

Supplemental on CETYS Doctoral Programs January 2008

Introduction

Doctoral programs started at CETYS University in August of 1996 with only one program in Psychology. This program was specifically designed for adult learners, part-time students, and capitalizing on 27 years of experience in the development of human resources in the areas of social, educational, clinical and organizational psychology. The first cohort was comprised of 25 students. This program is now closed to new cohorts and simply focused on helping those students that already finished their course work to complete their dissertations. From its inception in 1996 to its closure in 2006, the doctoral program in psychology admitted 108 students. Of those, 28 students completed their credits and achieved ABD status, and only seven students have defended their dissertation and obtained the Diploma of Doctor of Psychology. Presently, we are working with two additional students who want to complete their dissertation project and obtain their doctoral degree.

Later in March of 1998, as initiatives to develop a group of experts in the areas of strategic management and manufacturing, but also to enhance the academic credentials and degrees of its own faculty, the institution opened two other doctoral programs: Administration (with a focus in strategic management) and Engineering (with a focus in manufacturing). The focus of these two programs was practical (applied), but in order to obtain the doctoral degree participants must complete, present and defend a doctoral dissertation. To integrate a sound and cohesive curriculum, CETYS University was assisted by several universities from Canada, the United States and México. Among the participant institutions were Alliant International University, Arizona State University, University of Arizona, San Diego State University, Instituto Tecnológico de Estudios Superiores de Monterrey, University of Toronto, Victoria University, and Concordia University. In addition to the participation of external experts to assist in the design and delivery of the curriculum, the path for the approval of these doctoral programs followed the standard process: curriculum design based on community needs and the Mission and Vision of the institution, presentation to the Academic Affairs Committee of the Board for revision and recommendation, and then final approval by the president of CETYS University.

The Engineering Doctoral Program is now closed for new cohorts. We expect that all of the current students who are candidates to obtain this degree will complete all requirements by December 2008, including defense of their dissertation. There is only one graduate from the Doctoral Program in Engineering, and he works as a part-time professor in the Engineering School of the Tijuana Campus. The Doctoral Program in Administration has generated only 7 graduates from its four cohorts (a total of 36 active students). From these four cohorts, three students have finished the program coursework and are in different stages of their doctoral work (studying for the preliminary exams and working on their dissertations). The fourth cohort will complete their coursework by the summer of 2008.

The latest doctoral program of CETYS University is the one in Education and Values. This program started in January of 2006 with 23 students of which only 18 remain in the program. This program does not have graduates yet. So, currently CETYS University has only 2 Doctoral Programs in operation: Education and Values, and Administration. Both programs are not PhD research programs but rather professional and applied (practice oriented). Both the doctoral program in Psychology and the doctoral program in Engineering are closed at the moment, meaning that they are not open to new cohorts and the main goal of these programs now is simply to help enrolled students finish their dissertations so they can obtain their doctoral degree.

In the period from 2003 to 2006, the institution granted only 7 doctoral degrees: five in administration, one in engineering and another one in psychology. The total number of graduates from all of the doctoral programs, active and inactive, sums to 15. There is evidence available of the students work from these 4 academic programs, mainly in the form of dissertations, essays and research projects.

What follows is a summary of the present state of each of the active doctoral programs, addressing their history, number of cohorts, graduates, learning outcomes, and modus operandi.

Doctoral Program in Education and Values (DPEV)

This program started in January 2006 with 23 students and has a current population of 18 students. This program does not have any graduates yet. The program was designed to be completed in four years in the case of full-time students, meaning that is expected that students will complete the course work (12 courses) and define their dissertation project in two and a half years and spend one and one-half years in the completion of their dissertation. This last part of the program accounts for 33% of the total credit units of the program. However, the program is directed to adult professionals in education and part-time students. This is a very common situation in graduate programs in Mexico, participants need to work and study at the same time. So, it is expected that students of the current cohort will finish their course work by the end of May 2008. The possibility of opening new cohort generation will depend on the accreditation process and the new requirement on WASC regulations.

This doctoral program followed the standard procedure for approval of new academic programs, but with the special participation of external experts who assisted the current coordinator of the program, Dr Alberto Garate, with the design of the curriculum. It should be noted, as well, Dr. Garate is also an expert in curriculum design. External experts included, for example, Dr. Pedro Ortega and Dr. Ramon Minguez from the University of Murcia, Spain. Once the demand for this type of program was evaluated and CETYS's capacity to deliver a program of this nature was reviewed, the project was then presented to the Academic Affairs Committee of the Board for review and recommendations. President Enrique Blancas made the final decision and the program started at the beginning of calendar year 2006. The planning process started in 1999 and finished in 2005 with the approval of the president and the official registration with the Educational Authorities of Baja California. Congruency with CETYS's Mission and Vision is strictly observed in this approval process. Among the main reasons to open a program of this nature was the need to consolidate efforts to develop a more humanistic and axiological perspective of education in Baja California and Mexico. CETYS University had been a pioneer in this matter since 1993. This program is unique in all of Mexico due to its particular focus on values and education.

