Scientific
Journal of
**Applied
Social and
Clinical
Science**

CURRICULUM UPDATE OF THE MASTER'S DEGREE IN SOCIAL WORK AT THE AUTONOMOUS UNIVERSITY OF NUEVO LEÓN (UANL)

Carlos Martinez Padilla
Research Professor at the Autonomous University of the State of Hidalgo (UAEH)

Abstract: The theories of curricular design and the theories of university governance offer key elements to study the interaction process of the government bodies in charge of managing the Adequacy of the Study Program of the Master's Degree in Social Work with Orientation in Social Projects. This adaptation should also be aligned with the academic and educational model of UANL 2020. To carry out this goal, the Faculty of Social Work and Human Development (FTSYDH) appointed a Commission of five research professors and administrative staff of said Faculty. Through participant observation and documentary analysis, it was found that the interaction with different actors and higher-ranking government bodies increases as decisive decisions are made.

Keywords: School curriculum, government bodies, postgraduate, social work.

INTRODUCTION

During the 2008-2009 cycle, the teaching of social work was made up of 15,310 students, distributed in 58 IES establishments in 28 entities of the country. The states of Veracruz, Tamaulipas and Yucatán came to have more than four establishments to teach the social work career. However, his student enrollment turned out to be low (See table 1).

The ten HEI establishments with the highest number of school enrollment are shown in Table 2. Only these establishments represent 61.14% of all enrollment in the country. However, many of these establishments only receive a minimum number of students. During the 2008-2009 school year, UNAM registered 454; the University of Sonora to 204; the University of Guadalajara at 190; the Autonomous University of Nuevo León to 115; the Autonomous University of Tamaulipas to 91; the Autonomous University of Ciudad Juárez at 131 and; the Campechano Institute at 16.

Likewise, the labor market for social work professionals is precarious. Although the number of employed persons has increased in recent years, the income received by 90% of employed social workers is below the average income for professionals (9,969). The bottom 10% of social workers earn up to $2,580 per month; 80% get to earn 6 thousand pesos a month and; only 10% of social workers, those who earn the most, receive salaries of up to 12 thousand pesos. A little over 80% are women. Its activities are carried out in five academic activities. 46.3% carry out their productive activities in the area of social services; 20.7% in government and international organizations; 11.9% in commerce; 5.7 in professional services, financial and corporate and; 5.6% in the manufacturing industry (www.observatoriolaboral.gob.mx).

During the last two years, the social work school enrollment in some HEIs has varied significantly. The Autonomous University of Sinaloa increased its school enrollment by 11% from 2011 to 2012, while the University of Guadalajara did so by up to 23.6% during the same period. Other HEIs presented a reduction in enrollment. For example, the 8. Southeast School Institute reduced its enrollment by up to 19% and the Campechano Institute did so by 7% (See Table 3).

DEVELOPMENT
BACKGROUND

The Faculty of Social Work and Human Development (FTSYDH) of the Autonomous University of the State of Nuevo León (UANL), has as its background the "Institute for the Training of Social Workers" founded in 1947, an institution of upper secondary education attached to the State Government and which, in 1952 became part of the University. By 1968, the University Council of the UANL decided

Aguascalientes	1	Guanajuato	2	San Luis Potosi	4
Baja California Norte	1	Guerrero	1	Sinaloa	3
Baja California Sur	1	Gentleman	2	Sonora	1
campeche	1	Guadalajara	3	Tamaulipas	5
Chiapas	3	Estado de México	1	Tlaxcala	1
Chihuahua	3	Michoacán	2	Veracruz	5
Coahuila	2	Morelos	3	Yucatán	4
Colima	1	Nayarit	1	zacatecas	1
CDMX (Before -DF-)	1	New Lion	2		
Durango	2	Puebla	1		

Table 1. Institutions of HEIs by Entity that Teach Degree in Social Work

Source: Own elaboration based on ANUIES (2011)

	First admission and readmission	Graduates 2008-2009	Graduates 2008-2009
1. National Autonomous University of Mexico	2289	484	454
2. Autonomous University of Sinaloa · Academic Unit School of Social Work Ahome	2226 816	527 162	204 53
· Academic Unit Faculty of Social Work Culiacán	858	220	87
· Academic Unit School of Social Work Mazatlán	552	145	64
3. University of Guadalajara	934 (141)*	126	190 ***
4. Autonomous University of Nuevo Leon	788**	86	115
5. Autonomous University of Tamaulipas	686	136	91
6. UTEG University Center	504		
7. Autonomous University of Ciudad Juarez	487	72	131
8. Southeast School Institute, AC	463		
9. University of Sonora	459	66	
10. Campechano Institute	384	79	16
Total	9361	1576	1201

*Registration of Graduate Leveling in Social Work ** Includes registration of the previous study plan *** Includes registration of graduates with leveling in social work.

