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PEI

**Institutional  
Educational  
Project**









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# IDENTITY



The Colegio de Estudios Superiores de Administración (CESA) is a private, non-profit higher education institution with high-quality accreditation and administrative, financial, and academic autonomy. It is recognized by Resolution 5157 issued by the Ministry of National Education on August 29, 1975. CESA promotes the study of business administration and related fields through its undergraduate program in Business Administration and a range of postgraduate programs (specializations, master's degrees, and a doctoral degree).



**CESA was founded as a private initiative by a group of business and political leaders in response to a growing demand for professionals capable of leading and managing Colombia's corporate and industrial sectors**

Thus, on August 29, 1974, 38 prominent national figures—including former President Carlos Lleras Restrepo and Hernán Echavarría Olózaga—formalized the institution's creation. Since its inception, **CESA has retained the name “Colegio”, denoting a disciplinary vocation, a coherent academic structure, and a pragmatic and personalized approach to student engagement.** This structure encourages each member to act autonomously, responsibly, and ethically in building their personal, professional, and social development. Additionally, CESA has played a leading role in entrepreneurship by fostering a dynamic ecosystem that promotes, supports, and gives visibility to the entrepreneurial spirit.



## Mission

To educate, throughout their lives, morally upright leaders capable of understanding both local and global needs and trends, and of generating value in public or private organizations through an entrepreneurial mindset and a transformative, innovative attitude aimed at promoting sustainable development and well-being in the present and for the future.



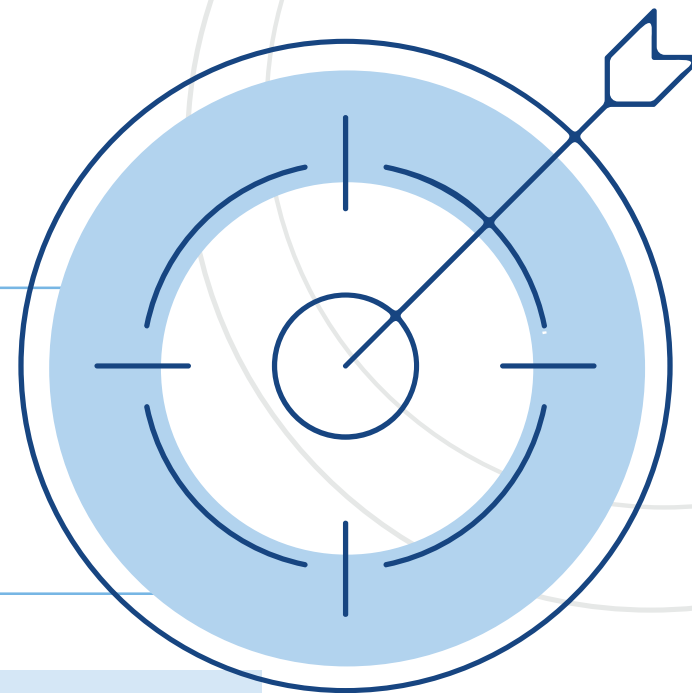
## Vision

By 2050, to continue being the leading business school in Colombia and become a regional and Latin American benchmark: an inclusive, diverse, and socially and environmentally engaged institution, whose graduates provide transformative, sustainable, and socially responsible solutions.



## Higher purpose

To educate transformative leaders to build a better world.



## Guiding principle

CESA's guiding principle is excellence. The entire CESA community is committed to achievement, the promotion of individual and collective development, and consistently exceeding expectations. This principle aims to ensure both the vocational fulfillment of the community and the institution's mission (CESA, 2020a ).



## Integrity

Members of the CESA community are expected to act with integrity, conduct themselves with rectitude, and maintain consistency between their actions and the institution's ethical code. They recognize their societal and institutional roles and understand the direct and indirect consequences of their actions in all spheres of life (CESA, 2020a, p11 ).



CESA community members honor their commitments within academic, professional, and social contexts. They are accountable to different stakeholders for their actions and decisions. Responsibility at CESA implies an awareness of the impact of one's decisions on oneself and others (CESA, 2020a, p11 ).

## Respect



CESA recognizes that individuals may hold diverse perspectives, behaviors, and cultural backgrounds. Members of the institution are expected to reconcile such differences and find in diversity a source of innovative ideas and opportunities. This value presumes the fulfillment of duties and commitments, and ongoing regard for others (CESA, 2020a, p. 10).