A key element in the delivery of this program is the coordinator of the DPEV; he is responsible for creating a feasible annual schedule that participant students and faculty can execute, and for doing a compilation and distribution of the reading materials. All reading materials as well as the syllabus for each course are distributed to the students one month in advance of the starting date of a particular course. Every course is face-to-face and has a duration of 20 hours, but all students need to do independent work before the course sessions start, so they can interact and discuss with the professor and present their questions and experiences effectively. Faculty in each course are responsible for presenting the content and the learning experiences required to achieve the learning outcomes of the program. At the end of every course, each student must deliver, within the next three weeks, and through the coordinator, a written report that reflects his/her perspective on the main ideas encountered and discussed in the course or a research report on some specific topic related to his/her dissertation. The professor in charge of the course grades these written reports and delivers written feedback to the students; students can ask for clarification on

observations made on their work and the grades they have received. This activity closes the cycle that is followed in each course of the program. Electronic mail communication is highly intensive between students and faculty. It is relevant to note the special attention that this program devotes to the design of dissertation projects. This happens in the form of a 12-month seminar on research methodology that requires every student to design his/her research project for his/her dissertation. In order to have a passing grade in this course, every student must have completed the design of his/her dissertation project. Another key activity that is jointly executed by Dr. Garate, the coordinator of the program, and Dr. Ortega is that of the selection of professors for this program. This activity is critical to maintain the academic excellence and the unique orientation of the program.

The student learning outcomes for this doctoral program are as follows:

- To recognize and to be committed to the institutional philosophy of CETYS, and in particular to its system of values that allows the individual to live and foster values for one's own wellbeing and the wellbeing of the community.
- To carry out research that contributes to the theoretical and practical knowledge of the region, in particular to the field of values.
- To be part of inter-disciplinary teams with national and international colleagues that carry out projects to boost the education of values.
- To actively participate in academic groups who regularly attend conferences where participants discuss the "most current knowledge" of the field that makes up the doctoral degree curriculum.
- To evaluate educational programs and to propose solutions which achieve the vision of holistic education.
- To be a part of a team that builds the foundations of research projects, and operates programs in the field of values that have as an end the improvement of the cultural conditions of the region.
- To identify the needs of educational institutions, government authorities, and civil organizations and their educational models, and to propose the relevant improvement solutions.
- To add to their professional activities the use of modern communication technologies that strengthen the joint work with colleagues from other regions of the country and the world, in particular North America and Europe.
- To develop the potential in didactical-pedagogical knowledge and skills that allows him/her to interact with undergraduate and graduate level students in a suitable setting for holistic education.

The following table provides a glimpse of the core faculty and the courses that have been taught to the current cohort. It is relevant to note that all participating faculty from universities in Spain are experts in the values orientation that this program presents. Their work is very

well known outside Spain and students are being exposed to state of the art theory on Values and Education.

#	Course	Professor	University
1	Values & Education. Current problems	Dr. Pedro Ortega Ruiz	University of Murcia, Spain.
2	Epistemology of Education	Dr. Juan Manuel Touriñán	University of Santiago De Compostela, Spain.
3	Historic Development of Humanism	Dr. Enrique Berenguer	University of Tenerife. Canary Islands, Spain.
4	Methodology of Research in Values	Dr. Ramón Minguéz Vallejos	University of Murcia, Spain.
5	Current education. Crisis & alternatives	Dr. Angel Díaz Barriga	National Autonomous University of Mexico (UNAM).
6	Education, family & values	Dr. José Agustín Domingo Moratalla	University of Valencia, Spain.
7	Citizenship (Human rights) & Education	Dr. Juan Escámez	University of Valencia, Spain.
8	Thesis Project Design	Dr. Alberto Gárate Rivera	CETYS University, México.
9	Environmental Education & Development	Dr. Pablo Meira	University of Santiago De Compostela, Spain.

To support current doctoral students in their dissertation work, a Dissertation Committee comprised of three professors has been appointed; Dr. Pedro Ortega, Dr. Ramon Minguéz, and Dr. Alberto Garate. Their main task will be supervise the quality of the research work of the students and help them to successfully complete their dissertations. This is a key activity in the operation of the program. There is a provision of financial resources to take care of the costs involving these advising activities.

Doctoral Program in Administration (DPA)

This program started in 1998 with a first cohort comprised of all part-time students. The main goal of the program was to provide those professionals with a doctoral degree and expertise in strategic management. Currently there are 36 active students from all of the four cohorts. From the beginning the program has maintained a professional and practice (applied)

orientation. Also, the program is for working adults and part-time students, and the main form of delivery has been face-to-face, but lately the use of the Blackboard Platform has been used in a more intensive way, allowing students to interact through the use of information technology. This program has only seven graduates and two of them are administrators working at CETYS University in its Mexicali Campus.

Regarding its design, mostly academic administrators and professors from CETYS University worked to establish this Doctoral Program in Administration (principally the former Vice-Chancellor Dr. Fernando Leon—now Provost at City University in Washington— with professors from similar doctoral programs from Alliant International University and Concordia University in Canada. The approval process involved a review from the Academic Affairs Committee of the Board, but the final decision was the responsibility of the president of CETYS University. The current coordinator of this program is Dr. Hector Maymi.