Table 2. The ten universities with the highest enrollment in social work. First income, graduates and graduates.

Source: Own elaboration based on ANUIES (2011)

	2010-2011	2011-2012	diff
1. National Autonomous University of Mexico	2307	2300	-7
2. Autonomous University of Sinaloa	2081	2324	243
3. University of Guadalajara	967	1195	228
4. Autonomous University of Nuevo Leon	825	908	83
5. Autonomous University of Tamaulipas	748	737	-eleven
6. UTEG University Center	489	533	44
7. Autonomous University of Ciudad Juarez	642	678	36
8. Southeast School Institute, AC	443	359	-84
9. University of Sonora	489	552	63
10. Campechano Institute	360	335	-25

Table 3. The ten universities with the highest enrollment in social work 2010-2012

Source: Own elaboration based on ANUIES (2011); ANNUIES (2012)

to give the rank of Bachelor to the Social Work career, with a duration of 8 semesters and one year of social service. In 1974, a new study plan lasting nine semesters was approved, and since then the school curriculum has been redesigned six times (FTSYDH, 2013).

In 1975 he began the Master's Degree in Social Work, the first in Mexico and one of the few master's degrees in Latin America. In the period from 1975 to 1981, enrollment in the Master's Program was by subject. The student sought to accumulate the number of credits required in the master's program. In 1981, the study program allowed master's groups to register by semester and with financing from the National Council of Science and Technology (CONACYT). By 1986, the first reformulation of the curricular program was presented with a focus on Administration in Social Work and social research. In 1988, a Master's Program was designed for the training of undergraduate teachers from the Faculty of Social Work, both in scientific research methodology and in the teaching-learning process.

Subsequently, in 1992, the program was registered in the CONACYT Standard of Excellence and, therefore, the curricular program was restructured towards a focus on planning, developing, executing and defending a Research-Thesis. In 2002 the research project "Labor Markets and Professional Practice. Follow-up of Graduates of the Master's Program in Social Work of the UANL". The results of this project suggested a curricular reform for the Master of Science Program and its name change as Master of Science with Social Work Orientation. These changes were approved by the H. University Council on August 28, 2003.

Likewise, the project detected the need to train professionals in the field of Social Programs and, therefore, in 2007 the Master's Program in Social Work with Orientation in

Social Projects emerged. The following year he joined the National Register of Quality Postgraduates (PNPC) of the National Council of Science and Technology (CONACyT) in the recently created modality. It is a school program that is offered in person, semester and with a professional orientation.

However, since the previous year, the need to adapt the master's degree to the guidelines established by the UANL Educational and Academic Model (MEyA) for its corresponding didactic and pedagogical update, strengthening of educational quality and the development of competencies in students in solving specific problems of various social groups in the locality and the country (FTSYDH, 2013).

THEORETICAL DISCUSSION

The management of adaptation of the study program of the Master of Social Work with Orientation in Social Projects to the academic model of the UANL 2020, required not only following the procedures indicated in the manuals of the curricular design theories, but also the participation of the governing bodies of the university, that is, those entities of the institution that make decisions for a better direction of the same, taking into account both the actors involved and the available resources.

Curricular theory allows us to consider the philosophy of educational institutions, the student's graduation profile, the type of psychology of learning, the technical skills that students develop and a real evolution of educational objectives. However, curricular design theories do not consider the struggle of interest that the actors of Higher Education Institutions (HEIs) have curriculum theory It has had three main authors as references: Tyler (1979), Bloom (1973) and Taba (1974).

