

UNIVERSITY OF GUADALAJARA



TRADITION, EDUCATION, ACHIEVEMENT





UNIVERSITY OF GUADALAJARA



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Cover image  
Front View of The Rectoría General Building and  
The Administrative Building

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"The Five Phases of Man." Painting by José Clemente Orozco on the ceiling of the Enrique Díaz de León Hall.



Cultural and Administrative Building of the University of Guadalajara.



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# Intro duction

At the beginning of a new millennium, the University of Guadalajara is a vigorous community, heir to an educational tradition forged along more than two centuries. To its University Centers located in the Metropolitan Area of Guadalajara and eight regions of Jalisco 221,656 students come every day to study in the 452 vocational, high school, undergraduate and graduate academic programs the University offers.

Our faculty is renowned as one of the most important in Mexico. The University of Guadalajara is a fundamental institution for the formation of high quality human resources and the production of scientific and technological knowledge that support the development of Jalisco. The cultural life and artistic wealth of the western region of Mexico could not be accounted for without the pioneering and unique contribution of the University of Guadalajara.

The purpose of this document is to familiarize the reader with our alma mater, its history, the plans for its development, its vision towards the future, its structure and organization, and some of the main achievements of its university centers and academic communities. Let it be a first approach, brief but to the point, that conveys most of all the principles and values that nourish the day-to-day activities of our students, our faculty, and our administrative staff.

Let it also be an introduction to what we are and what we can become: a higher education institution that makes a crucial contribution to a better Jalisco, better educated, more cultivated, more organized and with a more virtuous civic life, with a stronger economy and a more democratic society, open to the accomplishments of knowledge here and in the rest of the world.

**Dr. Marco Antonio Cortés Guardado**  
Rector General





Incunabula from the Jalisco State Public Library.



Inauguration of the University of Guadalajara by Lic. José Guadalupe Zuno Hernández (center), October 12 1925.



# Brief history

The history of our university began in the Colonial period of the Western region of our country.

With the antecedent of de St. Thomas College, founded in 1591 by the Jesuits –who would be expelled from all the Spanish dominions in 1767– Fray Antonio Alcalde y Barriga, Bishop of Nueva Galicia, begged leave from King Carlos IV of Spain to create a university similar to that in Salamanca, and was authorized in 1791 to inaugurate solemnly the Real y Literaria Universidad de Guadalajara, with Lectures in Medicine and Law.

From 1826 to 1860, as a consequence of the constant conflict between conservative and liberal governments in the young Mexican Republic, the University was closed and reopened several times, and renamed “Instituto de Ciencias del Estado” or “Universidad de Guadalajara” depending on which side was in power.

The Escuela Preparatoria de Jalisco, the first high school in the state, was created in 1914, and in 1925 the foundation of the University of Guadalajara was acknowledged and its first Governing Laws (Ley Orgánica) were passed, thanks to the work of Governor José Guadalupe Zuno Hernández and Lic. Enrique Díaz de León, its first Rector General.

During the 1980s the University of Guadalajara asserted its vocation as a nationalist and democratic higher education institution for the people of Jalisco. In 1989, during the Rectorship of Lic. Raúl Padilla López, a comprehensive process of university reform began which updated the academic models and culminated in a restructuring of schools and colleges into subject-specific and regional campuses known as University Centers, creating a University Network that now covers the whole state of Jalisco and integrating all its high schools into a High School Education System (Sistema de Educación Media Superior).

The Virtual University System (Sistema de Universidad Virtual), created in 2005, has been the latest addition to what is now the University of Guadalajara’s University Network.



# INSTITUTIONAL MASTER PLAN

## Institutional policies

- To work as a collaborative or subsidiary network for the advancement of its core functions, promoting integration and interaction between middle and higher education.
- To encourage the balanced development of all the entities within the University Network in order to meet the educational needs of every region of the state of Jalisco in their various modes.
- To foster a culture of innovation and quality in every task, promoting the internationalization of all the university activities.
- To promote a greater commitment to society and the environment, equality, sustainable development, and environmental awareness in the practice of every activity in the university.
- To strive for financial sustainability, optimizing the use of all resources in every entity of the University Network.

## Mission

The University of Guadalajara is the autonomous and public University Network of the State of Jalisco, with an international vocation and a commitment to society, that meets the state's needs for middle and higher education, as well as scientific and technological research and extension, to make a significant contribution to a sustainable and inclusive development of its society, respecting its cultural diversity and honoring the principles of social justice, democratic coexistence, and prosperity for all.

## Vision 2030

The University of Guadalajara is an inclusive, flexible, and dynamic University Network, renowned in Mexico and abroad as a leader in the transformation of society through innovative means of social development and dissemination of knowledge.

## Strategic lines of action

### 1. Education and teaching

It is a valuable mean for the university to achieve the goal of responding to the needs of society by improving its curricula. This endeavor includes activities focused on teaching, extension and liaison that provide valuable tools for creating strong bonds with society.

### 2. Research

Defines the University as a generator and reproducer of knowledge through an innovative educational approach focused on the student and centered on learning, supported both by the best teaching techniques and most up-to-date information and communication technology, with high quality, mobility, and flexibility, and by collaborative and collegiate work.

### 3. Extension and Linkage

Are valuable means for the University to respond to the needs of society and the market, to address and to solve the problems raised by the current environment by supporting the dissemination of science, culture, and sports programs and their potential for human and social development. Through its extension programs the University fulfills the goals, the tasks, and the demands it has committed itself to meet.

### 4. Management and Governance

Management guarantees the sustainability of the University Network, the administration, handling, custody, and application of income, expenses and funds available, following the fiscal, statutory, and administrative guidelines applicable to support its programs. Institutional governance updates, applies and assures the compliance of rules, norms and legal regulations, by carrying out the University's tasks through democratic participation.





Photography: Council of Rectors Members 2010-2013

## Structure

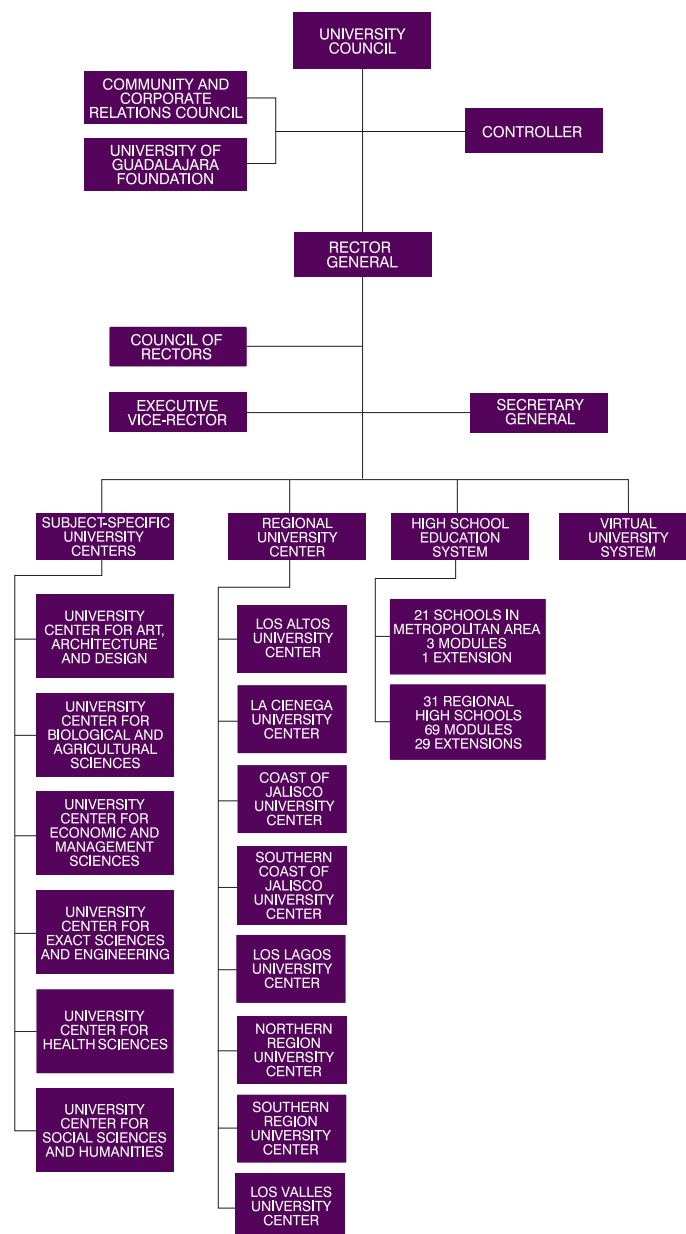
To achieve its goals, the University of Guadalajara has been organized into a University Network consisting of a General Administration which coordinates and represents the whole University Network, six Subject-Specific University Centers located in the metropolitan area of Guadalajara, and eight Regional University Centers located in the cities that have become hubs of development in different regions of Jalisco. These fourteen University Centers meet the needs for higher education, carry out scientific and technological research, and provide services addressed to specific social requirements.

To this must be added the different technical and undergraduate programs and the services offered by the Virtual University System (SUV–Sistema de Universidad Virtual).

The demand for high school programs is met through the high school and technical schools strategically located throughout the state of Jalisco, which comprise the High School System (SEMS – Sistema de Enseñanza Media Superior) of the University of Guadalajara.

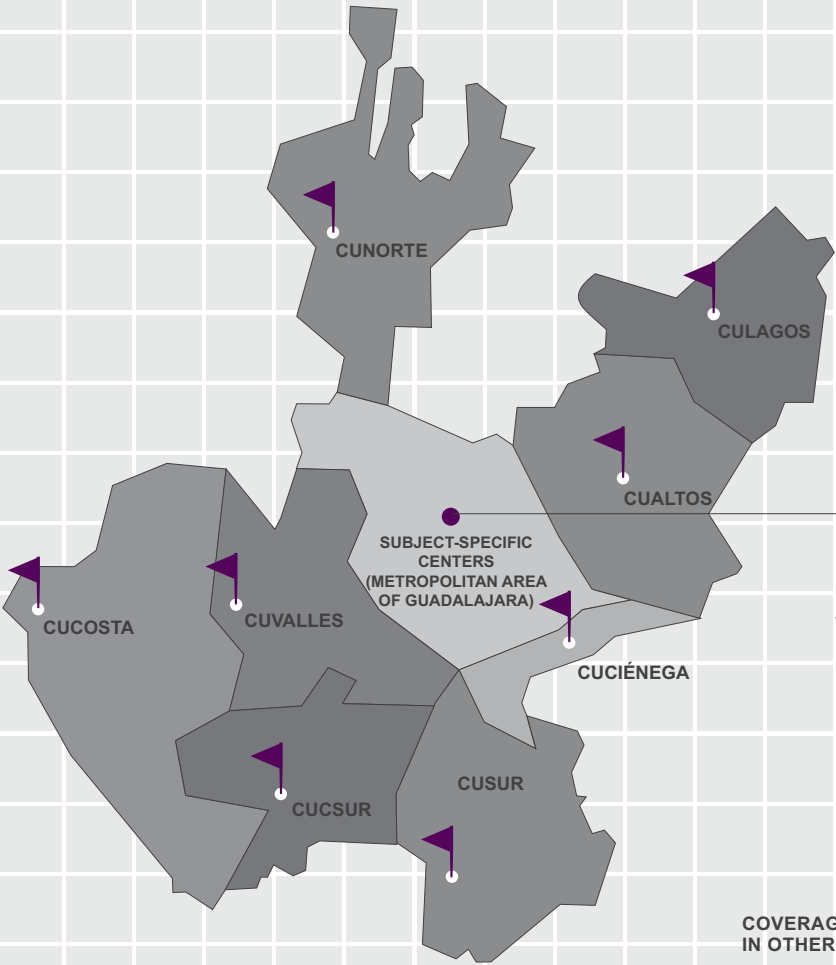
Supporting students and scholars in the University Network are 164 libraries throughout the University Center, the SUV, and the High School System, as well as three public libraries: the “Octavio Paz” Iberoamerican Library, the “Juan José Arreola” Public Library of the State of Jalisco, and the “Benjamin Franklin” Library.