## Responsibility

# VALUES

1

# VALORES

## Perseverance



Members of the CESA community engage in a constant process of personal growth, seeking the most suitable paths to attain their goals. This involves completing initiated efforts, confronting and overcoming challenges, and maintaining commitment beyond what is expected, without succumbing to convenience or complacency (CESA, 2020a, p12)

## Solidarity



CESA promotes a culture of ongoing collaboration within the community and society at large. This entails an unreserved commitment to support others without seeking recognition. Members consistently demonstrate a genuine concern for others across academic, professional, and personal contexts, aiming to contribute to a more just, sustainable, and equitable society (CESA, 2020a, p12 ).



Every member of the CESA community is shaped by a practical and personalized education grounded in ethics, integrity, and institutional values, which inform both academic and professional practice, as well as societal engagement. Consequently, **each member is expected to understand themselves as part of a collective rooted in solidarity, one that acknowledges and respects tradition as a basis for building a better world—one that is more empathetic, productive, inclusive, and equitable; safer, too, and increasingly centered on the recognition of others.**



# CESA COMMUNITY

- Founders
- Electoral Body
- Board of Directors
- Senior Management
- Students
- Faculty (adjunct, core, research, and visiting professors)
- Alumni
- Administrative Staff

## Internal stakeholders



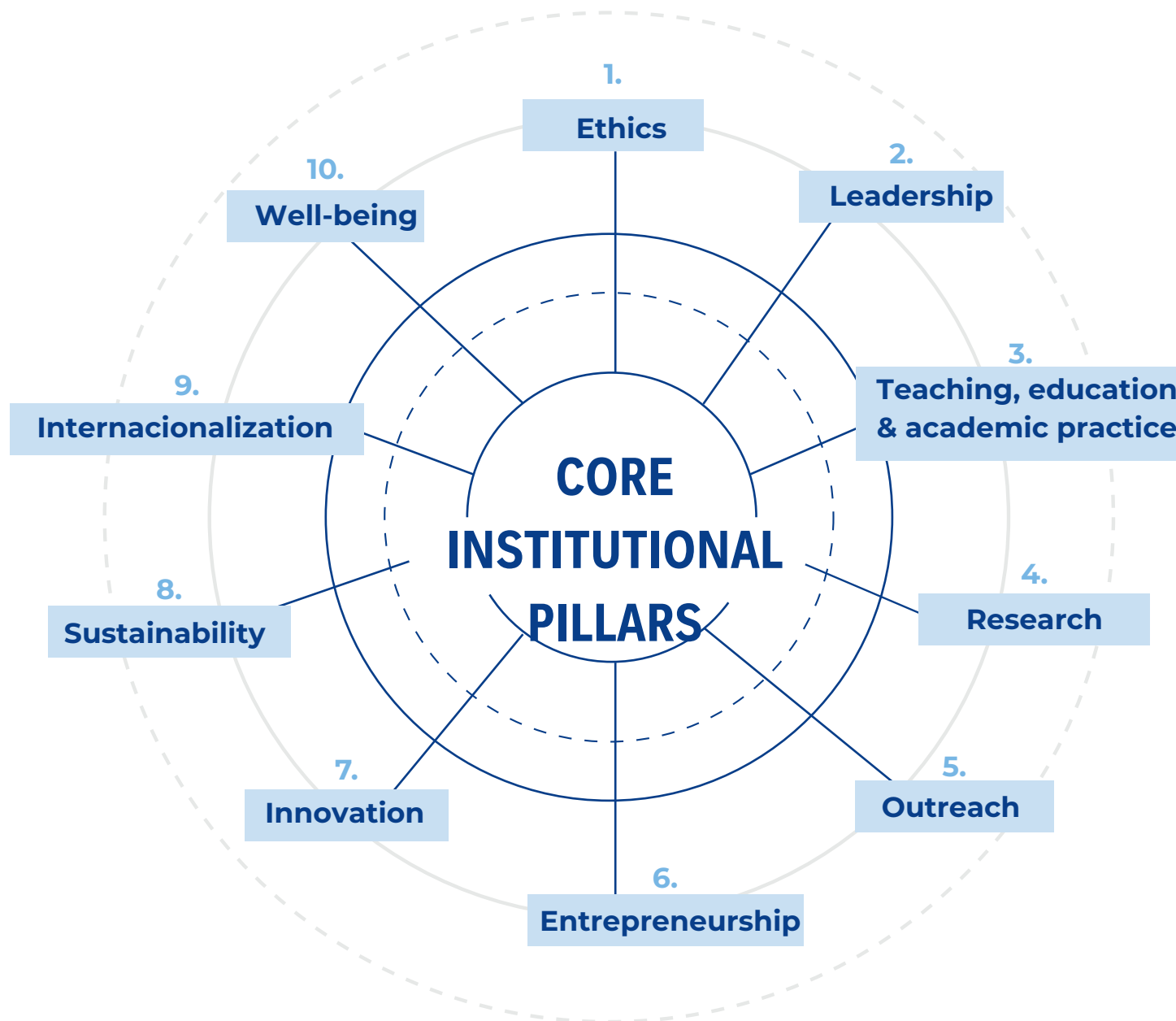
## External stakeholders

- Parents and guardians
- National and international business
- sector Educational institutions
- Suppliers
- Ministry of National Education
- Accrediting bodies
- Government and public institutions
- (national and local) Non-governmental organizations



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# CORE PILLARS



## Ethics

At CESA, ethics is understood as a **collective and continuous process** of reflection on the nature and implications of one's actions. This principle entails an ongoing review of **both personal and professional conduct** in light of the institution's rules and values. Excellence, the institution's guiding principle, becomes a behavioral imperative, requiring members of the community to contribute to society and to **prioritize collective well-being over individual interest** through the consistent enactment of institutional values.

### What we do;

Teaching, education, research, and outreach are underpinned by rigor, a strong practical orientation, and constant engagement with both the public and private sectors, in alignment with the institution's mission. **The education of top business leaders** and the strengthening of Colombian entrepreneurship are defined by this ethical foundation, which supports a fair, competitive, and peaceful nation.