For Tyler, the curricular design begins with the objectives that the school intends to

achieve, which are related to the educational philosophy and the criteria of the psychology of learning. These objectives can be carried out taking into account the students, their life outside of school, consulting specialists on the subject, etc. The educational philosophy includes the values for a satisfactory life, the purpose that man has in society, or the education that each social class should have. The psychology of learning includes the behavioral changes that can be expected in human beings, the learning process according to the age of the student or the reinforcement of teachings with each other. For Tyler (1979) an objective must have three characteristics: promote significant changes in student behavior; include the topics and concepts that will be developed in the course and; general behavior patterns.

For Bloom (1973), the objectives in the curricular design have two characteristics. The first characteristic refers to the acquisition of knowledge that incorporates various psychological processes such as remembering, relating and judging. The second characteristic indicates that the previous knowledge that the student has together with the application of certain technical capacities allow him to solve problems, as well as different difficulties and circumstances that arise. For his part, Taba (1974) considers that the objectives must be evolutionary and real, that is, continuous objectives that can be met in the classroom. High objectives that the student cannot meet, or very elementary objectives, thinking that the student can meet them, should be avoided.

In Mexico, there are few works that take government bodies as an object of study. Pioneering studies in this regard have analyzed governability, the type of university government and university governance. Even more. There is little evidence of how non-institutionalized "temporary" government bodies work, such as the Commission for the Adaptation of the Study Program of the Master's Degree in Social Work (hereinafter Commission) with Orientation in Social Projects towards the academic and educational model of UANL 2020. A collegiate governing body, which once it finishes fulfilling its function, disappears.

Decision-making in government bodies involves political, authority and organizational dimensions. For some authors, the political dimension is called university governance because they deal with agendas, political agreements or arenas of struggle of different institutional actors, as well as the capacity of institutions and the higher education system to meet the demands of their internal actors and external. The authority dimension has been called form of government because it is determined by the authority structure that delimits the decision of the actors in an HEI (López, 2003). To the organizational dimension as university governance because it seeks the participation of different actors efficiently and with a defined direction (Martínez, 2011). These three dimensions are linked to each other in reality. In analytical terms, for Acosta (2006), an ideal form of government is one that has good governability and good governance.

University governance can be understood as a set of systems and processes that define the identity and capabilities of the university in the medium and long term. The processes include both decision making that determine the development paths of the institution and operational decisions that allow repetitive processes a profile for the institution (Arechavala, 2001:102).

In recent years, research has begun to emerge that combines curricular theory with governance studies in HE Is. For example, it has been investigated how power is exercised from the perspective of Bourdieu and Foucault, in the committee responsible for

restructuring the study plans in an HEI. It has been found that power relations developed, between disciplinary groups, for the following reasons (Santillán, Ortiz, and Arcos, 2010):

> (...) the defense and search for the acceptance of the ideas or proposals raised, in terms of content and subjects as work spaces for teachers; the search for personal recognition and discipline in the imposition of legitimate knowledge, formalized in a curriculum; and the defense of disciplinary identity. But in addition, these relationships were organized due to circumstantial synergies, the natural resistance to change and innovation, resistance to authority and the parallel transit of the management succession process (...)

In another study it was found that the Curricular change is not only due to the lack of connection between theory and practice and the low graduation rate. It also involves the participation of academics who can accept or oppose business efficiency positions that support competency-based designs (Plazola, María del Refugio, 2010). Or, research that has shown the complexity of carrying out a change in the school curriculum, which can take a long time and involve different actors. For example, to make a change in the school curriculum in an HEI, they came to participate more of 500 academics who received a total of 48 intensive workshops; the members of the curricular evaluation and follow-up commissions participated; the members of the academies and; academic unit councils. However, the investigation also showed that the teaching council and the management and administrative staff of the different areas of the vice-rector for teaching made the most important decisions (Vázquez, JJ, Valenzuela, Gloria and,Flores, A., 2010).

METHOD

The method used included participant observation and documentary analysis.