## Organizational chart

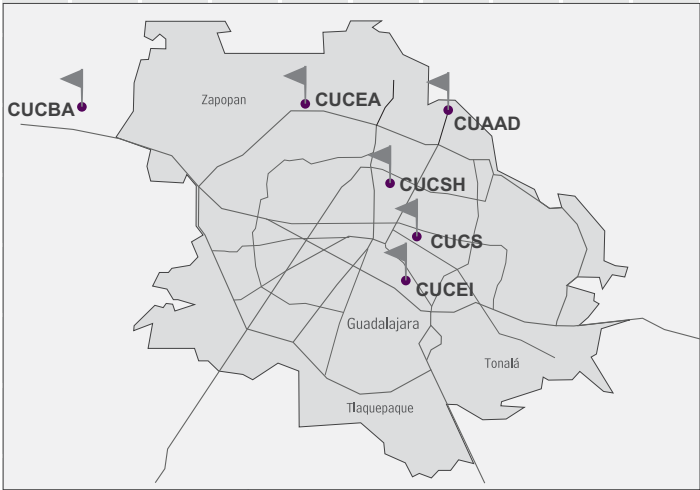


# University of Guadalajara Educational Offer

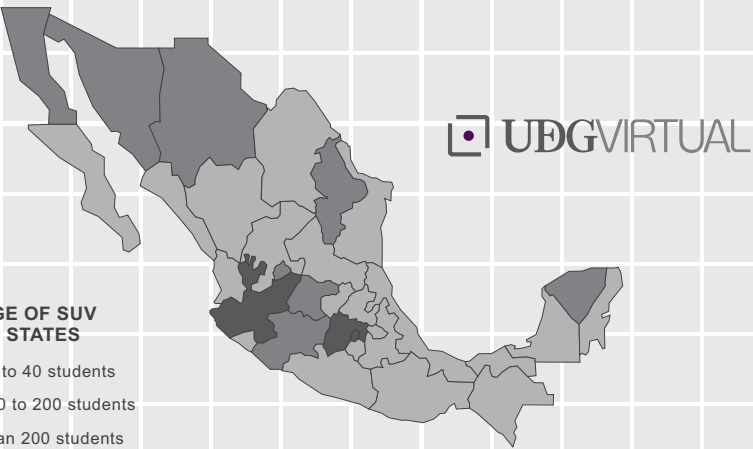
## COVERAGE IN JALISCO



## COVERAGE IN THE METROPOLITAN AREA OF GUADALAJARA







## COVERAGE OF THE VIRTUAL UNIVERSITY SYSTEM IN MEXICO

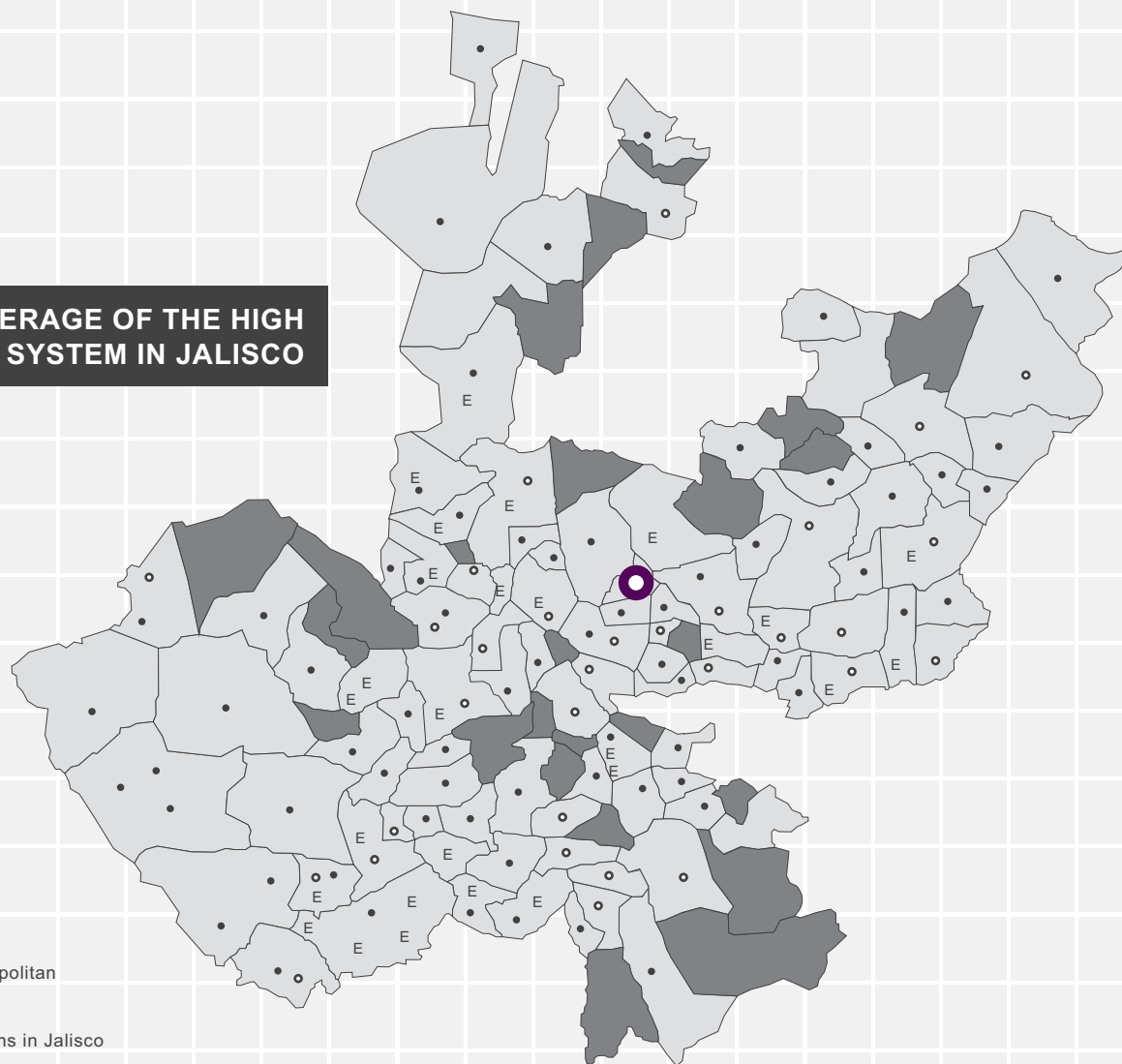


### COVERAGE OF SUV IN OTHER STATES

- From 1 to 40 students
- From 40 to 200 students
- More than 200 students

## COVERAGE OF THE HIGH SCHOOL SYSTEM IN JALISCO

-  21 schools in the Metropolitan Area of Guadalajara
-  31 schools in other towns in Jalisco
-  3 modules in the Metropolitan Area of Guadalajara  
69 modules in other areas of Jalisco
-  1 extension in the Metropolitan Area of Guadalajara  
29 extensions in other areas of Jalisco





cuaad    cucba    cucea    cucei    cucs    cucsh









## University Center for the Arts, Architecture, and Design

The CUAAD is comprised of three campuses located in the metropolitan area of Guadalajara. One of them is a complex of modern buildings framed by the spectacular setting of the Huentitán Canyon, and the other two in two beautiful colonial buildings in the historical downtown area: the former Cloisters of San Agustín and Santa Clara. María de Gracia/Clara.

It is comprised of three Divisions: Design and Projects, Technology and Processes, and Arts and Humanities.

Its twelve Departments are Theater Arts, Visual Arts, Sound and Image, Music, Production and Development, Architectural Projects, Communications Projects, Design Projects, Urban Planning Projects, Representational Techniques, Techniques and Construction, and Theories and History.

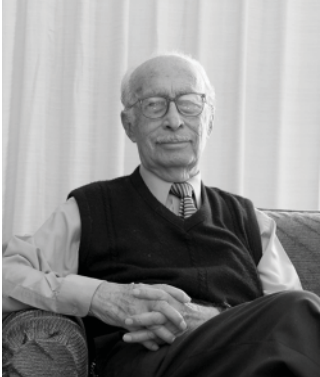
The CUAAD offers 32 programs: 1 basic program, 3 vocational programs, 1 associate degree programs, 12 Bachelor's programs, 5 updating degree, 9 Master's and a Ph.D. program.

The total student population of CUAAD is 6,767, with 734 in the vocational programs, 5,825 in the Bachelor's degree, 179 in the Master's degree programs, and 29 in the Ph.D. program.

CUAAD's faculty consists of 588 teachers, of whom 206 are full-time teachers, 48 are full-time research professors, and one is a part-time researcher. 23 of these professors belong to Mexico's National Research Network (SNI).

To support its academic activities, CUAAD has four libraries, with 45,890 titles (67,975 volumes) and 1,367 computer terminals.





I was a student at Preparatoria de Jalisco, which was then the only high school in Guadalajara, and it was there where I became interested in becoming an architect. I was fortunate to have the support of PhD. Luis Farah, and I was enrolled as a student of Architecture in the University of Guadalajara.

The University of Guadalajara was the third in Mexico to include Architecture in the majors it offered. I began to work as an assistant teacher in subjects related to descriptive geometry, as well as theoretical subjects and specializations. The National Autonomous University of Mexico (UNAM) had a longer history teaching Architecture, but our school was as good or better, and many people from other places came here to study.

Most of my education took place at the University of Guadalajara. I also studied a graduate degree at UNAM, besides, I attended a comprehensive course on Regional Planning. I have always been interested in Urban Planning, because a city is everyone's home.

As a teacher or research professor you are in contact with future architects, who find in the University a structure of opportunities, achieved through its history and the work of its Rectors.

I would like to underscore three factors that usually go together in education: the scientific/technological one, the cultural/humanistic one, and the artistic one. That sums it up.

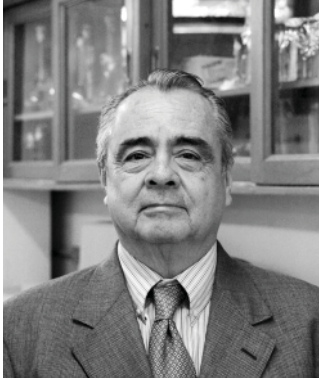
I think that our University is a pride for our country, especially after it was decentralized. Now it has a presence in every corner of Jalisco and even in Los Angeles, California. I believe that its organization in University Centers has made our University the example to follow in Mexico, and the first one to be conceived of as a University Network. I am proud to be a member of this university, and I will be until the end of my life.

Definitely, the University Center for the Arts, Architecture, and Design (CUAAD) offers world-quality training in architecture, industrial design, and graphic design, as well as fine training in Arts and Music. The Major in Architecture, in particular, it is one of the top five in Mexico, among over 120 schools.

The University of Guadalajara is also doing a great job disseminating culture through the Telmex Auditorium, the International Book Fair, the Julio Cortázar Lectures, and the Guadalajara Film Festival.

Degree programs offered

Basic	Basic Program in Music.
Vocational	Visual Arts (Painting, Scilpture, Photography, Drawing for Advertising), Performing Arts (Acting and Dance), Music.
Associate Degree	Music.
Bachelor's Degree	Design (Interior Design and Landscaping, Industrial Design, Graphic Design, Fashion Design), Audiovisual Arts, Arquitecture, Urban Planning and Environment; Performing Arts (Dance), Performing Arts (Theater), Visual Arts (Plastic Expression, Photography), Music (Instrument Interpreter, Singing, Chorus Direction, Music Teaching, Composing), Updating Course for the Bachelor's degree in Visual Arts (Plastic Expression, Graphic Communication), Updating Course for the Bachelor's degree in Performing Arts (Dance, Theater), Updating Course for the Bachelor's degree in Music.
Master	Graphic Expression and Processes in Architectural Projects, Architectural Sciences, Musical Sciences, (Ethnomusicology), Design and Development of New Products, Ergonomics (with Majors in Work Ergonomics and Design Ergonomics), Studies in Cinematography, Management and Cultural Development, Urban Planning and Development, Education and Expression for the Arts.
PhD	City, Territory and Sustainability.



## UdeG Thinks

Dr. Eulogio Pimienta Barrios

I am an agronomist. I studied at the University of Guadalajara, and focused on vegetable species of economic importance native to Mexico, such as agave, the prickly pear cactus known in Mexico as nopal, and pitayo cactus, as well as on learning more on the cultivation of other native species.

I studied a Master degree at the University of Chapingo, thanks to scholarships from Mexico's Association of Universities and Higher Education Institutions (ANUIES) and the National Council for Science and Technology (CONACyT). I was then offered a position as a teacher in that University; I was one of the first [Agronomy] teachers who had not graduated from

there. I specialized in the physiology of fruit trees in Israel, and then I obtained a Ph.D. in vegetable physiology at the University of California. Currently I am a member of SNI.

It was exciting to contribute to the prickly pear boom. That was when I began to do research and dissemination. In 1990 I was invited to visit plantations of prickly pear in Sicily, but before that I attended a meeting of the United Nations' Food and Agricultural Organization (FAO) about nopal and its ecologic and economic importance. That meeting was a very succesful because not much was known about the many uses of nopal. After that, the FAO started a very successful project around the world, and an international cooperation network to study nopal was created at the University of Guadalajara under the auspices of the United Nations.

With the support of the University of Guadalajara and the U. N., I traveled around the world promoting the cultivation of nopal, with great success. The University of Guadalajara gave me the freedom to do it, and I found no restriction to my academic work.

In recent years I have conducted joint research with scientists from the University of California; we have published 15 articles so far.

The University of Guadalajara is a leading university in Mexico and the world. It is training students who will shape the future, and its new majors are more multi-disciplinary.

At CUCBA we encourage and support our students to do graduate studies in other countries. More favorable conditions must be created for students; we must be aware of the fact that a university is the only real option to fight poverty. If public universities disappear, poverty will only increase.

## Degree programs offered

<b>Associate Degree</b>	Urban Pest Control and Green Areas Management, Natural Resource Management.
<b>Bachelor's Degree</b>	Biology; Veterinary Medicine and Animal Husbandry, Food Production Science, Agricultural Business, Agronomic Engineering.
<b>Specialization</b>	Agricultural Business.
<b>Master</b>	Behavioral Science (Behavior Analysis, Neuroscience), Inter-institutional Master's Degree on Animal Management Sciences, Agricultural Business, Environmental Health Science, Environmental Education, Bio-systems Science, Agricultural and Natural Resource Management.
<b>PhD</b>	Behavioral Science (Behavior Analysis, Neuroscience), Bio-systems Science (Ecology, Agricultural and Natural Resource Management), Eco-Physiology and Genetic Resource Science.



## University Center for Biological and Agricultural Sciences

This center is comprised by three Divisions: the Biological and Environmental Science Division, which includes the departments of Molecular and Cell Biology, Botany and Zoology, Environmental Science, and Applied Ecology; the Veterinary Science Division, comprised of the Departments of Veterinary Medicine, Animal Production, and Public Health, and the Agricultural Science Division, with the departments of Sustainable Rural Development, Agricultural Production, and Forestry.

The CUCBA offers 19 programs: 1 specialization, 2 associate degree programs, 5 Bachelor's degree, 7 Master's and 4 Ph.D. programs.

The student population totals 3,755 students, of whom 3,636 are in the Bachelor's degree programs, 77 in the Master's degree programs, and 42 in the Ph.D. programs.

There are 506 teachers, 353 of whom are full-time teachers. 208 of the teachers are full-time research professors and two are part-time research professors. 78 professors belong to the SNI.

The CUCBA also houses seven research centers: Clinical Veterinary Science, Animal Pathology, Sustainable Rural Development, Physical Environment Studies, Studies and Research in Behavioral Sciences, Plant Parasitology, and Agricultural Production Systems.

The Institutes of Environment and Human Communities, Neurosciences, Cell Physiology, Neurobiology, Molecular Genetics, Limnology, Management and Use of Phylogenetic Resources, Seed Science and Technology, and Botany, are also at the CUCBA.

The CUCBA has four libraries, with 28,691 titles (55,123 volumes), and 1,922 computer terminals to support the work of its teachers and students.





## University Center for Economic and Administrative Sciences

The CUCEA comprises three Divisions: Economics and Society, Business Management, and Accounting, which are in turn comprised of fourteen Departments: Management, Auditing, Social and Legal Sciences, Accounting, Economics, Regional Studies, Finance, Taxes, Marketing and International Business, Quantitative Methods, Human Resources, Information Systems, and Tourism, and Recreation and Services.

The CUCEA offers 27 programs, of which 2 are associate degree programs, 11 Bachelor's, 12 Master's degree and 2 Ph.D. programs.

It serves a student population of 16,028 students: 15,033 in the Bachelor's degree, 950 in the Master's degree and 45 in the Ph.D. programs.

The center's faculty totals 851 teachers, of whom 429 are full-time teachers, 134 full-time research professors, and 3 part-time research professors. 48 of them belong to the SNI.

The CUCEA features 10 Research Centers on Dynamics of Small and Middle-Sized Enterprises, Organizations, Networks and Innovation Systems, Industrial Policies on Science and Technology, Human Talent and Enterprising Leadership, Quality and Innovation in Higher Education, Strategies, Quality and Sustainable Development, International Business, Competitiveness, Knowledge Management and Technological Innovation, Gender and Labor Markets, and Gender and Policies.

The center has a library (Center of Information Resources) with 55,732 titles and 125,957 volumes, as well as 4,103 computers to support the work of teachers and students, both indoors and outdoors, in its "cyber-garden."



My professional career has taken place mostly at the University of Guadalajara, where I began as a student and in the last two semesters of my major taught classes and did research. Thanks to the University of Guadalajara and the National Council for Science and Technology (Conacyt), I was able to study a Master's degree at the London School of Economics and a Ph.D. at Cornell University in New York.

The University of Guadalajara was the institution that allowed me to be a research professor. I have also worked in the University as founding Director or Head of the Institute for Economic and Regional Studies, and then as the Director of the Division of Economics and Society, as well as Rector of the University Center for Economic and Administrative Sciences (CUCEA).

Thanks to my experience as a professor I was able to collaborate in the process of University Reform which led to the University Network we have today, structured around Departments and academic credits. More recently, the CUCEA has been concerned with offering innovative majors such as Governmental Administration and Environmental Management and Economics, with the goal of training professionals able to make decisions on public affairs and solve problems related with the environment or the use of resources.

I am convinced that the CUCEA offers every facility for its students to achieve success in their studies and professional career. At CUCEA they will find a place where they can choose from a wide variety of programs and select the courses and teachers that better suit their interests. The credits system will allow them to determine the pace of their studies, and to interact with students of other majors.

The CUCEA has the best Center of Information Sources in management and economics in western Mexico. All of its venues have internet access, and portable computers are available for borrowing, among many other advantages. It is also important to mention that the University of Guadalajara is the most active university in research and extension in this region of our country.

Degree programs offered

Associate Degree	Telecommunications Networks, Hotel Management.
Bachelor's Degree	Management, Accounting, Economics, Marketing, International Business, Human Resources, Information Systems, Tourism, Government Administration and Local Public Policies, Financial and Systems Management, Environmental Management and Economics.
Master	Economics, Local Government Public Policies, Higher Education Management and Policies, Business and Economic Studies, Information Technologies, International Economic Relations and Cooperation, fiscal Analysis, Comprehensive Auditing, Marketing Direction, Business Finances, Business Administration, Learning Technologies.
PhD	Economic-Administrative Science, Information Technologies.