By institutional and legal commitment the current 36 students will have ten years after finishing their coursework to present all of the others Program's requirement (complete the preliminary exam and dissertation defense).

The possibility of opening a new cohort generation will depend on the accreditation process and the new requirement of WASC regulations.

Although there are not formal consortium or joint-programs, the Doctoral Program in Administration has as a prerequisite an international experience, encouraging students to take courses at international universities (such as in the United States, Canada, Netherlands, and Italy). From those institutions (such as the University of South Florida and Alliant International University in the U.S., Concordia University in Canada, Erasmus University in the Netherlands, and Bergamo University in Italy) students receive credit for participation in courses, and the credits are validated as part of their coursework (mostly during the summer sessions).

There is core group of faculty in this doctoral program (two full-time and three part-time) that are working with 26 students on their dissertation projects. These five professors serve as dissertation chairs. These professors are from the Baja California-San Diego region so that the students are having close and continued supervision of their dissertation work, and helping create a research culture. It is important to mention that two students have dissertation from outside of the Baja California-San Diego region. Since last year, all the students working on dissertation research projects present their progress in a research summit with the entire Program faculty and students present.

As part of their coursework and dissertation projects (as part of the research summit), doctoral students receive workshops in how to use library and information sources for their research. Particularly, the Doctoral Program Coordinator (Dr. Hector J. Maymi) is an American scholar trained in conducting research (library work and field research) and he encourages students to use the resources of American libraries along the border with Baja California. All of our students are required as part of their work to use library materials (printed and online) and to demonstrate to their professors their progress on that dimension.

The student learning outcomes for the DPA were designed and reviewed through the approval process of CETYS University, where all the internal and external stakeholders participated very actively in it. Amount the outcomes are:

- Doctor in Administration from CETYS University will be an expert in his/her administration subject area as well as in the minor field selected.
- To be totally devoted to innovation and to applying, adapting, and creating new knowledge that will result in new models that can be agents of change, increasing productivity at the regional and national level.

- To be committed to CETYS' University principles and moral values as part of the educational mission and philosophy, specially looking on the truth that created an integral, critical, analytical, and balance, generating with them social wealth.
- To be an expert in resolving critical social problems as part of the theoretical and applied approach, specifically dealing with productivity in society.
- To know how to exchange ideas and knowledge through information systems and disseminating them so that the rest of the society will have them.
- To have the knowledge and skills to use information technology to advance teaching, research, and outreach activities.
- To have the skills to build research groups to promote academic and action research projects with the appropriate methodology.
- To have the expertise to apply modern technology in the classrooms as well as in professional activities.
- To have the knowledge and skills to be a professor in regional universities to help increase educational levels.

As an example of the operation of the learning outcomes following is the course schedule for the 2007 academic year (it is important to note that in Mexico the academic year is similar to the calendar year). In five of the six courses in 2007 (with the exception of the course taught at Harvard University that had a more practical oriented format), the courses required intensive reading and writing analysis of the topics discussed. The students were required to analyze real cases with highly theoretical analysis, trying to get the tools and skills to understand regional realities using theoretical background in the strategic management area. In all five courses the student needed to present oral analysis of the issues under investigation as well as having to complete a research paper in each of the courses.

#	Course	Professor	Campus	Trim.	Dates	Year
1	Economy and Finance	Dr. Francisco Sosa	Mexicali	1	Feb. 2&3; Feb. 23&24; Mar. 16&17	2007
2	Turbulence Environment Analysis	Dr. David Felsen	Tijuana	2	Mar. 30&31; Apr. 13&14; Apr. 27&28	2007
3	Competitive Strategies and Policies	Dr. David Felsen	Mexicali	2	May 11&12; May 18&19 Jun. 8&9	2007
4	Strategic Information Systems	Harvard Business School	Cambridge, Mass.	4	Aug. 6-10	2007
5	Dissertation II	Dr. Héctor Maymí	Tijuana	3	Aug. 17&18; Sep. 8&9 Sep. 28&29	2007
6	Planning Resources	Dr. Louise Kelly	Mexicali	4	Oct. 19&20	2007

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Concluding remarks

CETYS University has only two active doctoral programs: Administration, and Education and Values. The doctoral student population in active programs is 54. The total number of graduates from all active and closed doctoral programs is 15.

All active and closed doctoral programs had been oriented toward adult working professionals and part-time students.

All active and closed doctoral programs were designed with the participation of external experts coming from United States, Canada, Spain and local universities. In the delivery of the curriculum of these programs, their participation is still present, so they are available for the periodic reviews of the programs.

In all of the active programs there is a body of experienced faculty in doctoral education, capable of advising and supervising students in their research and dissertation projects.

There is evidence available of students' work in the form of dissertations, essays and research reports.

The assessment culture that we are embracing, thanks in part to the WASC Accreditation Process and to our commitment to our Mission and Vision, will positively effect the educational quality and effectiveness of the doctoral programs.