



**Universidad Juárez del Estado de Durango**  
**Facultad de Ciencias Forestales**



*Learning Unit Programme*  
*With an integral professional competences approach*

**I. LEARNING UNIT GENERAL DATA**

<b>1. learning Unit Name</b>		<b>2. Code</b>			
TERRITORIAL MANAGEMENT		6398			
<b>3. Academic Unit</b>					
FORESTRY SCIENCES FACULTY					
<b>4. Academic programme</b>			<b>5. Level</b>		
ENGINEERING IN ENVIRONMENTAL MANAGEMENT			Higher		
<b>6. Training Area</b>					
DISCIPLINARY					
<b>7. Academy</b>					
ENVIRONMENTAL MANAGEMENT					
<b>8. Modality</b>					
<b>Mandatory</b>	<b>X</b>	<b>Course</b>	<b>X</b>	<b>Attendance</b>	<b>X</b>
<b>Elective</b>		<b>Course-workshop</b>		<b>Non-attendance</b>	
		<b>Workshop</b>		<b>Mixed</b>	
		<b>Seminar</b>			
		<b>Laboratory, field practice, etc.</b>	<b>X</b>		
		<b>Professional Practice</b>			
		<b>Academic Stay</b>			
<b>9. Pre-requirements</b>					
1.- Previous knowledge of ecological management.					

- 2.- Previous knowledge in statistics and environmental legislation
- 3.- Previous knowledge of ecology and digital cartography
- 4.- Knowledge of the use and management of GPS technology
- 5.- Knowledge of geographic information systems

10. Theory hours	Practice hours	Independent study hours	Total hours	Credits
3	1	0	4	4
<b>11. Names of the teachers who participated in the development and/or modification of the programme</b>				
DR. PABLITO MARCELO LOPEZ SERRANO				
12. Date of development	Date of modification		Date of approval	
10/07/2013	08/03/2016		26/10/2017	

## II. LEARNING UNIT SPECIFIC DATA

### 13. Presentation

The new development approaches are within the framework of economic globalization generating policies and strategies that require a broad and intense exchange and production of information at the national level and that consequently, are oriented towards the search for greater productivity and competitiveness. On this platform, it has been necessary to design strategies, policies and planning instruments that adjust to this development dynamic.

Within the environmental policy in Mexico, the Ecological Ordering stands as the planning instrument that allows the knowledge and analysis of the state of natural resources, for the definition of territorial policies that allow the adequate use, restoration, protection and conservation of natural resources.

The increase of the population through history has manifested, among other things, in a gradual reduction of natural resources. The population is considered as one of the main agents of deterioration and that they put a strong pressure on the aforementioned resources and necessary for this and other causes no less important, to have instruments that allow us to have a sustainable use of natural resources; one of them is the Ecological Ordering of the Territory, which is defined as the instrument of environmental policy whose purpose is to regulate or induce the use of land and productive activities, in order to achieve the protection of the environment and the preservation and use sustainable use of natural resources, based on the analysis of deterioration trends and the potential for their use.

### 14. Integral professional competences to develop in the student

<b>Generic competences</b>	1 Analysis and synthesis capacity 2 Capacity for oral and written communication 3 Knowledge of a foreign language 4 Information management capacity 5 Troubleshooting 6 Decision making 7 Team work 8 Ethical and quality commitment 19 Motivation for quality 21 Ability to apply theoretical knowledge in practice 23 Ability to communicate with non-experts in the field			
<b>Professional competences</b>	Management of the natural environment Planning and integrated land management			
<b>General purpose of the course</b>	Provide students with the necessary tools to describe diagnose, elaborate a prospective analysis on the general guidelines for the allocation of territorial policies, as well as the guidelines for their application to elaborate a territorial order proposal.			
<b>15. Joint of axes</b>				
The learning unit articulates the environment, social responsibility and research so that students develop land-use planning projects under a sustainability scheme.				
<b>16. development of the course</b>				
<b>Module 1</b>	INDICATORS FOR THE CHARACTERIZATION AND MANAGEMENT OF THE TERRITORY			
<b>Intended learning</b>	<b>Learning contents</b>	<b>Learning product(s)</b>	<b>Strategies</b>	<b>Teaching resources and materials</b>
The indicators that can be applied to knowledge and to	Indicators of the natural subsystem.	Prepares and exposes in teams the characterization of the activities of components of the natural subsystem, the	Documentary research work. It promotes activities of search,	Common classroom materials - FCF Library - Central University Library -