## UdeG Thinks

Dr. Jorge Emilio Puig Arévalo

I finished high school at Preparatoria 2 in 1966 and a Bachelor's degree in Chemical Engineering in 1973, both at the University of Guadalajara. In 1976 I obtained a Ph.D. from the University of Minnesota in Chemical Engineering and Science of Materials, which at that time was the leading one in the world and it is still one of the five best today.

In 1982 I joined the Mexican Institute of Petroleum in a post-doctoral position. In 1983 I began teaching at the Chemical Science School of the University of Guadalajara, and in 1989 I started teaching at Preparatoria 4 high school.

My academic career has taken place at this university. I have been a teacher here for 37 years, and I have conducted most of my research here too. I have had all the support of the institution, especially the Rectors of CUCEI.

I believe that the programs offered and the research conducted at CUCEI are very attractive. The University of Guadalajara is the national leader in the number of programs accredited by the Council for the Accreditation of Teaching in Engineering (CACEI). Several of our graduate programs are included in the National Registry of Graduate Studies of Excellence (PNPC), we have made significant improvements in our facilities, and we have access to electronic publications.

In the area of chemical engineering we are the leading school in Mexico, largely because we have encouraged its development and the incorporation of new teachers, some of them from other countries, who have strengthened this department significantly.

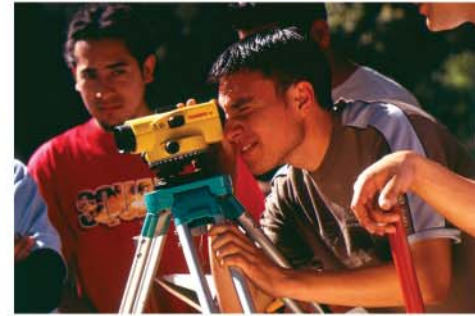
Our Bachelor's degree and graduate alumni have had distinguished careers that have been recognized by other higher education institutions, such as Tecnológico de Monterrey, as well as Mexican and international companies.

It is also worth mentioning the efforts made to obtain funds from the National Council for Science and Technology (CONACyT), as well as the links established with the industrial sector. Teachers at the University of Guadalajara feel a great attachment to our university. A teacher who starts teaching here usually stays here, because they know they will have the full support of the University for quality work based on solid data.

## Degree programs offered

<b>Associate Degree</b>	Quality Systems, Tool Systems; Meteorology, Plastics Injection Technologies, Computer Networks, Computer Science, Electronics.
<b>Bachelor's Degree</b>	Engineering (Communications and Electronics, Civil Engineering, Computer Engineering, Topographic, Mechanical-Electrical, Chemical, Industrial, Biomedical), Chemistry, Pharmaco-Biological Chemistry Mathematics, Information Science, Physics.
<b>Specialization</b>	Appraisal.
<b>Master</b>	Science (Hydrometeorology, Microbiology and Food Safety, Physics, Chemical Engineering, Chemistry, Biotechnological Processes, Forestry Products, Electrical Engineering, Electronic and Computer Engineering, Materials), Teaching of Mathematics.
<b>Doctorado</b>	Science (Physics, Chemical Engineering, Biotechnological Processes).





## University Center for Exact Sciences and Engineering

This center comprises three Divisions: Basic Science, Electronics and Computing, and Engineering.

Its twelve Departments are Computer Sciences, Electronics, Pharmaceutical-Biological Sciences, Physics, Civil Engineering and Topography, Project Engineering, Industrial Engineering, Mechanical-Electrical Engineering, Chemical Engineering, Wood, Cellulose and Paper, Mathematics, and Chemistry.

The CUCEI offers 36 degree programs, of which 7 are associate degree programs, 13 Bachelor's, 11 Master's, four Ph.D. programs, and one specialization.

It has a student population of 11,917 students: one in the associate degree programs, 11,652 in the Bachelor's degree, 211 in the Master's and 51 in the Ph.D. programs.

It has 974 teachers, of whom 516 are full-time teachers, 236 full-time research professors, 131 belong to the SNI.

There are several research centers at CUCEI: The centers devoted to advanced study and applied research within the CUCEI include the Center for Earth Science Studies and the Institutes of Astronomy and Meteorology, Seismic Engineering, and Wood, Cellulose and Paper.

CUCEI has four libraries, with 37,771 titles and 101,361 volumes, and more than 4,228 computers to support the activities of its teachers and students.



## University Center for Health Science

This center is distributed in three locations in Guadalajara: one is a modern complex located next to the “Dr. Juan I. Menchaca” New Civil Hospital of Guadalajara; another one is the complex which includes the Old School of Medicine at the “Fray Antonio Alcalde” Civil Hospital of Guadalajara and the Belén Cemetery, and a third one is at the sports complex next to the CUCEI.

The CUCS is organized into three Divisions: Basic Disciplines, Clinical Disciplines, and Disciplines for the Development, Promotion and Preservation of Health, which are in turn comprised of 19 Departments: Morphology, Physiology, Molecular Biology and Genomic Medicine, Pathology, Social Sciences, Philosophical, Methodological and Instrumental Disciplines, Neurosciences, Basic Psychology, Medical Clinics, Surgical Clinics, Human Reproduction and Child Growth Clinics, Mental Health Clinics, Dentistry Clinics, Applied Clinical Nursing, Public Health, Applied Psychology, Human Motion, Education, Sports, Recreation and Dance Sciences, Nursing for the Care, Development and Prevention of Community Health, and Dentistry for the Preservation of Health.

It offers 99 programs: 9 post-basic, 2 Technician degrees, 4 associate degree, 6 Bachelor's, one updating, 58 specializations, 11 Master's degrees and 8 Ph. D.s.

Its total student population is 13,471 students: 1,207 in the vocational programs, 655 in the associate degree programs, 2,012 in the specializations, 9,068 in the Bachelor's degree programs, 258 in the Master's degree programs, and 271 in the Ph. D. programs.

The CUCS faculty numbers are 1,580 teachers, 470 of which are full-time teachers, 225 full-time research professors, and 9 part-time research professors, 105 of whom belong to the SNI.

Research at CUCS is aimed at studying and solving the most important threats to health in our society through fourteen Institutes, ten Research Centers, and a substantial number of laboratories, all of them conducting high quality research.

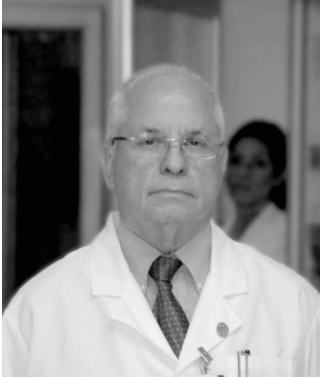
The CUCS maintains solid links with the Civil Hospital of Guadalajara, the Mexican Institute of Social Security (IMSS), and Mexico's Ministry of Health, among others.

More than 300 publications registered at the Science Citation Index (SCI) have been made from research work done at the CUCS. Many of them have won awards in Mexico and abroad.

The CUCS has made collaboration agreements with the University of California at Stanford, the United States National Cancer Institute, the University of Wisconsin, Emory University, the University of Montreal, the University of Toronto, the University of Liverpool, the University of Kyoto, the Pompeu Fabra University, the University of Barcelona, the Complutense University of Madrid, the University of the Andes, and the Federal University of Ceará, among others.

Our Teaching-Healthcare Model Unit provides low-cost basic health services, and our Mobile Unit provides free services in areas of extreme poverty. Our clinical laboratories also offer their services at a low cost.

The two libraries in the CUCS house 20,073 titles in 37,732 volumes, as well as 3,549 computers.



We are all equal when we arrive at the University of Guadalajara. I come from a working class background, but the University has offered me an endless horizon of possibilities, removed roadblocks, and helped me stay focused and motivated.

My first contact with the University was when I studied high school at Preparatoria de Jalisco. It was a great discovery for me to listen to experts in every field helping young people to open their minds to new knowledge and to understand its importance. Early on, my *alma mater* became a space for cooperation, discoveries, plans, and projects.

In 1967 I started my studies at the School of Medicine. It was a very exciting moment to enter my vocational field.

After that I studied a specialization and went through an intense and exciting period in my internship in the university hospitals, where I could see up close the university's contribution to the health of so many people. Training at a civil hospital gives a student of Medicine the kind of experience that generates great professionals with real thirst for knowledge.

I think that the people trained at the University of Guadalajara are competitive, and there are now indicators to prove it. The University Center for Health Science (CUCS) counts among its professors many members of the Mexican Research Network, the SNI, and many graduate programs that have won national recognition for their excellent quality. All of this translates into better conditions for the students to learn.

When a student knocks on the door of a university center, it is because that student has had the time to identify his or her vocation. They already know what major they want to study, which means that they have made a comparative analysis and chosen a career. We are working to offer them our leadership in the field.

An indispensable tool for learning today is linkage with the rest of the world. If a student wishes to study some subjects abroad – in Germany, the United States, China, Japan, etc. – the CUCS will help him or her to achieve it and master the language required. A young person who wishes to master two or three foreign languages finds it easier to do so at this stage of life.

Degree programs offered

Post-basic	Nursing (Perfusion, Medical and Surgical Emergency, Geriatric, Nephrology, Piadiatrics, Intensiva Care Nursing, Medical and Surgical, Newborn Critical Care), Management and Teachingin Nursing.
Technician Degree	Nursing (full-time and part-time).
Associate Degree	Dental Prostheses, Radiology and Imaging, Emergencies, Safety in the Workplace and Recue, Nursing.
Bachelor´s Degree	Psychology, Dentidtry and Oral Surgery, Physical Education and Sports, Nutrition, Medicine, Updating on Nursing.
Specialization	Allergies and Clinical Immunology, Anatomic Pathology, Anesthesiology, Pediatric Anesthesiology, Angiology and Vascular Surgery, Cardiology, Surgery (Cardio-thoracic, General, Laparoscopic, Jaw and Face, Oncological, Piadiatric, Plastic and Reconstructive), Coloproctology, Medical and Surgical Dermatology, Endocrinology, Gynecological Endoscopy, Epidemiology ,Gastroenterology, Pediatric Gastroenterology and Nutrition, Medical Genetics, Geriatrics, Gynecology and Obstetrics, Hematology, Pediatric Oncology and Dermatology, Infectious Diseases, Pediatric Infectious Diseases, Medicine (Critical Care, Family, Internal, Forensic, Physical Therapy, Workplace, Integrated, Mother-Fetus), Nephrology, Neonatology, Neueological Surgery, Neurology, Opthamology, Medical Oncology, Orthodontics, Orthopedics, Otolaryngology and Head and Neck Surgery, Clinical Pathology, Medical Pediatrics, Psychiatry, Radiological Oncology, Radiology and Imaging, Medical and Surgical Retina, Rheumatology, Medical and Surgical Emergencies, Urology, Gynecological Urology, Jaw and Face Surgery, Root Canal Surgery, Pediatric Dentistry, Periodontics, Dental Prosthetics, Pediatric Dermatology.
Master	Health Science (Public, of Adolescence and Youth, Workplace), Health Services Management, Psychology, Group Psychoanalytical Therapy, Counseling on Mother´s and Children´s Nutrition, Family Therapy, Adolescence and Young Adulthood Health Science, Workplace Health Science, Gerontology, Clinical Research, Forensic Sciences and Criminology.
PhD	Sciences (Biomedical, Public Health, Molecular Blology in Medicine, Health in the Workplace), Pharmacology, Human Genetics, Clinical Research, Psychology (Inter-Institutional).





## UdeG Thinks

Dr. Jorge Durand Arp-Nisen

I have been a teacher at the University of Guadalajara for 23 years. My research work has addressed migration between Mexico and the United States, and I teach subjects related to that issue.

I studied my Bachelor's degree at Universidad Iberoamericana in Mexico City, then a Master's degree in El Colegio de Michoacán, a Ph.D. at the Université de Toulouse, and post-doctoral work at the University of Pennsylvania. I am a teacher at this university.

I am a research professor, but my workload as a teacher in Bachelor's, Master's and Ph.D. degree programs allows me plenty of time to continue my research work and publish articles and books.

Devoting time to generating knowledge has allowed the University of Guadalajara and its University Center for Social Sciences and Humanities (CUCSH) to earn great recognition in the field of Social Science. Another important feature of our University is academic freedom, which allows us to design our courses, suggest readings, and establish a dialog with our students.

The University of Guadalajara is one of the best alternatives we have in Jalisco nowadays because it has earned a well-deserved prestige, especially in Social Science, Literature, and Political Science, among others. The University is also making a great effort towards internationalization, receiving teachers and research professors from universities in other countries, which is opening doors to knowledge from all over the world. It has also given many of its teachers and professors the opportunity to travel abroad, which has provided many benefits. I have been able to teach at the universities of Chicago, California, Pennsylvania, and Warsaw.

The CUCSH has made great progress in the accreditation of its programs. All of its Bachelor's degree programs have been accredited by external peers. I am a teacher at the Social Sciences Ph.D. program, which has won international recognition and is one of the best in Mexico. I believe that the CUCSH is an excellent alternative for studying, not just a Bachelor's degree or a graduate program.

The University of Guadalajara is continuously working to improve its faculty and supporting its teachers. It gave me the opportunity to earn a Ph.D. and do post-doctoral work, win awards in Mexico and abroad, and become part of prestigious research teams.

## Degree programs offered

<b>Bachelor's Degree</b>	Law, Teaching of French as a Foreign Language, Teaching of English a Foreign Language, International Relations, Political Science and Government, Philosophy, Geography, History, Hispanic Literature, Anthropology, Public Communication, Sociology, Social Work, Updating on Social Work.
<b>Specialization</b>	Teaching of German as a Foreign Language.
<b>Master</b>	Social Sciences, Communication, Local Development and Territory, Law, Teaching of English as a Foreign Language, Mexican Literature Studies, Philosophy Studies, Social Development and Management, Comparative Literature, History of Mexico, Research in Education, Applied Linguistics, Deutsch Teaching of English (single promotion).
<b>PhD</b>	Social Sciences, Education, Literary and Linguistic Studies, Law (Inter-institutional).



## University Center for Social Sciences and Humanities

The CUCSH occupies a beautiful building complex in Guadalajara, a modern unit in the “Los Belenes” university complex in Zapopan, and several smaller buildings located in the metropolitan area of Guadalajara which house centers for specific programs or specialized research.

The CUCSH comprises five Divisions: Cultural Studies, State and Society Studies, Political and Social Studies, Historical and Human Studies, and Law Studies.

These Divisions are comprised of twenty-four Departments: Private Law, Public Law, Social Security Law, Social Development, Law-Related Disciplines, Social Communication Studies, Studies in Education, Iberian and Latin American Studies, International Studies, Political Science Studies, Studies on Social Movements, Socio-Urban Studies, Philosophy, Geography and Territorial Planning, History, Modern Languages, Literature, Sociology, Social Work, Literary Studies, Regional Culture Studies, Studies on Mesoamerica and Mexico, Pacific Basin Studies, and Indigenous Languages Studies.

The center offers 35 degree programs, of which 15 are Bachelor's, one updating, one specialization, 14 are Master's and 4 for Ph.D. programs.

The total student population is 9,748 students: 8,757 in the Bachelor's degree, 15 in the specializations, 901 in the Master's and 75 in the Ph.D. programs.

The faculty at CUCSH totals 1,230 teachers, of whom 708 are full-time teachers, 424 are full-time research professors, and 4 part-time research professors. 153 of them belong to the SNI and one to the SNCA.

The CUCSH also features Research Centers on Gender Studies, Strategic Studies for Development, Studies on Change and Institutions, Urban Studies, Cinematography Studies, and Research into Innovation and Governance.