**How to do it well;** here, "goodness" implies the pursuit of collective well-being over personal interests, **grounded in an empathetic understanding** of the human condition and its needs. **Academic rigor and the professionalization** of the business-administration field **aim to produce transformative outcomes and positive impact** in a range of organizations—private enterprises, public-sector entities, NGOs, and higher-education institutions. CESA's approach strives to create sustainable organizations that generate economic and social development and preserve the environment for current and future generations.

**Who we do it;** engagement within the CESA community and with stakeholders is governed by the institution's core **values: respect, integrity, solidarity, responsibility, and perseverance.** The Code of Ethics sets out the standards by which community members are expected to embody and promote these values through their actions.

## 2. Leadership

Leadership is a core tenet of CESA's mission, placing the **individual at the heart of the educational process**, encouraging self-knowledge, and thereby empowering them to inspire others

A CESA leader is authentic and recognized for the **capacity to influence** diverse contexts, strive for excellence, and **develop solutions** to societal challenges across domains. This is achieved through the mobilization of collective effort, in coherence with institutional values. CESA's vision of leadership involves generating value in organizations and among individuals; transforming local, regional, and global realities; prioritizing societal well-being and resource sustainability; transferring cutting-edge knowledge to stakeholders; and **promoting dialogue among diverse worldviews**. These aims are embedded in a curriculum designed to train ethical and innovative decision-makers.





**Leadership permeates all institutional functions.** In teaching, it promotes active learning through state-of-the-art methodologies that support practice and communication. In research, it fosters autonomous learning through relevant inquiry that challenges assumptions and yields solutions. Research at CESA also explores the characteristics of leaders who produce positive change across societal spheres. In outreach, leadership contributes to institutional strengthening through partnerships with businesses and public entities, promoting organizational productivity and innovation.



**The CESA leader upholds the principles of excellence, empathy, collaboration, curiosity, and strategic, hopeful vision. They inspire and influence others through thoughtful decision-making in a digital age and complex environments, and serve as agents of cultural transformation capable of leading teams and moving the world through their ideas, actions, and relationships.**

# 3. Teaching, education and academic practice

At CESA, teaching is conceived as an active process in which **students are the protagonists**. Teaching, learning, and formation are understood as a set of personalized, action-oriented activities conducted in diverse learning environments that facilitate meaningful and applicable knowledge acquisition (Ordóñez, 2006).

CESA is a higher-education institution focused on **teaching as an investigative endeavor**. It promotes reflection on the challenges facing both the public sector and economic fields (Islas, 2019). As such, teaching and research are grounded in **constant interaction, fostering links between academia and industry in response to local and global trends**. CESA's educational practice seeks to cultivate leadership for the 21st century, equipping individuals to contribute to organizational well-being, navigate uncertainty, and adapt to change.