Participant observation involves knowing the point of view of the native (Geertz, 1994), that is, the point of view of the Commission participants. To achieve this objective, it is not necessary to place oneself in the spirit of the informants, but rather to decipher what they believe they are. Only the participants know the answer. A constant balance is required between the most local of the local detail and the most global of the global structure and its subsequent explanation. This balance can be synthesized in a poorly integrated common sense cultural system characterized by five elements: 1) naturalness and obviousness about things; 2) the "practicality" that refers to cunning and that alludes to the sensible of people; 3) the transparency of things through their simplicity or literal description; 4) the non-systematicity that refers to the fact that common sense is shameless and used in specific situations, through proverbs, anecdotes, etc. and; 5) accessibility, which is simply the assumption that anyone with reasonably intact faculties can reach common sense conclusions.

On the other hand, the official documents of the institution and those generated by the same Commission were analyzed. Among the official documents of the institution are: Guide lines to Guide the Reform Process of Graduate Educational Programs (LOPRPEP); the UANL Graduate Academic Model, the Student Manual of FTSYDH Postgraduate Program, the FTSYDH Postgraduate Regulations, and the Academic Program of the Master's Degree in Social Work with Orientation in Social Projects of the UANL, 2012. The documents generated by the Commission were the minutes prepared at each meeting, in the which describe the activities carried out, as well as the final proposal for the adequacy of the Study Program of the Master's Degree in Social Work with Orientation in Social Projects.

RESULTS

At the end of September 2012, the Commission was made up of two full-time research professors attached to the Postgraduate Studies Sub directorate of the FTSYDH. Said Commission had been in session some time ago following the LOPRPEP. At that time they were writing the final version of the study program. The Commission began to draft and amend the specific powers of the programme. By modifying the number of specific competences of the program, it was also required to change the table of congruence of learning units with the general and specific competences, as well as the table of relation of learning units with mastery levels of the specific competences, such as it is established by the LOPRPEP.

For the month of October of the same year, the Commission was made up of four members who made collegiate decisions regarding the feasibility of students taking the zero semester, a preparatory course and, if carrying distance learning units for students to develop their computer skills. Such issues were sore points. The zero semester included the elaboration of a preliminary research project that the student will develop during his master's studies. While the Master of Social Work with a Science Orientation had it, the Master of Social Work with a Social Projects Orientation did not. It had been considered to replace the zero semester with a propaedeutic course that would imply less time with the same objective of preparing a preliminary research project. In the end, the Commission decided not to include these options because the master's degree had worked without these elements because it responded to another dynamic with other objectives. On the contrary,

Another topic that the Commission dealt with was the curricular flexibility to complete the study program in a minimum and maximum period of studies. Despite the fact that there were several proposals for its viability, such as the modular units taught in a period of approximately three months; or the online subjects which can be taken simultaneously to the study program, it was considered that the FTSYDH did not have the necessary resources for its corresponding implementation. It was decided to maintain that the minimum time to complete the study program was two years.

The Commission also required the participation of Rector's staff to complete the table "Specific competencies and level of mastery to which the learning unit is linked" because the LOPRPEP do not specify its complete completion, in addition to other doubts that had accumulated. The Rectory staff recommended that each Master's Committee be responsible for independently developing its study program and; that the credits in the elective learning units that are shared by both study programs (master's degree in social work with a science orientation and in social projects) must be identical.

Another government body that participated in managing the adaptation of the program was the Master's Committee in Social Work with Social Projects Orientation, which reviewed the final document and recommended: update and review the collaboration agreements that the FTSYDH graduate program has with other national and international institutions; analyze in the future the feasibility of regulating Social Projects that require their corresponding intervention in practice, as a final document to obtain the master's degree and; plan curricular trajectories that coincide with the times, academic spaces and learning units of the Master of Science programs with orientation in Social Work and with the Doctoral Program in Philosophy with Orientation in Social Work and Comparative Policies of Social Welfare.

The last management to complete the

adaptation of the program was lead the workshop addressed to the professors of both master's programs to fill out the format for the elaboration of the synthetic program, corresponding to the learning units designated to each professor by the Postgraduate Sub directorate. In this management, the Director of the FTSYDH participated, who asked the teachers for their collaboration to carry out the adaptation of the program.

The Commission was in charge of reviewing the elaboration of the synthetic programs by learning unit based on a rubric elaborated by the same Committee. The synthetic programs were classified into four categories: "Approved without corrections"; "Approved with minimal corrections"; "Approved with minor corrections" and, "Not approved. Major corrections are required." In the event that a synthetic program was classified as "Passed without corrections" or "Passed with minimal corrections", the same teacher was asked to make the respective corrections.