It has fifteen libraries, with 142,245 titles and 187,574 volumes, and 2,816 computers to support the activities of its students and faculty.

# PROGRAMS AND PROJECTS

## SUBJECT-SPECIFIC UNIVERSITY CENTERS

### CUAAD

**Polo i+d (Hub for Innovation and Design).** This project maintains close links with the productive and social sectors, using human and infrastructure resources in a rational way to generate new proposals in industrial design, graphic design, interior design, urban design, and architectural design.

**Direction of Audiovisual Production.** Disseminates culture and the arts through films, television programs and videos, providing services of film production, post-production, and equipment rental.

### CUCBA

**Rancho La Cofradía.** Besides being one of Latin America's pioneering research centers in embryo transplants, it offers other important products and services to the university community: meat, cold cuts and dairy products, balanced animal feed, sale of livestock, and technical counseling on animal husbandry.

**Veterinary Hospital.** The largest pet hospital in Mexico and Latin America, it provides round-the-clock veterinary medicine services for over 50,000 animals a year, 24 hours a day.

**University Network for the Conservation of Sea Turtles in Jalisco.** A program for the conservation and recovery of the population of the *Dermochelys coriacea*, *Eretmochelys imbricata*, *Chelonia agassizii*, and *Lepidochelys olivacea* sea turtles, which still survive off the coast of Jalisco.

**Laguna de Sayula Laboratory.** Conducts research aimed at generating sustainable development alternatives and promoting the knowledge, conservation, and preservation of wildlife in the area and nearby ecosystems.

### CUCEA

**International Center for Entrepreneurial Excellence (CIEE).** CUCEA, in collaboration with the Virginia University Commonwealth (VCU), operates this project that seeks to contribute to the development of entrepreneurship by offering training, advisory, and enterprise incubators.

**Information Resource Center (CERI).** The largest library on Economics and related disciplines in the Western region of Mexico. It features a Language Self-Learning Unit, a Unit for the Development of Information Technology Skills, and the Benjamin Franklin Library, with books and periodicals in English.

**Institute of Economic and Regional Studies (INESER).** This institute generates, fosters, and divulges scientific research and teaching, with an emphasis on the study of the economic and demographic structure of regions and their links to businesses and the economy in Mexico and the world.

### CUCEI

**Institute of Astronomy and Meteorology (IAM).** For over 120 years, this institute has conducted research and divulgation on astronomy and meteorological science. It features a Mobile Meteorological Lab that detects storms in the territory of Jalisco. The IAM offers specialization diploma courses, as well as courses and workshops which are open to the public. It also has a Doppler Meteorological Radar (no other educational institute has one) to predict meteorological events.

**Comprehensive Scientific Document Center (CID).** A center where books, journals and other periodical publications on physics, chemistry, mathematics and related disciplines can be consulted. It also features a Self-Learning Language Center.

**Plastics Recycling Research and Technological Development Laboratory.** Conducts research on the recycling and technological development of post-consumer plastic materials.

**Wood, Cellulose and Paper Research Department.** Conducts research, teaching, extension and divulgation on the science and technology of lignocellulosic materials and agro-forestry products.

**Scientific and Technological Research Showcase.** An event that seeks to provide a space for students to learn about the most recent lines of research in chemical engineering, biotechnology, and food production engineering, as well as spaces to promote original research.

## CUCS

**Regional Center of Micro-arrangements for Breast Cancer.** Works in collaboration with the National Cancer Institute, MD Anderson, and the Arizona Cancer Center to conduct research aimed at identifying tumor tissue, tumor markers with prognostic and predictive value, and the genetic expression profile, among others. A Biobank (certified by the National Cancer Institute) is being built to preserve tissue, DNA and cells to support research.

**Center for Animal Studies and Transgenic Research.** Conducts research on transplants, cancer, cirrhosis of the liver, degenerative disease, genetic disorder, among other biomedical issues. International courses on micro-surgery and services to other institutions and companies working in the area of biotechnology will soon be offered.

**The Health Observatory.** A space that seeks to help citizens of Jalisco observe and reflect on their environment, identify its resources and their health needs, and get organized to become active participants in their own development.

**Latin American Observatory against Dengue, A.C. (Laconde Observatory).** An initiative to fight dengue by promoting more scientific, high quality and humane health care. Professionals representing health care institutions and universities in 20 Latin American countries participate in this project.

## CUCSH

**Julio Cortázar Lectures.** Since their inauguration in 1994 by their creators, writers Carlos Fuentes and Gabriel García Márquez, they have featured world-renowned personalities in the fields of science, culture, and political science, who have shared their knowledge and insights with audiences from higher education institutions and society at large.

**Émile Durkheim Lectures.** Founded in 1997 after an initiative of the Division of Studies on State and Society, in collaboration with the government of France, with the aim of creating a space for the analysis of changing paradigms in social science.

**José Martí Lectures.** A forum of reflection and analysis created to honor the work of a great Latin American humanist, mainly focused on recent work on social movements.

**“Juan José Arreola” Jalisco State Public Library.** With more than three million units of information and documentation as important as those that contain the historical record of Colonial times, it the foremost library service and public information institution in Western Mexico, and the second most important nationwide. It has different spaces dedicated to specialized services, such as the areas of Indigenous Literature, Braille, Support to Business, and Oral History laboratories, among others.

**Center for Strategic Studies on Development.** Created as a unit for research and divulgation specialized in the study of obstacles to development in Jalisco, as well as trends and alternatives for the future. Its output includes the Jalisco a tiempo report, which contains valuable information and additional perspectives on Jalisco's outlook in the short and longer terms.

**Academic Program of the International Book Fair in Guadalajara (FIL).** A cultural space devoted to academic events, the promotion of reading, and book presentations. The FIL is Latin America's largest and the world's second largest book fair.



**cualtos** **cucienega** **cuc** **cucsur** **culagos** **cunorte** **cusur** **cuvalles**







## Los Altos University Center

This University Center serves the southern part of the Altos Region of Jalisco through its campus in Tepatitlán de Morelos.

The municipalities that benefit from its educational programs are Acatic, Arandas, Jalostotitlán, Mexxicacán, San Julián, San Miguel el Alto, Tepatitlán de Morelos, Teocaltiche, Valle de Guadalupe, Villa Obregón, Yahualica, and Zapotlanejo.

The CUALTOS comprises two Divisions, Bio-Medical Sciences and Engineering and Studies on Social Groups, comprised of four Departments: Health Sciences, Biological Sciences, Organizational Studies, and Social and Culture Studies.

It offers 18 programs: one updating, one post-basic, one associate degree programs, 14 Bachelor's degree programs, and a Master's degree.

The student population is 2,770 students: 2,759 in the Bachelor's degree, and 11 in the Master's degree program.

CUALTOS has 287 teachers, of whom 73 are full-time teachers, 12 are full-time research professors, and one is a part-time research professor. 8 of its professors belong to SNI.

The center supports its academic activities with a library containing 23,724 titles and 50,628 volumes, plus 826 computers.



I studied a Master’s and a Ph.D. in anthropology at the Université de Montréal in Canada. I began teaching at the University of Guadalajara in the High School Module in Jalostotitlán. After some time I joined the University Center of Los Altos. I owe the University of Guadalajara a lot, because when I was working as a high school teacher I was given the opportunity of continuing my doctoral work in Montreal. I was given full support and all the time required to finish it.

I’ve held different positions at the University: I was the academic coordinator of the San Juan de los Lagos High School, a teacher in the Bachelor’s degree on Distance Education, where I was also part of its board of consultants, and as a researcher I’ve studied religious tourism for Mexico’s Ministry of Tourism, conducting research in Mexico and four other countries. I am a member of the SNI, and I have enjoyed my research work enormously.

Undoubtedly, the University opened many doors for me. As a teacher at the Bachelor’s degree on Distance Education, it was a very gratifying to see how forty-year old people began a major, studied a Master’s degree and became part of an educational institution.

At the University of Guadalajara there are many opportunities for education. I feel that the people who get them are well chosen. Not everyone can get in, but the best ones do. We are making a contribution to the development of the state and the region of Los Altos. There are more professionals, and fewer people are migrating north. This is important for the municipalities, who support students so they can study at CUALTOS, where they have well-trained teachers and first-class laboratories, excellent classrooms, beautiful architecture, libraries to meet the needs of all the courses, and all the materials to support their learning. Students forge their future combining the opportunities the region offers and the knowledge they acquire. For instance, eggs are a common product in this region; one of our former students learned to dehydrate egg albumin and now he exports it. We hope to have many more entrepreneurs like him studying at our University now.

Degree programs offered

Post-Basic	Surgical Instruments-Nursing.
Associate Degree	Paramedic, Higher Education.
Bachelor’s Degree	Nursing, Medicine, Dentist, Nutrition, Psychology, Veterinary and Animal Husbandry, Engineering (Agro-Industrial, Animal Management, Informatics, Biochemical), International Business, Management, Public Accounting, Law, Updating on Nursing.
Master	Animal Nutrition Sciences.





## UdeG Thinks

Dr. Peter Knauth

I did my post-doctoral studies in Germany. I arrived in Mexico in 2005 and I began teaching at CUCIÉNEGA in 2006. I currently teach Biochemistry to students of the Bachelor's degree program in Pharmaco-Biological Chemistry. I began as a teacher, and after I joined the SNI I have worked as a research professor in the area of cellular biology.

Working at a university has been a dream come true for me. I like team work and working with young people, both as a lecturer and as a research tutor, in the laboratory, as well as reading, writing, doing research fellowships, and attending congresses. Research is a demanding job, but I enjoy it. The University of Guadalajara provides a researcher with excellent opportunities to do

research, with complete freedom and support. I am very thankful.

I can say that studying a major like Pharmaco-Biological Chemistry at CUCIÉNEGA is the best choice in the region and the country. We have improved our laboratories of Microbiology and Pharmaceutics. This will in turn enhance the quality of teaching, not just of theory but also of practical skills. I am sure it will make a big difference.

There are currently some initiatives to establish links with private enterprises. Our Rector is working on an Enterprise Incubator project to take advantage of the infrastructure in the region and build links with local entrepreneurs. Links between the University and private entrepreneurs are good, and in the case of the major in Pharmaco-Biological Chemistry they have been established also in the city of Guadalajara.

Students here are very willing to learn. I have noticed this in the laboratory, where due to the technical nature of our work we must speak English, which they all do. I advise my students that if they want to be researchers they must study in a different school, study a Master's degree or a Ph.D. in another university or another country so they may acquire different scientific knowledge, bring it back, and start their work here in their region.

## Degree programs offered

<b>Associate Degree</b>	Computer Network Management, Information Systems, Journalism.
<b>Bachelor's Degree</b>	Law, Business Management, Accounting, Marketing, International Business, Human Resources, Agricultural Biotechnology, Agricultural Business Management, Journalism (with the option of Associate Degree only), Information Science, Engineering (Computer, Chemical, Industrial, Public Works and Service).
<b>Master</b>	Business Management, Political Science, Science Orientation.
<b>PhD</b>	Social Cooperation and Wellbeing, Science Orientation.



## La Ciénega University Center

CUCIÉNEGA serves the Ciénega Region around Lake Chapala, with campuses in Atotonilco, La Barca, and a main campus in Ocotlán.

The municipalities in the region served directly by CUCIÉNEGA are Jamay, Ocotlán, Poncitlán, Tototlán, Zapotlán del Rey, La Barca, Atotonilco el Alto, Degollado, Ayotlán, Jocotepec, Juanacatlán, Chapala, Ixtlahuacán de los Membrillos, Tuxcueca, Tizapán el Alto, and El Salto.

The center's three Divisions – Economic and Management Sciences, Biotechnological Research, and Law and Social Studies – are comprised of nine Departments: Business Studies, Accounting and Finance, International Economic Studies, Basic Sciences, Technological Science, Medical and Life Science, Justice and Law, Politics and Society, Communication Studies, and Psychology.

It offers 25 programs: 3 associate degree programs, 16 Bachelor's degree, 4 Master's and 2 Ph.D., plus a Bachelor's degree Law program available to inmates at the Federal Center for Re-adaptation to Society (CEFERESO).

Its student population totals 5,233 students: 5,154 in Bachelor's degree programs, 71 in Master's, and 8 in the Ph. D. CUCIÉNEGA's faculty consists of 411 teachers, 146 of whom are full-time teachers. The center has 36 full-time research professors. 29 of them belong to the SNI.

Its three libraries contain 41,715 titles in 83,635 volumes, plus 1,252 computers.



## Coast of Jalisco University Center

Located in Puerto Vallarta, on the Pacific Coast of Jalisco, it serves the higher education needs of the municipalities of Cabo Corrientes, La Huerta, Mascota, Puerto Vallarta, San Sebastián del Oeste, Talpa de Allende, and Tomatlán.

It is comprised of three Divisions, Engineering, Social and Economic Studies, and Biological and Health Studies, and ten Departments: Exact Sciences, Information Sciences and Technologies, Arts, Education and Humanities, International Studies and Foreign Languages, Law Studies, Socio-Economic Studies, Administrative and Accounting Studies, Psychology, and Medical and Biological Sciences.

CUCOSTA offers 27: 4 associate degree programs, 15 Bachelor's degree, 6 Master's degree, and two Ph. D. programs.

Its student population totals 4,850 students, of whom 4,760 are in Bachelor's degree programs, 59 in Master's degree, and 31 in Ph. D. programs.

435 teachers work at CUCOSTA. 92 of them are full-time teachers. The center has 36 full-time research professors, 15 of whom belong to SNI.

Some of CUCOSTA's research centers and services are the Center for Specialized Family Studies (CEEFAM), where interdisciplinary studies aimed at analyzing and researching the structure, the evolution, and the problems faced by families are conducted, and the Center for Studies on Sustainable Tourism Development (CEDESTUR), which conducts multidisciplinary research and studies on issues of primary importance for the region and the Pacific Coast of Mexico, with the collaboration of researchers working in this area.

Its library contains 29,848 titles and 60,683 volumes, plus 1,799 computers to support all its activities.

I am a biologist. I studied my major and my Master's degree at the National Autonomous University of Mexico (UNAM). I have also been awarded several honorary degrees, including honoris causa doctoral degrees by the Universities of Guadalajara and La Habana.

I have been teaching Biological Sciences for 57 years and I have also worked in governmental positions, but always under the condition that I could continue teaching. I have promoted initiatives such as the Law for the Protection of Sea Turtles and the Atlantic Ridley turtles in the Mexican state of Tamaulipas.

I was Director of the School of Science of the UNAM until my retirement in 1991. Several universities invited me to work with them, but Rector Raúl Padilla convinced me to come here because of the interesting projects the University of Guadalajara had planned together with the University of Nayarit. At the same time I joined the University of Guadalajara, writer Fernando del Paso joined it as the Director of the Iberoamerican Library and writer Juan José Arreola became Director of the Jalisco State Public Library. I was invited to become Director of the School of Biological Science.

I joined the Coast of Jalisco University Center (CUCOSTA) in 1994, and I have been very happy here. I came here because this is a truly academic institution, where the budget itself is not as important as what it is used for. At the University of Guadalajara I have the freedom to conduct any research work I am interested in.

At the University we have taken on the responsibility of giving our students the best possible training through quality teaching and research, which are inseparable. I believe that public universities must be defended fiercely. We must never privatize public universities; we must generate knowledge through research, and give it back to the people who pay for our work with their taxes.

The University of Guadalajara, as its Governing Law states, is building the Mexican nation. It must be secular and public, and honor through its work the defining moments of our national history, like the Laws of Reform in the nineteenth century and the War of Independence whose bicentennial we celebrate this year.

That is why CUCOSTA has been very important to carry on with this legacy and continue disseminating culture and science in Puerto Vallarta. What used to be the quaint little town of "The night of the iguana" is now the seat of a University Center.