the characterization of the territory, in its different components: natural, social, are reported. Urban - regional and economic.	Indicators of the social and urban - regional subsystem.	activities of the primary, secondary and tertiary sectors as well as the social phenomena of a particular municipality, through the application of the proposed indexes.	selection, analysis and interpretation of information in different sources.	Digitalized literature - Computer equipment - Internet - Web pages - INEGI reference center
	Indicators of the economic subsystem.			
<b>Module 2</b>	INTEGRATED DIAGNOSIS AND PROSPECTIVE OF THE TERRITORY.			
<b>Intended learning</b>	<b>Learning contents</b>	<b>Learning product(s)</b>	<b>Strategies</b>	<b>Teaching resources and materials</b>
The bases for an integrated diagnosis of the territory are reported, identifying the causes of the state that the rural, social and economic subsystems keep. The methodology for the preparation of the prospective phase of land use planning is also reported, based on	Bases for the integrated diagnosis and environmental stability of the territory.	Prepares and exposes in teams an integral diagnosis of the territory based on environmental stability and by sector of productive activity of a particular municipality, through the application of the proposed methodology	Documentary research work. It promotes activities of search, selection, analysis and interpretation of information in different sources.	Library - Digitalized literature - Computer equipment - Internet - Web pages - INEGI reference center
	Trends of the natural, social and productive subsystem.			

the hypothesis scenarios.				
<b>Module 3</b>	PROPOSALS FOR ENVIRONMENTAL POLICIES AND GENERAL GUIDELINES FOR PLANNING.			
<b>Intended learning</b>	<b>Learning contents</b>	<b>Learning product(s)</b>	<b>Strategies</b>	<b>Teaching resources and materials</b>
Information is provided on the general guidelines for the allocation of territorial policies, as well as the guidelines for their application.	General characteristics of the allocation of territorial policies.	Prepares and exhibits in teams based on the previous work (characterization of subsystems based on indicators, integrated diagnosis and perspective of the territory) a proposal of territorial ordering based on territorial policies and the set of guidelines for use for each of them for a selected municipality.	Documentary and field research work. Encourage search activities, selection, analysis and interpretation of information from different sources.	Library - Digitalized literature - Computer equipment - Internet - Web pages - INEGI reference center
	General guidelines for the use of the territory			

**17. Performance assessment:**

<b>Performance evidence(s)</b>	<b>Performance criteria</b>	<b>Application scopes</b>	<b>percentage</b>
Exposition of characterization of components of the natural subsystem and economic activities of the primary, secondary and tertiary sector based on indicators recommended by the facilitator	Written exam (30%)	Local Regional National International	30%
Exposition of the integral diagnosis of the territory based on environmental stability and by sector of productive activity.	Exhibition (10%). Evaluation of the exposure through a specific heading for each product, with the following indicators: quality, sufficiency, consistency, coherence (10%). Rubric of the teacher's exhibition (10%).	Local Regional National International	30% Self-evaluation: 10% each student will be evaluated, by means of a writing where he / she shows what he / she learned during the period with his / her respective evidence. Coevaluation: 10% each student will evaluate their classmates, indicating the favorable points

			and in their case the areas of opportunity detected in their classmates Heteroevaluation: 10% the teacher evaluates the work of the students
Prepares and expose in teams based on the previous work (characterization of subsystems based on indicators, integrated diagnosis and perspective of the territory) a proposal of territorial ordering based on territorial policies and the set of guidelines for use for each of them even a selected municipality.	Final work that contains one proposal for territorial managment (40%)	Local Regional National International	40%
<b>18. Evaluation criteria:</b>			
<b>Criterion</b>	<b>Value</b>		
<b>Formative Evaluation</b>	10% Self-assessment (respect, responsibility and honesty) 10% Co-evaluation (participation, organization, perseverance and personal presentation)		