Faculty practice at CESA is oriented toward crafting experiences that enable knowledge to be demonstrated in action. Learning must be contextually situated: directed toward informed decision-making and concrete action in real-world environments.

Teaching at CESA is therefore a continuous process of interaction between faculty and students, aimed at generating authentic performance and understanding. These are developed within communities of practice (Hadar & Brody, 2010; Patton & Parker, 2017), in which pedagogical practice is transformed through the development and **implementation of new tools and techniques** that foster research, innovation, entrepreneurship, collaboration, engagement, and knowledge management.



The  
academic  
practice at  
CESA is  
defined as:

#### **Experiential:**

learning through doing and through individual experience. A range of methodologies is employed, including meaningful, collaborative, and contextual learning, with e-learning used when appropriate.

#### **Personalized:**

small-group instruction and strong student-faculty relationships foster continuous participation and open dialogue.

#### **Practical and applied:**

teaching and learning processes stem from constant interaction among faculty, students, and practicing professionals in the field of business administration

#### **Engage with global & regional contexts:**

teaching is attuned to societal needs, with particular attention to the Colombian context.

The role of the faculty member at CESA, effective teaching at CESA requires robust **evaluation aligned with curriculum design, intended learning outcomes, and the teaching and learning strategies employed**. Such alignment must respond to the need for graduates to manage complex demands (OECD, 2021), as competences are ultimately demonstrated through their applicability in society and the productive sector.

The CESA faculty member is a leader in learning processes within the institution. They are professionals attuned to the needs of their context, held in high regard within their fields, and maintain close, continuous engagement with their students. They possess critical competences and communication skills, consistently demonstrate expertise and professional experience in their academic, scientific, or business disciplines, and maintain a clear understanding of both the national and international environments. This is reflected in their active participation in academic and industry settings alike.



## The CESA faculty member is:

### Inspiring:

Exemplifies adaptability to new contexts and transformative capacity, both in addressing academic challenges and in the ethical approach with which such challenges are met.

### Innovative

Designs learning environments that incorporate disruptive technologies, pedagogical resources, and strategies that facilitate and adapt the educational process

### Methodical

Not only a disciplinary and professional expert but also skilled in techniques that help structure and communicate knowledge accessibly. They are self-regulated practitioners, able to supervise their own performance and support their learning environments.

### An ethical role model

El profesor del CESA es ejemplo de ética y compromiso, desarrolla el sentido de la responsabilidad y la solidaridad en sus alumnos. Prepara a los estudiantes para aportar al desarrollo sostenible en una sociedad global y que cambia muy rápidamente. Propicia escenarios de debate en los que prima el pensamiento crítico.

### Collaborative

Shares best practices and pedagogical strategies with colleagues to strengthen collaborative learning. They also design interdisciplinary initiatives to enrich teaching and learning.





## Looking ahead

teaching at CESA will increasingly be shaped by pedagogical innovation, addressing diverse educational needs through:

### Personalized learning

Students are empowered to choose and configure their own learning pathways, enabling flexible and lifelong learning experiences that adapt to preferences and prior knowledge (Grant & Basye, 2014).

### Digital and virtual experiences

Learning tools that support active and flexible engagement with knowledge, tailored to current and future needs.

### Social and emotional skills

These are essential for managing emotions and relationships. Like cognitive skills, they are shaped by context and evolve through formal and informal learning experiences (Chernyshenko et al., 2018).



## 4. Research

Research—whether **basic, applied, or developmental**—is a key driver for enhancing productivity within both the public and private sectors (Griffith et al., 2004). Without well-trained researchers who combine scientific rigor with practical insight into the economic, social, and business environments, it is not possible to **generate lasting impact** on how enterprises and entrepreneurial initiatives are conceived, developed, and sustained in Colombia and the wider region.

At CESA, research is seen as a privileged means of fulfilling its mission. In a context where **excellence entails working with cutting-edge knowledge and fostering autonomous learning**, faculty members must remain at the forefront of developments in their fields. This ongoing engagement serves as a model and source of inspiration for colleagues, students, alumni, and society at large.



Knowledge generation in business studies must be directed toward enhancing human well-being and organizational development, underpinned by **scientific rigor and social relevance**. CESA's research focuses on complex and multidimensional phenomena affecting both public and private organizations and their interactions with national and international environments.