Degree programs offered

Associate Degree	Multimedia, Graphic Design, Hotel Management, Teleprocessing.
Bachelor's Degree	Law, Business Management, Accounting, Tourism, Psychology, Engineering (Civil, Computer, Teleprocessing, Multimedia Communication, Public Works and Service), Architecture, Graphic Design, Medicine, Biology, Nursing.
Master	Learning Technologies, Science in Geophysics, Sustainable Development and Tourism, Business Management, Marketing Direction, Tax Analysis.
PhD	Science for Sustainable Development, Science for Bio-systems, Ecology and Management of Natural and Agricultural Resources.





## UdeG Thinks

Dr. Ramón Cuevas Guzmán

I began my studies at the University of Guadalajara in 1984, in the major of Agricultural Engineering in Forestry. As a student I began to work at the Botany Institute, where I was trained in the field of Vegetable Systems, at one of the most important collections of plants in Mexico.

Joining the Las Joyas Natural Laboratory opened for me a world of learning, as I exchanged what I had learned with researchers trained in different disciplines.

The University gave me the opportunity to study a Master's degree in Botany and a Ph.D. in Science at the Graduate College. In my work as a teacher I have collected more than 10,000 specimens of herbs, each with a duplicate. I have described eight new species of plants new to science, published articles in internationally refereed journals, two books and several articles, and I am a member of Mexico's National Research Network (SNI), among many other activities. I believe that the University of Guadalajara is one of the best alternatives we have in Mexico. It has an excellent academic level, on a par with the best universities in the country.

As for the Southern Coast of Jalisco University Center (CUCSUR), it has been regarded as a cultural and economic trigger in the region by offering low-income population access to higher education. On an international scale, the University is recognized for the value of its research into the management of natural resources and coastlines. It has several sea turtle breeding stations, and has been recognized by the United Nations University as the First Regional Center of Experiences for a Sustainable Education because its team of researchers have promoted and generated the technical information required to have the Sierra de Manantlán protected as the first biosphere preserve in Western Mexico. It also houses a scientific station and a research ship on which students can perform their practices and write their research thesis, as well as collections of the region's flora and fauna for research and teaching. These are just a few of the reasons why CUCSUR represents an excellent alternative for any aspiring student.

## Degree programs offered

<b>Associate Degree</b>	Automotive Mechanics and Electricity, Teleprocessing.
<b>Bachelor's Degree</b>	Law, Business Management, Public Accounting, Tourism, Engineering (Public Works and Service, Natural, Agricultural and Animal Resources, Agronomical, Teleprocessing, Mechatronics, International Processes and Commerce), Nutrition, Marine Biology.
<b>Master</b>	Science in Natural resources Management, regional Administration and Management, Technological Development Engineering, Science in Ecology and Management of Coastal Regions and Oceans, Tax Analysis, Corporate Finance, Law.
<b>PhD</b>	Science for Bio-systems, Ecology and Management of Natural and Agricultural Resources.



## Southern Coast of Jalisco University Center

This University Center serves the southern part of the coast of Jalisco, from the shores of the Pacific Ocean to the central region of the state.

This region includes the municipalities of Atengo, Autlán de Navarro, Ayutla, Casimiro Castillo, Cihuatlán, Cuautitlán de García Barragan, Chiquilistlán, Cuautla, Ejutla, El Grullo, El Limón, Juchitlán, La Huerta, Villa de Purificación, Tecolotlán, Tenamaxtlán, Tonaya, Tuxcacuesco, and Unión de Tula.

It comprises two Divisions: Social and Economic Studies, and Regional Development, which contain eight Departments: Management Sciences, Accounting, Ecology and Natural Resources, Law Studies, Studies on Tourism, Engineering, Agricultural Production, and Studies on the Sustainable Development of Coastal Areas.

It offers 22 programs: 2 associate degree programs, 12 Bachelor's degree, 7 Master's, and a Ph. D. program.

CUCSUR currently has 3,198 students: 201 in the associate degree program, 2,799 in the Bachelor's degree, 165 in the Master's, and 33 in the Ph. D. program.

Its faculty totals 332 teachers, of whom 137 are full-time teachers and 76 are full-time research professors; 12 of these belong to the SNI.

CUCSUR's library contains 23,414 titles in 42,107 volumes and 1,829 computers to support the work of its faculty and students.



## Lagos University Center

CULAGOS is located in the northern part of the Altos Region of Jalisco, with a campus in Lagos de Moreno and another one in San Juan de los Lagos.

This University Center serves the municipalities of Encarnación de Díaz, Lagos de Moreno, Ojuelos, San Diego de Alejandría, San Juan de los Lagos, Unión de San Antonio, and Villa Hidalgo.

It is comprised of two Divisions: Regional Culture Studies, and Studies on Biodiversity and Technological Innovation, as well as four Departments: Humanities, Foreign Arts and Cultures, Social Sciences and Economic Development, Exact Sciences and Technology, and Earth and Life Sciences.

CULAGOS offers 19 programs: an associate degree program, 16 Bachelor's degree programs, a Master's, and a Ph. D.

Its current student population is 2,156 students: 2,147 in the Bachelor's degree program, 4 in the Master's, 1 associate degree program and 4 Ph. D. programs. The faculty at CULAGOS totals 212 teachers, 71 of whom are full-time teachers and 42 full-time research professors. Of these, 32 belong to the SNI.

CULAGOS has two libraries, with 26,644 titles in 47,058 volumes and 663 computers to support its academic activities.



I arrived in Mexico in 1991, thanks to a mutual collaboration agreement between the Mexican Academy of Sciences and the Russian Academy of Sciences. I was born in Russia, and I conducted my early research work in the institutional system of the Academy of Sciences of what was then the Soviet Union.

Since 1996 I have also been at the Lagos University Center (CULAGOS) of the University of Guadalajara. I am so glad that both students and researchers at this university are always trying to do their best work. There is a lot of motivation, especially among researchers.

It is very important to mention that what CULAGOS encourages is learning through research. This is very stimulating for students and teachers: they find plenty of opportunities for research here, both in the Bachelor's degree and the graduate studies programs. There is a high level of transference and increase of knowledge among the academic community, and students usually get involved in research early on. In the third or fourth semester of their Bachelor's degree they start doing relatively simple tasks, and in this way they are preparing themselves for their graduate studies.

The work environment is excellent. We have academic freedom and the full support of the institution to teaching; this is the engine that moves the institution.

We have many academic strengths. Our infrastructure is growing, as you can see in the new building that is about to be inaugurated. There are also very attractive activities for the students outside the classroom, like scientific congresses on Mechatronics. The learning environment and higher education model developed at CULAGOS were conceived with general learning and interdisciplinary cooperation in mind, not for a single line of research or a single profile, but with a comprehensive view of the world from which we can all benefit.

Degree programs offered

Associate Degree	Tourism Service.
Bachelor's Degree	Law (in-campus and flexible with cumulative hours), Psychology, Engineering (Biochemical, Industrial Management, Mechatronics, Electronics and Computer, Industrial, Mechanical-Electrical, Communications and Electronics), Information Systems, Humanities, Business Management, Accounting, Information Science, Education.
Master	Science and Technology.
PhD	Science and Technology.





## UdeG Thinks

Dra. María Teresa Prieto Quezada

My education and academic formation at the middle and higher levels was and is still possible thanks to the University of Guadalajara. Thanks to the University I was able to study high school, a Bachelor's degree in Sociology, a Master's in Research in Education Science and a Ph. D. in Education. It has given me knowledge that transcends borders and horizons, and has allowed me to practice my profession as a teacher and a researcher, but most of all, it instilled in me a commitment to society and solidarity in my work.

I began to work as a teacher when I was a student at the School of Sociology. It was a great satisfaction because I was very young and I gave my first classes to young people. That was the beginning of my work as a teacher and is still one of my greatest sources of satisfactions. I have been a teacher for more than 25 years. In this space I have learned and shared what I have learned with many young people who have taught me many things and made my work in the classroom always a new experience. Day by day I have been able to strengthen my commitment to train and update my knowledge to teach with academic and human quality the young people who, like me, have been given a place at this University, the only option for those who, despite not being able to afford an expensive college education, are eager and willing to learn.

Our University Center is the main factor of transformation in the educational and social landscape of the North region of Jalisco, which has historically struggled to overcome the obstacles of poverty and poor means of transportation. This area has been one of the poorest and most marginalized in the state. The University of Guadalajara is the hope of many young people in the north of Jalisco and the south of Zacatecas who want to achieve better living conditions and quality of life. I believe we can be a forum for new realities and futures by offering education of quality and excellence, promoting an intercultural attitude and encouraging the use of technological innovation as a support to academic activities.

The University of Guadalajara provides opportunities for growth. Some students are studying undergraduate or graduate degrees abroad thanks to international student exchange agreements. Both students and teachers have opportunities that no private college here offers.

## Degree programs offered

<b>Vocational</b>	Nursing.
<b>Associate Degree</b>	Teleprocessing, Information Science.
<b>Bachelor's Degree</b>	Law, Business Management, Accounting, Nutrition, Engineering (Electronics and Computer, Teleprocessing), Agricultural Business Management, Nursing, Psychology, Anthropology, Tourism.



## Northern Region University Center

Located in Colotlán, in the north of Jalisco, CUNORTE serves the municipalities of Bolaños, Colotlán, Chimaltitán, Huejúcar, Huejuquilla el Alto, Mezquitic, San Martín de Bolaños, Santa María de los Angeles, Totatiche, and Villa Guerrero.

The region served by CUNORTE spans 10,305 square kilometers, 12.8% of the territory of Jalisco, with a population of 74,000 inhabitants, 1.075 % of the total population of the state. Many indigenous communities live in this area. 75 students from the wixarika community, and educational support to more than 150 students from high schools located in the indigenous communities of the region.

CUNORTE has two major Divisions, Science and Technology and Culture and Society, and four Departments: Fundamental Knowledge, Technological Development and Productivity, Technological Development and Well-Being, and Culture, Justice and Democracy.

The center offers 14 programs: a vocational program, 2 associate degrees, and 11 Bachelor's degree programs.

Its student population totals 1,535 students: 5 in the associate degree program and 1,530 in the Bachelor's degree.

There are 176 teachers at CUNORTE, 25 of whom are full-time teachers and 2 full-time research professors, two of whom belongs to the SNI.

Its library contains 22,237 titles in 45,136 volumes, as well as 906 computers to support the activities of its students and faculty.



## Southern Region University Center

This University Center serves the southern region of Jalisco, including the municipalities of Amacueca, Atemajac de Brizuela, Atoyac, Zapotlán el Grande, Concepción de Buenos Aires, Gómez Farías, Jilotlán de los Dolores, Santa María del Oro, La Manzanilla, Mazamitla, Pihuamo, Quitupan, San Gabriel, Sayula, Tamazula de Gordiano, Tapalpa, Tecalitlán, Techaluta de Montenegro, Teocuitatlán de Corona, Tolimán, Tonila, Tuxcueca, Tuxpan, Valle de Juárez, Zacoalco de Torres, Zapotiltic, and Zapotitlán de Vadillo.

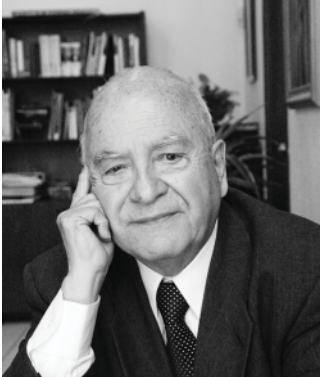
It is comprised of two Divisions, the Sciences, Arts and Humanities Division, and the Regional Development and Well-being Division, as well as six Departments: Society and Economy; Health and Wellbeing; Exact Sciences, Technology and Methodologies; Culture, Art and Human Development, and Regional Development.

CUSUR offers 25 programs: 3 post-basic programs, 2 vocational programs, 4 associate degree programs, 11 Bachelor's degree programs, 3 Master's degree program, a specialization and updating.

Its current student population totals 5,544 students: 396 in the vocational programs, 311 in the associate degree programs, 4,805 in the Bachelor's degree, and 32 in the Master's.

CUSUR has a faculty of 425 teachers, 94 of whom are full-time teachers and 25 full-time research professors, of whom 12 belong to the SNI.

Its library contains 21,151 titles in 53,397 volumes, as well as 1,799 computers.



My academic career at the University of Guadalajara could be divided into three stages: the first, when I was part of the first generation of students of high school at Escuela Preparatoria de Ciudad Guzmán; the second, in the School of Dentistry, where I participated in the first Root Canal Surgery Clinic open to the public, around 1996, and the third here at the Southern Region University Center (CUSUR), when I was invited in 2006 to participate in the creation of the Bachelor’s degree in Literature in Spanish, where I am currently a teacher. Mine has been a small contribution to that great corpus of work we call the University of Guadalajara.

The University of Guadalajara has always been an inexhaustible source of knowledge. It provided me with skills and the knowledge shared generously by my teachers, who were also an inspiration and a model of behavior I still take pride in.

Our University has been an attractive and permanent option for learning because, after its transformation into a University Network, it has relied on its past experience and traced a path towards the future. A public university is one of the highest expressions of the consciousness of a civilized people. Its structure is held together by science, technology, and cultural dissemination, and this must be supported by a new humanism that leads to a new spirituality and a new sensibility. The University of Guadalajara walks proud because the international accreditation, the recognition, and the prestige it has gained enable us to continue offering our students learning programs of the highest quality.

CUSUR’s location near the Pacific Coast means we are able to give our students a solid scientific, technical, and above all humanistic education. The aim of the programs offered by CUSUR is to educate students not for jobs but for work, because a university that educates for work, for productivity, will therefore promote employment.

Degree programs offered

Vocational	Nursing (classroom and semi-distance modes)
Post-basic	Medical and Surgical Nursing, Management and Teaching in Nursing
Associate Degree	Computer Network Management, Emergency care, Workplace Security and Rescue, Alternative Tourism, teleprocessing.
Bachelor’s Degree	Law, International Business, Veterinary Medicine and Animal Husbandry, Nursing, Literature in Spanish, Medicine, Psychology, Agriculture Business Management, Nutrition, Teleprocessing Engineering, Journalism (with the option of Associate Degree only), Updating on Nursing.
Specialization	Agricultural Business Management.
Master	Business management, Agricultural Business Management, behavioral Science (oriented toward Food and Nutrition).





## UdeG Thinks

Dr. Iván Esteban Villalón Turrubiates

I have worked at the University of Guadalajara for a little over three years. As soon as I got my Ph. D. in Guadalajara, I received an invitation to joint the faculty of the Los Valles University Center (CUValles). They wanted to hire people who had just obtained their Ph. D. to stimulate research. This first project seemed very interesting to me. I have been involved in research all my life.

I studied Mechanical Engineering and a Master's degree in Electrical Engineering Science at the University of Guanajuato, and then a Ph. D. at the Center for Research and Advanced Studies of the Instituto Politécnico Nacional (CINVESTAV), in the same field. I have had the opportunity to teach Mecatronics and Engineering in Electronics and Computers, where I have been able to guide students towards these two new majors that, although not new in the University of Guadalajara, have just been created at our University Center.

It is important that young students engage with technological issues. Living in a region so far from the urban area does not mean that students should not have access to the tools for their professional training. Indeed, I believe that CUVALLES is an opportunity that students must learn to take advantage of. We are trying to break through paradigms, to institutionalize the thesis model and to engage students in writing it, to convince them that even though it might seem tiring and time-consuming, this work will endow them with very real knowledge. We the researchers must promote our work better, take advantage of our resources, divulgate through journals, lectures, publications... What really matters is to have the spaces we need to share the knowledge we have produced.

