las empresas y gestión de los colaboradores. En consecuencia, la gestión del proceso productivo y los recursos humanos desde el punto de vista integral, se convierte en ventaja competitiva, relacionadas con la toma de decisiones para la distribución en el mercado.						

	Integración del conocimiento de las materia que conforman en el plan de estudios de la maestría
	Estudiar, elegir y desarrollo un proyecto de aplicación comercial y de investigación
	Aplicar herramientas, métodos y modelos aprendidos en la maestría con aplicación comercial
	Trabajar interdisciplinariamente para el desarrollo del proyecto
	Proporcionar los fundamentos para el ejercio de su profesión son respnsabilidad ética y con vocaciones se servicio, dentro de un marco de principio y valore humanisticos, derivados de su formación integral.
LEARNING MODULES	1. Estrategia empresarial y sistemas de información comercial
	2. Estudio preliminar
	3. Recolección y análisis de datos
	4. Diseño Conceptual
	5. Diseño Detallado
	6. Construcción
	7. Trabajo Final
RECOMMENDED BIBLIOGRAPHY	Norma de American Psychological Association (APA) 6ta edición
	Manual de American Psychological Association (APA) 6ta edición
	María Tresa Icarts y Anna Pulpon Segura (2016) "Como elaborar y presentar un proyecyo de investigación, una tesis y una tesina" 9788447535989
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