	10% Heteroevaluation (to listen, to leadership)
<b>Summative evaluation</b>	30% written exam 40% (written communication, to gather information)
<b>Criteria summation</b>	100%
<b>19. accreditation</b>	
<b>20. Information sources</b>	
<b>Basic</b>	<p>Alario, M.; Baraja, E.; Silva, R. (2011) “Medio siglo de transformaciones agrarias en España: los factores económicos, sociales y políticos como clave de la dinámica reciente de los paisajes agrarios” En Moliner, F.; oJeDa, J.F. y tort, J.: Los paisajes agrarios de España. Caracterización, evolución y tipificación. Madrid, Ministerio de Medio ambiente y Medio rural y marino, 127-144.</p> <p>Bayona, J.; Gil, F. (2013): “Dinámicas de población y vivienda en el rural profundo catalán (1996-2009): diversificación de situaciones en un periodo de cambio”, Ager, Revista de Estudios sobre Despoblación y Desarrollo Rural, nº 14, 35-69.</p> <p>Benabent Fernández de Córdoba, M. (2012): “Treinta años de ordenación del territorio en el Estado de las Autonomías”, en El planeament territorial a Catalunya a inici del segle XXI (castañer, M., ed.). Barcelona, Societat Catalana d’Ordenació del Territori, pp. 140- 165</p> <p>Josling, T.; Swinbank, A. (2013): “EU Agricultural Policies and European Integration: A Thematic Review of the Literature” en Mapping European Economic Integration (tovias, A.; verDun, A., eds.).</p> <p>Houndsmill, Palgrave Macmillan, 18-37. Manero Miguel, F. (2012): “La ordenación del territorio en Castilla y León: un complejo de decisiones sujetas a desafíos permanentes” en Población y poblamiento en Castilla y León (Delgado urrecho, J.M., dir.). Valladolid, Consejo Económico y Social de Castilla y León, 111-153</p>



	<p>Martínez, I.C.; Delgado, J.M. (2012): "Hacia una gestión eficaz y equitativa del territorio en un horizonte demográficamente crítico", en Población y poblamiento en Castilla</p>
<b>Complementary</b>	<p>CaBallero, J. (2012): "Los valores paisajísticos. Elementos para la articulación entre teoría e interpretación del paisaje". Cuadernos Geográficos, nº 51, (2012-2), 245-269</p> <p>Cañizares Ruiz, M.C. (2013): "Patrimonio, minería y rutas en el Valle de Alcudia y Sierra Madrona (Ciudad Real)". Estudios Geográficos, Vol. LXXIV, nº 275, 409-437.</p> <p>Espejo Marín, C. (2011): "El paisaje como recurso turístico" en Retos y perspectivas de la gestión del Paisaje de Canarias (siMancas, M. R. y cortina, A., coords.). Santa Cruz de Tenerife, Gobierno de Canarias y Universidad Internacional Menéndez Pelayo, 337-461</p> <p>Martínez De Pisón, E. (2012): "Sobre la idea y enseñanza del paisaje". Nimbus, nº 29-30, 373-380 Zoido, F. (2012): "El paisaje un concepto útil para relacionar estética, ética y política". Scripta Nova. Revista Electrónica de Geografía y Ciencias Sociales, 10 de julio de 2012, vol. XVI, nº 407. En línea <a href="http://www.ub.es/geocrit/sn/sn-407.htm">http://www.ub.es/geocrit/sn/sn-407.htm</a>, consultado el 08/09/2014</p>
<b>21. Profile for the teacher who imparts this learning unit</b>	
<p>Have a bachelor's degree in Forest Science, Environmental Management, Ecology, Biology, or related area. Preferably with a Master's or Doctorate degree. Professional university experience as a teacher in front of a group. Availability to work as a team Availability to work in the competence-based model</p>	