I believe that the University of Guadalajara is not just competitive at a national or international scale, but also that it has the necessary means to offer students and researchers the tools required to be at a level with other universities in the world.

Our goal as a University Center is that our institution can offer solutions to the many difficult situations faced by young people in Jalisco, that the education we offer provides them with alternatives that help them to overcome them.

## Degree programs offered

<b>Bachelor's Degree</b>	Business Management, Public Accounting, Law, information Science, Agricultural Business Management, Tourism, education, Engineering (Computer and Electronics, Mechatronics), Information Systems, Social Work, Leveling course on Nursing, Psychology.
<b>Master</b>	Business management, Mathematical Physics.
<b>PhD</b>	Mathematical Physics Science.



## Los Valles University Center

Located in the city of Ameca, this center serves the municipalities of Ahualulco del Mercado, Amatitán, Ameca, Atenguillo, Cocula, El Arenal, Etzatlán, Guachinango, Hostotipaquillo, Magdalena, San Marcos, San Martín Hidalgo, Tala, Tequila, Teuchitlán, and San Juanito de Escobedo.

It is comprised of two Divisions, Social and Economic Studies, and Scientific and Technological Studies, as well as four Departments: Economic and Administrative Sciences, Social Sciences and Humanities, Computer Science and Engineering, and Natural and Exact Sciences.

Since its creation, CUVALLES has followed an unconventional model that combines classroom learning with self-managed study in alternate environments. The guiding principles of this model are to generate actions of social development, to foster learning based on non-conventional modes, and to provide an educational infrastructure centered on technologies for teaching with self-learning materials.

CUVALLES offers 16 programs: 12 Bachelor's degree programs, one updating, 2 Master's degree programs and a Ph.D. program.

Its current student population totals 3,225 students: 3,206 in Bachelor's degree programs, 14 in Master's degree programs and 5 in the Ph.D.

There are 166 teachers at CUVALLES, 69 of whom are full-time teachers and 9 full-time research professors, 13 of whom belong to the SNI.

Its library contains 16,303 titles in 42,799 volumes, as well as 1,171 computers.

# PROGRAMS AND PROJECTS

## REGIONAL UNIVERSITY CENTERS

### CUALTOS

**Veterinary Clinic for Small Species.** Provides services of clinical analyses, grooming, drugstore, hospitalization and boarding, and an isolation area for animals with infectious diseases.

**Center of Resources for Teaching and Learning (CREA).** A repository of teaching materials to reinforce comprehensive teaching and learning in middle and higher education programs.

**Cultural Patrimony Encounters.** Meetings of academic and governmental leaders to encourage exchanges on the history and the culture of the Los Altos region in Jalisco.

### CUCIÉNEGA

**Science Cloverleaf.** A new architectural complex in the shape of a clover leaf that will feature several buildings and house research labs, classrooms, and storerooms. This long-term project will place La Ciénega region among the leading research and higher education communities in Mexico.

**Center for Agricultural Biotechnology and Vegetable Genetics.** An inter-disciplinary group of researchers seeking to improve processes to increase the output of agricultural industries, adapting and modifying the usage of solid, liquid and gas waste materials to maintain the harmony of regional ecosystems through the treatment of waste water with biological agents and the recycling of treated water. Among its activities, this Center promotes the conservation and recovery of threatened or endangered phylogenetic resources.

**Hub for the Social and Economic Development of the La Ciénega Region.** Seeks to create an inventory of regional issues and needs, as well as to establish contacts and links with the various sectors of the region in the search for regional synergies. Its scientific and technological intervention, advisory and transfer have a unifying and comprehensive character aimed at strengthening the fields of professional practice.

**Ph.D. Program on Cooperation and Social Wellbeing.** The only such program to award its graduates a double degree from the University of Guadalajara and the University of Oviedo, in Spain. Its goal is to educate high quality researchers able to conduct inter-disciplinary research that addresses social wellbeing and cooperation for local development.

**Nanotechnology Laboratory.** It conducts research on the use of nanotechnology to analyze the chemical components of automotive gases or the greenhouse effect, with the aim of obtaining water or nitrogen and using the nano-catalyzers to modify the methane and reduce its polluting potential. It has the support of the National and the Jalisco State Councils of Science and Technology for its cutting-edge projects in its field in the western region of Mexico.

### CUCOSTA

**Cipactli Reptile Shelter.** A project born of the need to protect the fauna that has been damaged or pushed out of its habitat –especially the river crocodile *Crocodylus acutus*– by the recent development of tourism infrastructure and public services in the Banderas Bay region.

**Seismology and Vulcanology Center of the Western Region (SisVoc).** This center conducts geophysical and geological studies on seismic and volcanic phenomena in the region known as the Jalisco Bloc, as well as assessments of hazards due to tectonic readjustment and maps of risks of Jalisco and neighboring states. It also seeks to create an earthquake monitoring network for Jalisco, a joint project with National (CONACyT) and the Jalisco State (COECyTJAL) Councils of Science and Technology.

**Center for Studies on Sustainable Tourism Development (Cedestur).** Conducts multidisciplinary research on issues related with this aspect of the development of the Pacific Coast of Jalisco.

**House for University Linkage.** A joint project with Universidad del Valle de Atemajac (UNIVA) and the municipal government of Puerto Vallarta, with the aim of strengthening the links between the university, government, and society. Another one of its objectives is to conduct professional research into social issues faced by people in the municipalities of the North Coast of Jalisco, in order to understand them and intervene to find solutions to them.

## CUCSUR

**Program for the Conservation of Sea Turtles.** A program for the conservation and reproduction of the populations of sea turtles, especially the Ridley turtle species known in Mexico as golfina. Hidrometeorologists and biologists analyze and propose actions aimed at protecting the survival of these endangered species.

**“José Atanasio Monroy” National Award for Painters.** Named after one of the most outstanding plastic artists in the region. It offers a space of opportunity for young artists to consolidate their proposals and give diffusion to their work in Mexico.

**Artificial Reef Project.** In collaboration with some government agencies, 17 kilometers of artificial reefs will be deployed along the coast of Banderas Bay to favor the development of sea life, with the aim of increasing the productivity of commercial fishing in the Southern Coast of Jalisco.

**“Cultural de la Grana” Festival.** An educational event that combines art and science within a program that includes academic lectures, art workshops, book presentations, and activities for the public in general, offering the community scientific and academic knowledge on climate change, human rights, fiscal reform, and ecological technology, among other subjects, as well as providing a window for artistic and cultural shows.

## CULAGOS

**Casa Serrano.** A space that promotes science and the arts, renowned as the foremost center for cultural activities in the Northern Altos region of Jalisco.

**Autumn Cultural Festival in Lagos.** Created to foster and encourage cultural life in the region by offering recreational and artistic expression activities that promote cultural diversity.

**International Summer University (UIV).** A valuable instrument to support the education of students in the skills, knowledge, and aptitudes they will need in an increasingly inter-dependent, multi-cultural world that is also sensitive to local features and needs.

## CUNORTE

**B-Learning International Congress.** A space to share experiences on a learning mode that combines classroom learning with virtual learning, it has become a distinctive feature of this University Center. Teachers exchange experiences and ideas on the use of technologies as a tool for learning with teachers and researchers in other higher education institutions.

**Indigenous Languages Writers Congress.** An extension of the Guadalajara International Book Fair that seeks to share poetic creation and divulge the richness of indigenous literatures.

**Tri-dimensional Campus.** A virtual space in the SecondLife platform, connected to Moodle, the educational platform used by CUNORTE, with the aim of extending classroom courses to virtual classrooms in 3D environments.



**Casa Hidalgo.** A place for recreation and the promotion of culture in the region, it also offers legal, accounting, and psychological counseling, providing a permanent link between university and society.

**Regional Development Program (Proder).** A project to link CUNORTE with different levels of government and the social and the productive sector, with the aim of exploiting the potential of the northern region of Jalisco. Among its activities are providing counseling to micro- and small entrepreneurs in collaboration with the State Council for Science and Technology (COECyTJAL) through the Program for Liaison between Entrepreneurs and the University (PROVEMUS).

## CUSUR

**Aquatic Center.** A sports complex that seeks to help solve some of the problems found in the community and offer certified training for life-savers, scuba divers, kayak athletes, as well as evaluation and physical therapy and technical training in water sports.

**Eating Behavior and Nutrition Research Center (CICAN).** Promotes and conducts multi-disciplinary research on eating behavior, linking basic research in psychology with related research in anthropology, nutrition, genetics, and physiology.

**“Juan José Arreola” National Short Story Award.** A literary contest that pays homage to one of Mexico’s greatest writers and seeks to promote the publication of quality literary work.

## CUVALLES

**Casa Valles Program.** Provides access to education to communities which due to geographical or social causes had previously lacked opportunities for higher education, promoting distance learning modes in virtual environments that generate new forms of communication and foster autonomous, self-ruled learning networks.

**Piedras Bola de Ahualulco.** An eco-tourism project that aims to conserve the Piedras Bola Nature Preserve and have this unique boulder formation declared to be part of Mankind’s Natural Heritage.

**Sierra del Águila.** A project to have the Sierra del Águila, one of the natural areas most exploited to obtain water, declared to be a natural preserve. 60% of the forest in these mountains is still untouched, and they are home to cougars, wild boars, white-tailed deer, and other wildlife species.

**“Valles Valgo” Project.** Working jointly with the 14 municipalities of the Valles Region of Jalisco and the Mexico’s Public Education Ministry, it seeks to provide the people of the region with education for life and for work. It designs courses of reading comprehension, mathematical thought, second language learning, information management through information and communication technologies (ICT), as well as ethics and citizenship.





## Virtual University System

The academic model of the Virtual University System (SUV) is centered on the student's personality and learning style, an innovative mode required by an emerging knowledge-based society. This mode of learning relies on a self-managed, collaborative, meaningful, creative and forward-thinking approach to knowledge.

The website [www.udgvirtual.udg.mx](http://www.udgvirtual.udg.mx) provides access to the university's virtual environments through which the academic and student services associated with non-traditional learning programs are managed at distance and in a reliable manner.

SUV's five main goals are to offer high school, Bachelor's and Master's degree programs, to provide ongoing education programs, to train professors on innovation in education, to carry out research in this field, and to organize special activities of extension and cultural dissemination. SUV offers 1 General High School by Interdisciplinary Areas program, 2 Master's and a Ph. D. program.

SUV serves 4,954 students: 363 in middle education, 4,546 in Bachelor's degree programs, 17 in the Master's and 28 in the Ph. D. program. Its faculty totals 443 teachers, 46 of whom are full-time teachers and 5 are full-time research professors. Two of them belong to the SNI.

Worthy of note among the services SUV provides is the strengthening and development of the Communities of Distance Learning and Academic Services or CASA Universitaria program, a strategy for a better linkage with society and equality in the coverage of the university, based on facilities equipped for the access at distance to the educational services of the University of Guadalajara, using spaces provided by the local communities. There are currently 37 modules of CASA Universitaria operating in different communities in the municipalities of Jalisco.

To support its activities, SUV has a virtual library with services, links to articles, publications, and a glossary of terms.

SUV promotes and holds on a regular basis Lectures on Innovation in Education and an International Encounter on Distance Education, with the goal of enhancing and improving the exchange of experiences, research findings, and proposals for online, distance, and ongoing education.

It also has a library with 4,031 titles in 6,489 volumes, as well as 814 computers to support the work of its students and faculty.





I started working at the University of Guadalajara in 1977. Vicente Zuno, then director of the Center for the Development of Rural Communities in Jalisco, believed that they needed someone who had been a rural teacher, and they contacted me. At that time I was working at the Ministry of Education. Then I began to work in the field of studies and research at what was then the School of History in the School of Philosophy and Literature.

Twenty years ago, when the University Reform started, I was asked to study the possibilities of incorporating open and distance education to the University of Guadalajara. In 2005, the Virtual University System (SUV) was created. It was the right decision at the right time, because new majors were beginning to appear on the scene. Now we have seven more programs, six Bachelor’s degree programs and a new high school program.

In the latest promotion we are going to have over five thousand students in the Bachelor’s degree on Citizen Security, and our plan is to introduce it into the University Network so the University Centers can, on their own and in their own campus, offer majors that are completely available on line, that is, in virtual environments, and work with a combination of learning modes.

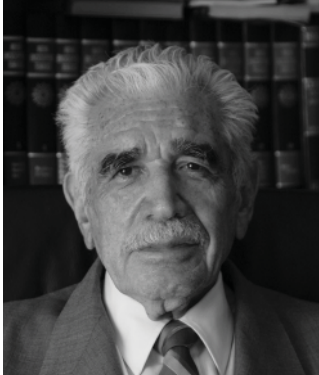
One of the salient achievements for the SUV was to have the Inter-Institutional Committees for the Evaluation of Higher Education (CIEES) evaluate our degree programs. We had insisted on that, but there had been great resistance because it was not clear to them how they could evaluate a major whose indicators they were not familiar with. We were the first such distance major to be evaluated by the CIEES.

What used to be called non-conventional learning modes are now part of our institutional practice. The future is in a diversity of environments and educational processes, a third way that includes classroom and distance education, where both modes may be combined. Thus, the SUV is not an isolated entity in the University Network but a project of fusion with all the other teaching and learning modes.

Degree programs offered

Middle Education	General High School by Interdisciplinary Areas.
Bachelor’s Degree	Education, Library Management, Technologies and Information, Organization Administration, Cultural Management, Citizen Security.
Master’s Degree	Public Services Management in Virtual Environments, Generation and Management of Innovation.
PhD	Educational Systems and Environments.





## UdeG Thinks

Mtro. Felipe Varela García, Profesor Emérito de la UdeG

My first contact with the University of Guadalajara took place when I became a student of Escuela Preparatoria de Jalisco. Then I studied my major as an M. D. at the School of Medicine, but to support myself as a student I had to work at a factory. I worked and studied when I was in the School of Medicine. Fortunately, in July 1946 the Mexican Institute of Social Security (IMSS) opened a hospital in Guadalajara and I was offered a job there as a stretcher-bearer. That job was a big step for me because I ceased to have an unstable job in a factory to become a waged employee with a steady job. I had the experience of working in different positions, and I went on to become the medical director at two clinics.

I was also invited to be part of Hospital Regional del Pacífico in Zoquipan, where I was the first resident and founder. I did my first research there, both individually and in teams. I alternated work there with my work at the IMSS, but I did my professional service at the Civil Hospital of Guadalajara. I joined its faculty when I became a clinical instructor to students in the fourth semester of Medicine, and in 1955 I was hired as a teacher at the Escuela Vocacional high school, in the area of Biological Science. Since then I have worked in different positions at various units of the University. At Preparatoria 5 high school I had the opportunity to design the curriculum for biology, make educational materials, design courses for teachers, and many other activities.

The University of Guadalajara opened a spectrum of opportunities for me at that time, but it has made many changes since I began to work there. Now it is a University Network that aims to be closer to the students. I have visited high schools throughout the central region of Jalisco and I have found that we have a big heart that demands from us a great vocation to improve our teaching systems, to motivate young people to engage in the disciplines they study, with knowledge, because they are an essential element of education in Jalisco and in Mexico.

## Degree programs offered

General High School	High School by Competencies, High School by Inter-Disciplinary Areas.
Vocational High School in	Business Management, Ceramics, Accounting, Cytology and Histology, Dental Prostheses, Chemistry (Quality Control, Environmental), Tourism, Design, Construction.
Vocational Training as	Shared polytechnical area Major, Chemistry Technician (Leather Treatment, Food, Plastics, Industrial, Metallurgy and Assayer), Professional Technician (Nursing, Agricultural, Computers), Electrical Industrial Technician, Smelting Technician, Mechanical Industrial Technician.



## High School Education System

The High School Education System of the University of Guadalajara provides educational programs in this category throughout a large part of the state of Jalisco, covering 80% of its municipalities.