Finally, the Board of Directors of the FTSYDH approved the proposal for updating (adaptation) of the educational program: master's degree in social work with orientation in social projects on November 21, 2012.

CONCLUSIONS

The strongest interaction that the Commission had was with two governing bodies: the Postgraduate Sub directorate directly, and indirectly with the Master's Committee.

Direct interaction occurred every time a meeting of the Commission ended, which prepared the minutes that summarized the activities and agreements reached by the Commission and delivered to the Postgraduate Branch. In this interaction, in addition to reporting the progress made by the Commission, recommendations or clarifications of doubts were also received from the Postgraduate Department.

The interaction with the Master's Committee was indirect because each time an adequacy issue was discussed, such as the delivery of distance learning units, curricular flexibility or the number of credits or competencies of each learning unit It was thought whether the Master's Commission would accept it or reject it. The decisions made by the members of the Commission considered the opinion and position that the members of the Master's Commission had assumed at other times. A proposal was prepared that met the objectives to achieve the adequacy of the program and, at the same time, was accepted by the members of the Master's Commission.

The integration of new members to the Committee made it possible to develop more alternatives and make better decisions. Each member of the Commission had previous experience in curricular design, which made it possible to make proposals that responded to the needs of the program.

When the participation of high-ranking government bodies was required, such as the staff of the Rector's Office and the Directorate of the FTSYDH, it was due, in the first case, to clarify doubts or, rather, to make decisions that compromised the different actors to meet the objectives of the Commission.

Finally, the participation of the Directorate of the FTSYDH, it prevented other government bodies or other actors from altering or diverting the work that the Commission had been doing.

REFERENCES

Acosta, Adrián -coord- (2006), Power, Governance and Institutional Change in Public Universities in Mexico 1990-2000, University of Guadalajara, Mexico.

ANUIES (2011), Statistical Yearbook 2010: School Population and Teaching Staff in Higher Secondary and Higher Education, School Year 2009-2010, Anuies, Mexico.

Arechavala, Ricardo (2001), The Government of Public Universities: Is it possible to understand a chaotic system?, in Higher Education Magazine, Vol. XXX (2), No. 118, Mexico.

Bloom, Benjamin (1973), Taxonomy of the Objectives of Education, New Orientations of Education, 3rd. edition, Argentina.

FTSYDH (2012), Graduate Student Manual, FTSYDH-UANL, Mexico.

FTSYDH (2013), Proposal for Updating (Adequacy) of the Educational Program: Master's Degree in Social Work with Orientation in Social Projects, FTSYDH-UANL, Mexico.

Geertz, C. (1994). Local knowledge. Barcelona: Paidos.

Glazman, NR (1994), "Current Situation of Public Universities. Profile of the Graduate and Curriculum", in Garrido, Ma. Del Refugio (Ed.), The Evaluation of the Curriculum in the Context of the Public University, UANL, Monterrey, Mexico.

López Zarate, Romualdo (2003), Forms of Government and Institutional Governance: Comparative Analysis of Six Higher Education Institutions, ANUIES, Mexico.

Martínez Padilla Carlos (2011), "Governance in Polytechnic Universities (UUPP). The Management of the Competency-Based Education Model (MEBC)", Thesis presented to obtain the title of Doctor of Research in Social Sciences with a specialization in Sociology, Flacso, Mexico.

Plazola, María Del Refugio (2010), "Curricular Design in Pedagogy: Tensions at the Beginning of the Change Process", in a paper presented at the X National Congress of Educational Research, COMIE, Mexico.

Santillán, V., Ortiz, A. and Arcos, JL (2010), "Power in Curricular Design: The Case of the Faculty of Human Sciences", in a Paper presented at the X National Congress of Educational Research, COMIE, Mexico.

Taba, Hilda (1974), Development of the Curriculum, Troquel, Buenos Aires.

Tyler, Ralph W. (1979), Basic Principles of the Curriculum, Die, 3rd. edition, Buenos Aires.

Vázquez, JJ, Valenzuela, Gloria and, Flores, A. (2010), "The Curriculum Update Process at the Meritorious Autonomous University of Puebla", in a paper presented at the X National Congress of Educational Research, COMIE, Mexico