The goals of the high school system are to offer training grounded on the latest developments in science, to develop logical thinking and a methodology that enables the students for critical and systematical self-study and a more efficient oral and written communication, according to the student's psychological and biological stage of development, as well as to provide them with a civic education that allows them to know and exercise their rights and duties in a responsible manner and a basic education necessary to appreciate and enjoy the arts.

The SEMS' central structure is its General Direction, 21 high schools and 3 high school modules in the metropolitan area of Guadalajara, as well as 31 regional high schools and 69 modules which depend on them (an extension in the metropolitan area of Guadalajara and 29 extensions within the rest of Jalisco) in the different municipalities of the state.

The current number of students served by SEMS totals 126,505, of whom 109,920 study General High School (both in its classroom-centered and in its partially classroom-centered modes), 5,009 study Technical High School and 5,402 study different vocational programs.

The faculty of SEMS totals 5,781 teachers, 1,122 of whom are full-time teachers, 633 are part-time teachers, 3,671 teach specific subjects, 526 are full-time trainer technicians, and 256 are part-time trainer technicians. One of them belongs to the SNI.

The SEMS offers twenty-two programs: two General High School programs, eight Technical High School programs, and twelve different vocational programs.

Its 118 libraries contain 432,123 titles in 682,345 volumes, as well as 13,728 computers to support the educational activities of its students and faculty.

# PROGRAMS AND PROJECTS

## SYSTEMS

### SUV

**CASA Universitaria.** A program of distance learning communities and academic services aimed at serving vulnerable communities in Jalisco. It generates learning spaces and educational services available in classrooms or virtual environments.

**International Congress on Distance Learning.** A forum on research and applications of alternative modes of education for communities that have no access to conventional educational services.

**Observatory Network for the Education in Virtual Environments.** With the participation of 39 higher education institutions, it works on drafting criteria, indicators, and analyses that enable us to assess the role of knowledge distributed among the social actors served educationally by virtual environments, and its impact on the socio-economical development of the regions reached by this educational mode.

### SEMS

**High School by Competencies (BGC).** A formative and preparatory middle education program with a humanistic orientation, centered on competency learning oriented towards constructivism. It provides students who have finished their basic education with a general culture that will enable them to pursue a career in the fields of science, technology, society, or general employment. It has also worked jointly with the Virtual University System (SUV) to offer this curriculum in combined (semi-classroom attendance) and virtual modes respectively.

**Specializing Learning Trajectories (TAE).** They seek to contribute to the students' learning trajectory by focusing on their personal interests, possibilities of success, learning pace and preferences, making programs flexible and linking their learning with the opportunities offered by their local environment. TAEs aim to encourage students to develop the competencies they are interested in, enhance their knowledge in the area of their preference, and increase their working experience and general culture.

**Program to Foster Reading and Written Expression.** A program that seeks to encourage young people to read, write, and reflect on their environment.

**FIL Joven Program.** A forum for the promotion of books and reading to young people from 14 to 19, held in collaboration with the Guadalajara International Book Fair.

**SEMS Cultural Festival.** An event that seeks to increase the students' educational level, their participation in society, and their connectedness with their environment, all linked to the academic objective of teaching and research.

**SEMS Short Feature Video Contest.** Held by SEMS in collaboration with the International Film Festival in Guadalajara (FICG), with the aim of encouraging the development of young students' talent and its expression through sounds and images.



# Internationalization

The goal of the internationalization of higher education is to contribute to the students' formation by developing in them a number of competencies, some of them general and some specific, which include an understanding of the global environment in the 21st century in all its social, economic, and political complexity, as well as the ability to interact in multi-cultural environments, with values different from their own, appreciating people's cultural diversity. Another goal of internationalization is the civic formation of students, extending their participation in both the local and the global scene.

For these reasons, the University of Guadalajara has made its international vocation one of the pillars of its institutional mission. To fulfill it, the University has put into practice transversal strategies and policies of internationalization so that this process can be carried out in a comprehensive manner, having a direct effect on the many aspects of higher education.

Among the internationalization policies that have an impact on research and teaching are: encouraging relevant and internationally recognized scientific and technological research; taking advantage of areas of opportunity for cutting-edge research; educating students in diverse academic and intercultural environments; encouraging student and faculty mobility; fostering the reform and constant updating of the curricula in accordance with international trends; incorporating the use of a second language in every educational program; implementing joint programs and degrees; helping create an equivalent credit system, and identifying educational programs that may apply for international acknowledgement.

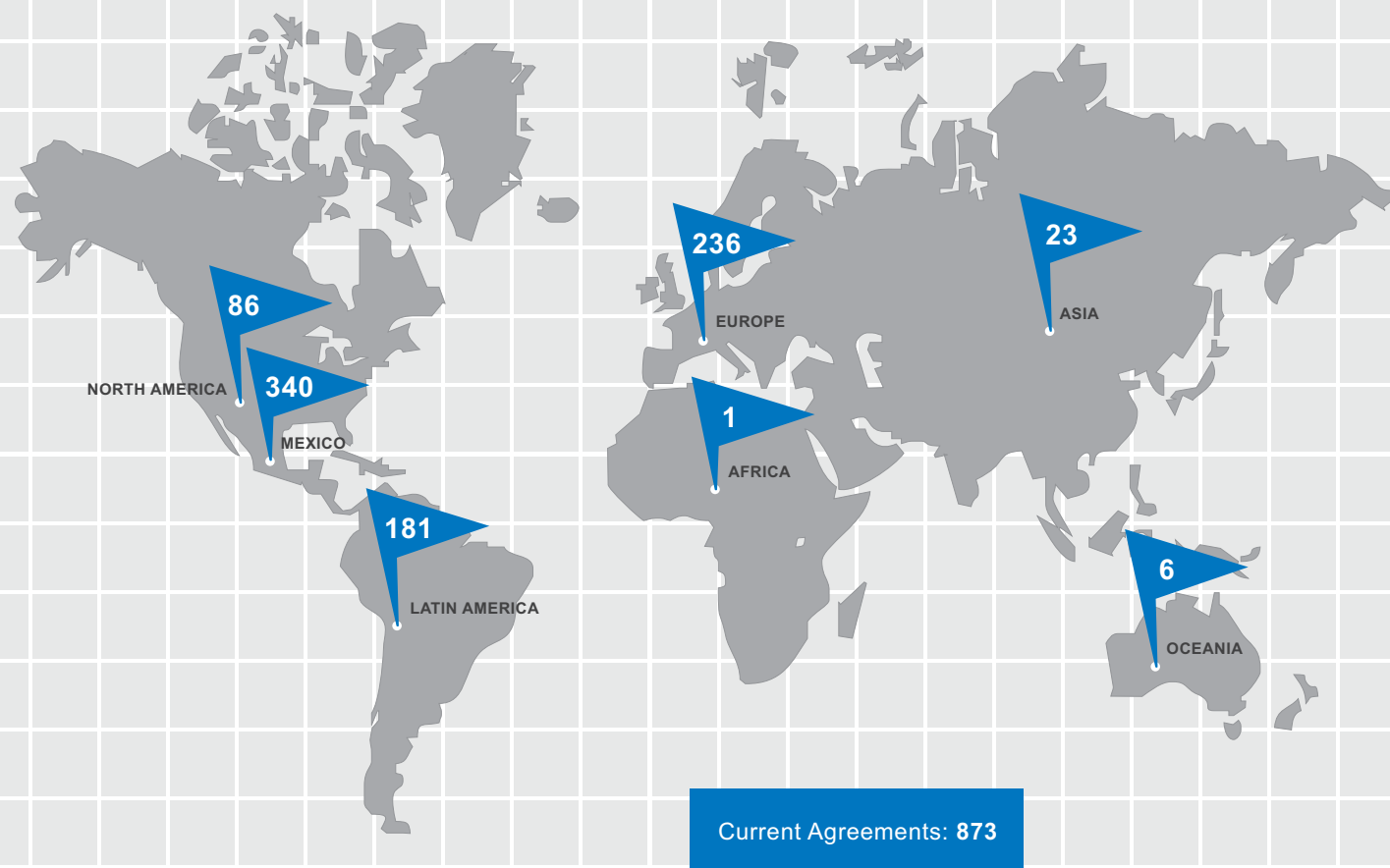
Through its General Coordination of Cooperation and Internationalization (CGCI), the University of Guadalajara plans and coordinates its efforts to incorporate an international dimension into the fundamental functions of every unit of its University Network. Its own function is to execute, together with these units, the policies, strategies and institutional programs of internationalization, to follow them up and to assess their results. Through the CGCI, the University maintains institutional relationships with international agencies, embassies, consulates, and university associations engaged in fostering international cooperation or obtaining external financial resources for different international activities.





The University of Guadalajara carries out a number of internationalization programs and activities, including:

1. Signing academic cooperation agreements with international and national higher education institutions and organizations.
2. Coordinating institutional programs of university staff, faculty, and student mobility.
3. Participation of the University in international cooperation networks and associations by being an active member of them and being part of their high-profile activities.
4. Promoting the knowledge of foreign languages and cultures, by coordinating institutional policies related to the teaching of foreign languages.
5. Encouraging the participation of members of the University community in scholarships offered by international institutions.
6. Promoting research and teaching projects in cooperation with Mexican and foreign institutions.
7. Obtaining external resources to support internationalization work.
8. Organizing and providing attention to the work agendas of visiting individuals or delegations of foreign or Mexican institutions.
9. Organizing institutional functions related to academic cooperation and internationalization.
10. Divulcation of opportunities of internationalization available to the University community, and providing counseling to take advantage of them.
11. Systematization of the information required to achieve internationalization objectives by integrating data banks.



Cooperation agreements create the conditions required for faculty and student mobility, professional practices, research projects, publications, joint educational programs, and donations, among other actions. At present, the University of Guadalajara has 873 academic cooperation agreements, 61% of which are with foreign and international higher education institutions and bodies, and 39% with institutions in Mexico.

The University of Guadalajara participates in 75 networks and associations engaged in the promotion of academic cooperation and internationalization. 67 of them are foreign and international, and 8 Mexican. The University takes active part in the following organizations (some of which it currently heads): Unión de Universidades de América Latina y el Caribe (UDUAL), Consorcio para la Colaboración en la Educación Superior en América del Norte (CONAHEC), Organización Universitaria Interamericana (OUI), Asociación Mexicana para la Educación Internacional (AMPEI), Association of International Educators (NAFSA), the OECD's Programme on Institutional Management in Higher Education (IMHE), the International Association of Universities (IAU), Grupo Compostela de Universidades (GCU), Asociación Hispana de Colegios y Universidades (HACU), the Observatory on Borderless Higher Education (OHBE), and the Global University Network for Innovation (GUNI), among others.



PIENSA Y TRABAJA



**UDGLA**

Universidad de Guadalajara  
Los Ángeles, California

In keeping with its mission, the University of Guadalajara has set out to extend its educational services to the Los Angeles, California area, to offer technical, continuing, high school and university-level educational services, as well as cultural and artistic promotion programs, to the Mexican and Hispanic community living in and around Los Angeles.

Its strategic objectives are to support Mexican immigrants, especially those from Jalisco, who live in Los Angeles, through education and culture to:

1. Shape individuals who combine critical thinking skills with a high sense of social responsibility and respect for universal human values.
2. Be a driving force behind social, economic and cultural development.
3. Promote cultural integration in a supportive, free and equalitarian environment.
4. Strengthen academic cooperation and international liaisons.

#### **Academic and cultural activities**

- Distance education through the Learning Communities and Distance Academic Services (CASA Universitaria) of the Virtual University System (SUV) of the University of Guadalajara.
- Diploma courses of interest to the community.
- UDGLA-UCLA Summer Courses.
- Teaching of English and Spanish.
- Combined Classroom/Virtual Mode High School.
- Studies to define future offers of distance and classroom mode higher education, according to potential demand, sources of funds, and social relevance.
- “Julio Cortázar” Lectures on Latin America.
- “Julio Cortázar” Lectures on Latin America.
- Information on the film industry, training, and presentations of the most significant events at the Guadalajara International Film Festival.
- World-quality cultural divulgation activities (photography exhibits, plays, as well as musical, puppet and dance performances by Latino and Mexican artists).
- Cultural and educational television programs (through Channel 44 in Guadalajara).
- Bilingual Virtual Bachelor’s Degree in Nursing (by agreement between the University of Guadalajara and the California Institute of California State University)





# The university towards the future



The greatest challenge for the University of Guadalajara in the next few years will be to update the transformations begun in the middle 80s, which were brought to fruition in the 90s and to maturity at the turn of the millennium.

A free examination of reality, criticism grounded on facts, rational argumentation and self-criticism must be the guiding principles of our work at the university.

To strengthen the institutional capabilities accumulated by the University of Guadalajara and to obtain new gains from the opportunities we encounter today, the university community is working along three main lines:

1. **Quality**, visible in its curricula, its faculty, and its students, and proven by the many awards received by the University, its units, and its outstanding members.
2. **Pertinence**, based on its total and program-specific enrollment, in the internationalization of its programs, in its capacity for service to society and linkage with its different sectors, and in the strength – that we must preserve and increase – of its extension programs and its dissemination of science and culture.
3. **Management and governance**. By deepening and consolidating the decentralization and de-concentration of administrative procedures and institutional responsibilities, good management and governance are the best strategies to perform our main tasks.

To support the above we have created a “navigation chart” to guide our efforts during this term as a Rector General, which contains eleven tasks to be accomplished:

1. To intensify the University’s decentralization and de-concentration processes.
2. To optimize the academic credits system and the organization of teaching based on a grid model.
3. To design general policies of priority in research.
4. To institute graduate studies policy in order to increase their scientific pertinence.
5. To establish policies of linkage with the productive sector, especially small and medium-sized enterprises.
6. To implement a new and successful curriculum by competencies in the High School Education System, a process that has already been started.
7. To redefine the guidelines for the faculty’s promotion and upward mobility.
8. To promote the University’s internationalization based on its successful insertion in the world’s educational and scientific circles.
9. To maintain and improve successful strategies of extension and cultural dissemination.
10. To strengthen the growth of the Virtual University System as a strategic element towards the University of the future.
11. To make the management of academic life more rational and efficient.

The University must educate citizens endowed with civic virtues and the ability to make ethical judgments. It must cultivate human beings able to enjoy aesthetic experience, and it is also its duty to train them to master the skills and knowledge needed in an increasingly competitive environment.

Educating to expand and humanize the world – the aspiration of modernity – is our main task as members of the University of Guadalajara.

Dr. Marco Antonio Cortés Guardado  
Rector General



## The university enriches culture

### Cultura UdeG



<http://www.cultura.udg.mx>

Cultura UdeG coordinates the areas of Music, Performing Arts, Literature, and Visual Arts, as well as the university's Ballet Folclórico and the Papirolas Festival. It is also in charge of some of the University's venues, such as Cine Foro, Museo de las Artes, Teatro Diana, Casa Escorza, Casa Vallarta, and the Jorge Martínez Gallery. Cultura UdeG also publishes Luvina, a literary journal.

### Guadalajara International Book Fair



<http://www.fil.com.mx>

The most important gathering of book professionals and readers of books in Spanish, with more than 2,000 publishing houses, over 17,000 professionals from 40 countries, and more than 600,000 visitors in its latest edition. A professional fair with 34,000 square meters of exhibit space that host business transactions between authors, editors, and distributors, and a very large number of cultural activities, it takes place in the last week of November at Expo Guadalajara, the city's main venue for international exhibits.

© Courtesy: FICG 26 / <http://www.flickr.com/photos/ficguadalajara>



## JULIO CORTÁZAR

CÁTEDRA LATINOAMERICANA

<http://www.jcortazar.udg.mx>



<http://www.festivalcineguadalajara.com>



<http://www.lea-la.com/>



<http://www.udgtv.com/>

### Julio Cortázar Latin-American Lectures

An academic space that pays homage to a great writer, its main purpose is to help imagination, reason and criticism come together to promote dialog and reflection on Latin-American culture and society. Renowned writers, thinkers, and statesmen have been assisted to this space, who usually give a course and a main lecture that is open to all the public.

### Guadalajara International Film Festival

A cultural event of great significance for Guadalajara and for Mexico, it has become the most solid film festival in Latin America. Its offering to the film industry has earned the festival an important position nationally and on an international level. It is also a forum for formation, instruction, and creativity sharing among film professionals, critics, and students from all over Latin America.

### Spanish-language Book Fair in Los Angeles

LéaLA is a cultural project to promote the Spanish language, held by the University of Guadalajara and the Guadalajara International Book Fair in Los Angeles, California. Its main objective is to strengthen UDGLA's activities to promote culture and the arts within the Latino community in Los Angeles, California. LéaLA meets the need of the Latino population to have access to books in Spanish through encounters with writers, scholars, and publishers in lectures, talks and forums. Its scope of influence reaches the whole west coast of the United States.

### A channel for everyone

The University of Guadalajara takes a new step in its cultural extension project by starting transmissions of a television channel with a unique approach to broadcasting, thus becoming one of the five higher education institutions in Mexico that offer public television channels to their communities.

Channel 44 can also be seen as Channel 33.2 in California, providing the University community with a new window to the world through the University of Guadalajara in Los Angeles (UDGLA).



© Courtesy: FIL Guadalajara / <http://www.fil.com.mx/fi2011>





<http://distritocentrocultural.org.mx>

## Centro Cultural Universitario

A 173-hectare territorial reserve of the University of Guadalajara located in Los Belenes, in the municipality of Zapopan, that has been transformed into a cultural and academic space that will also feature commercial and housing areas, as well as hotels and a hospital. This cultural space brings together two University Centers, Art Schools, a Theme Park, a Media Park, an Archaeological Park, sports facilities and residential areas. It also includes the Telmex Auditorium, with a capacity for 11,000 spectators.



### “Juan José Arreola” Jalisco State Public Library

The University of Guadalajara has been in charge of the Jalisco State Public Library since 1925. Since its creation 146 years ago, the Library has performed a dual function, as a public library and a historical archive with a special collections area. Moreover, it became renowned for its many different collections of periodicals. Since 1975, the Library was housed in the building of *Casa de la Cultura Jalisciense*, in downtown Guadalajara.

In 2001, the University Council named it the “Juan José Arreola” Jalisco State Public Library in memory of a great writer who was its Director from 1991 until his death on December 3 2001. Starting in 2004, due to structural problems in the building that housed the Library, some of its collections had to be moved to another building, on Alcalde Avenue 130.

A decision was made to house all of the Library’s collections in a new building that will be the entrance to the new university center, the *Centro Cultural Universitario*. The new Library will have a capacity for three million units of information containing five hundred years of history, not only of Jalisco but also of Mexico’s northeastern region and the southwest of the United States, plus valuable special collections such as the “Jorge Álvarez del Castillo” private collection. The new building will serve 3,600 users at the same time, with areas for indigenous literatures, children’s and young adults books, oral history labs, Braille collections, an International Center, group study and quiet reading rooms, coffee shop, restaurant, and bar.



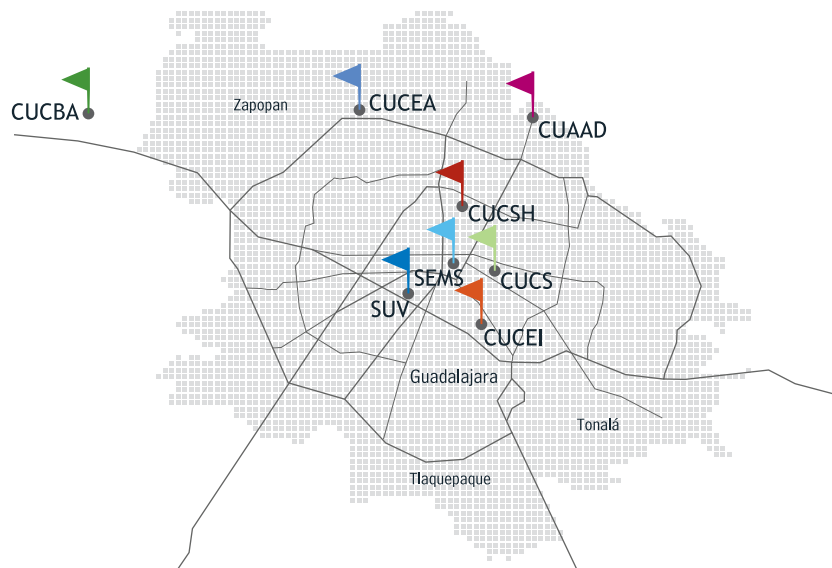
### Telmex Auditorium

One of the most important venues for performing arts shows in Latin America. It is located in the Metropolitan Area of Guadalajara and part of the most ambitious cultural project of the University of Guadalajara in recent years. It is also the first constructed building in the of the *Centro Cultural Universitario* project. This majestic building was designed by Mexican architect José de Arimatea Moyao. It has a large car parking space and a capacity for 2,600 to 11,500 spectators thanks to its movable walls that enable it to increase or reduce its inside area as needed. It also features three mechanical platforms: extended stage, orchestra pit, or orchestra section for spectators, allowing for 16 different seating configurations and providing perfect visibility of the stage from any point in the hall.



# LOCATION

## Subject-specific university centers and systems



### CUCS

University Center for Health Sciences

Sierra Mojada 950  
Col. Independencia  
Guadalajara, Jalisco, México  
C.P. 44348  
Tels. 52 (33) 1058 5222, 1058 5224, 1058 5223  
Conmutador: 52 (33) 1058 5200  
[www.cucs.udg.mx](http://www.cucs.udg.mx)

### CUCSH

University Center for Social Sciences and Humanities

Guanajuato 1045 esq. Alcalde  
Col. Alcalde Barranquitas  
Guadalajara, Jalisco, México  
C.P. 44260  
Tel. 52 (33) 3819 3333  
Conmutador: 52 (33) 3819 3300  
Fax: 52 (33) 3853 9092  
[www.cucsh.udg.mx](http://www.cucsh.udg.mx)

### CUAAD

University Center for Art, Architecture and Design

Campus Huentitán  
Calzada Independencia Norte 5075, Huentitán El Bajo, S.H.  
Guadalajara, Jalisco, México  
C.P. 44250  
Tel. 52 (33) 1202 3000  
[www.cuaad.udg.mx](http://www.cuaad.udg.mx)

### CUCEA

University Center for Economic and Management Sciences

Anillo Periférico Norte 799  
Núcleo Universitario Los Belenes  
Zapopan, Jalisco, México  
C.P. 45100  
Tels. 52 (33) 3770 3305, 3770 3308  
Conmutador: 52 (33) 3770 3300, exts. 5005, 5006  
Fax: 52 (33) 3770 3306  
[www.cucea.udg.mx](http://www.cucea.udg.mx)

### SUV

Virtual University System

Edificio Cultural y Administrativo  
Av. Juárez 976, piso 5  
Col. Centro  
Guadalajara, Jalisco, México  
C.P. 44170  
Tel. 52 (33) 3134 2222, ext. 8802  
[www.udgvirtual.udg.mx](http://www.udgvirtual.udg.mx)

### CUCBA

University Center for Biological and Agricultural Sciences

Km 15.5 carretera Guadalajara-Nogales  
Predio las Agujas, Nextipac,  
Zapopan, Jalisco, México  
C.P. 45110, apartado postal 39-82  
Tel. 52 (33) 3777 1183  
Conmutador: 52 (33) 3777 1150, ext. 3134  
Fax: 52 (33) 3777 1159  
[www.cucba.udg.mx](http://www.cucba.udg.mx)

### CUCEI

University Center for Exact Sciences and Engineering

Blvd. Marcelino García Barragán 1421, esq. Calzada Olímpica  
Guadalajara, Jalisco, México  
C.P. 44430  
Tel. 52 (33) 1378 5900  
Conmutador: 52 (33) 3942 5969  
Fax: 52 (33) 3942 5924  
[www.cucei.udg.mx](http://www.cucei.udg.mx)

### SEMS

High School Education System

Edificio Valentín Gómez Farias  
Liceo 496, esq. Juan Álvarez  
Col. Centro  
Guadalajara, Jalisco, México  
C.P. 44100  
Conmutador: 52 (33) 3942 4100  
Fax: 52 (33) 3942 4103  
[www.sems.udg.mx](http://www.sems.udg.mx)



## CUALTOS

Los Altos University Center

Carretera a Yahualica Km. 7.5,  
Tepatitlán de Morelos, Jalisco, México  
C.P. 47600

Telephone: 01 (378) 78 28033 to 37; from Guadalajara: 3134 2285  
(01 378) 782 8033, ext. 6922  
Fax: 01 (378) 78 28033 to 37  
[www.cualtos.udg.mx](http://www.cualtos.udg.mx)

## CUCIÉNEGA

La Ciénega University Center

Av. Universidad 1115,  
Col. Lindavista  
Ocotlán, Jalisco, México  
C.P. 47810

Telephone: 52 (33) 3134 2284  
52 (392) 925 9400, ext. 8300  
Fax: 52 (392) 925 4030  
[www.cuci.udg.mx](http://www.cuci.udg.mx)

## CUCOSTA

Coasta of Jalisco University Center

Av. Universidad 203  
Delegación Ixtapa  
Puerto Vallarta, Jalisco, México  
C.P. 48280

Telephone: 52 (322) 226 2201; from Guadalajara: 3134 2280  
52 (322) 226 2201, ext. 6240  
Fax: 52 (322) 281 0522  
[www.cuc.udg.mx](http://www.cuc.udg.mx)

## CUCOSTASUR

Southern Coast of Jalisco University Center

Av. Independencia Nacional #151  
Autlán de Navarro, Jalisco, México  
C.P. 48900

Telephone: 52 (317) 382 5010, 381 0257, 382 2817  
52 (317) 3134 2282  
[www.cucsur.udg.mx](http://www.cucsur.udg.mx)



## Regional university centers

## CULAGOS

Los Lagos University Center

Av. Enrique Díaz de León 1144  
Col. Paseos de la Montaña  
Lagos de Moreno, Jalisco, México  
C.P. 47460

Telephone: 52 (474) 746 5383  
52 (474) 742 4314, ext. 6501  
Fax: 52 (474) 742 3678  
[www.lagos.udg.mx](http://www.lagos.udg.mx)

## CUSUR

Southern Region of Jalisco University Center

Avenida prolongación Colón s/n, Km. 1, carretera Ciudad Guzmán - Guadalajara  
Ciudad Guzmán, Zapotlán el Grande, Jalisco, México  
C.P. 49000

Telephone: 52 (341) 575 2222; from Guadalajara: 3134 2281  
52 (341) 575 2222, ext. 6005  
Fax: 52 (341) 575 2226, ext. 6066  
[www.cusur.udg.mx](http://www.cusur.udg.mx)

## CUNORTE

Northern Region University Center

Carretera Federal No. 23, Km. 191  
Colotlán, Jalisco, México  
C.P. 46200

Telephone: 52 (499) 992 0110; from Guadalajara: 3134 2283  
52 (800) 5055 399  
Conmutador: 52 (499) 992 0110  
Fax: 52 (499) 992 1333  
[www.cunorte.udg.mx](http://www.cunorte.udg.mx)

## CUVALLES

Los Valles University Center

Carretera Guadalajara - Ameca Km. 45.5  
Ameca, Jalisco, México  
C.P. 46600

Telephone: 52 (375) 758 0148, ext. 7211; from Guadalajara: 3134 2286  
Fax: 52 (375) 758 0500  
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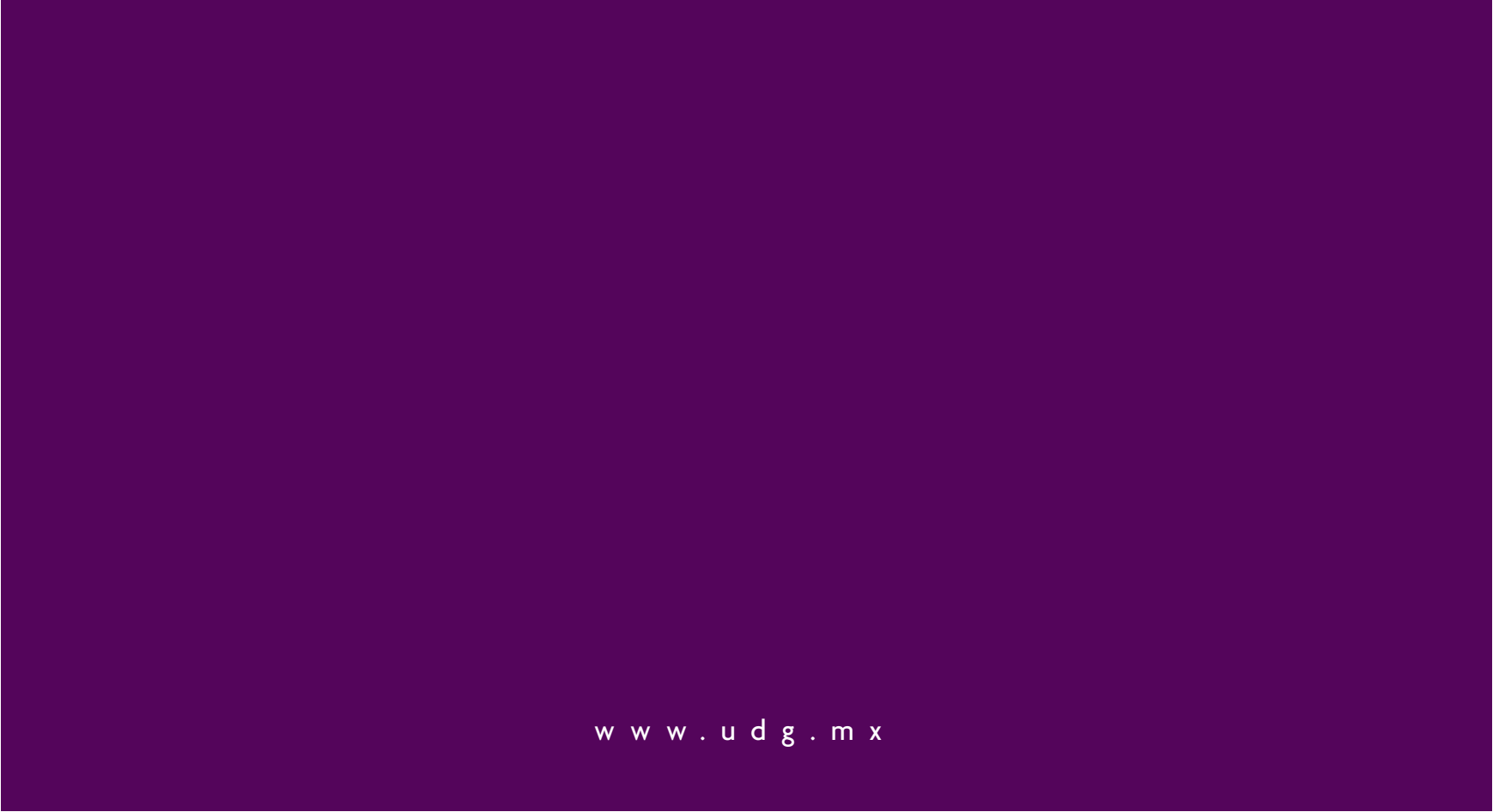
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