Faculty-led research at CESA contributes to the assimilation and creation of **state-of-the-art knowledge, evidenced by publications** in top-tier journals across disciplines. This knowledge is then integrated into the classroom to support critical thinking, attention to detail, teamwork, lifelong learning habits, and the flexibility needed to thrive in complex and uncertain contexts faced by organizations in Colombia and the region.



As a business school, **CESA pursues research that critically explores the Colombian business reality**—its history, structures, efficiency, competitiveness, motivations, and ethics—employing leading scientific methodologies (CESA, 2018 ). This includes an emphasis on the use of data as a valuable asset, enabling agile learning and technological adaptability in the context of the Fourth Industrial Revolution.



**Research at CESA also contributes to the understanding of public administration.** It informs teaching, challenges existing practices, introduces new methodologies, and fosters knowledge co-creation. CESA's close collaboration with the business sector and growing attention to public-sector challenges illustrate this dual focus.

In today's context, research plays a strategic role in advancing CESA's internationalization and quality-assurance agendas. Guided by the institution's core principle of excellence, research supports vocational fulfillment and mission delivery

**Accordingly, academic networks—national and international—are fundamental to collaborative, interdisciplinary, and inter-institutional research (CESA, 2020b).** Such collaboration enriches knowledge production by offering diverse perspectives and enhancing decision-making in the private and public sectors, always placing individuals at the heart of organizations. **Thus, based on research results, the three axes of action are involved: academia, business, and the public sector.**



**The faculty researcher, in their teaching role (Clavijo, 2018)**, is continuously engaged in the study and analysis of real-world problems. They possess the skills and attitudes necessary to nurture students' scientific inquiry and model intellectual leadership. They guide students in developing creative, independent, and critical thinking and actively participate in research projects, contributing to knowledge generation, dissemination, outreach, and transformation (CESA, 2018).

Furthermore, faculty researchers offer perspectives that transcend geographic boundaries, highlighting how business, organizational, and national challenges **can be addressed through scientific methods applied to the specificities of any organization**—regardless of its size, constitution, or purpose.

**Faculty researchers** also advocate for the **transformation of business and public-management practices through the development of the individuals who comprise organizations**. They recommend strategic actions to cultivate cultures aligned with institutional missions and values. They analyze shortcomings and strengths to advise on sustainable management strategies that promote well-being among individuals, communities, society at large, and the environment. Research at CESA thus not only addresses present-day issues but anticipates and identifies future trends to support the long-term resilience of organizations.

# 5.

## Outreach

University outreach disseminates knowledge to its surrounding environment, fostering relationships, interactions, and alliances with stakeholders aimed at the development of high-impact initiatives (Ortiz-Riaga & Morales-Rubiano, 2011). At CESA, outreach is understood as an active, bidirectional link between academia, business, the state, civil society, and the environment. This dynamic fosters sustained engagement among these actors for ongoing improvement and transformation.

**Outreach at CESA encompasses lifelong non-formal education, specialized consultancy, business internships, applied research, and the activities of the Centers of Excellence.** These are expressed through a portfolio of open and bespoke (in-house) programs, combining cutting-edge knowledge, practical experience, insights into organizational dynamics, technical skills, advanced competences, innovative methodologies, and current trends—enabling individuals to acquire new skills. This offering responds effectively to market demands at the national, regional, and international levels, through strategies that integrate training and applied research in response to challenges faced by both the private and public sectors. In doing so, CESA contributes to the overall competitiveness of organizations and the country, in line with the Sustainable Development Goals (SDGs).



To generate practical solutions in the public, business, and sectoral spheres, the Centers of Excellence are responsible for the generation, analysis, and dissemination of knowledge related to corporate governance, sustainability, leadership, entrepreneurship, and innovation, among others. Their mission is carried out through the execution and implementation of projects and programs in collaboration with the public and private sectors, creating spaces for constructive dialogue and debate on topics of national relevance—grounded in rigorous observation and interpretation of business dynamics.

**University outreach also drives organizational innovation through applied research and specialized consultancy projects that create value for organizations, enrich the institutional experience, and generate insights that keep CESA at the forefront in the training of future national leaders—while also promoting knowledge generation.**



# 6. Entrepreneurship

Entrepreneurship is defined as the process of **transforming an opportunity into tangible value** for a target audience, enabled by a scalable business model that incorporates disruptive and innovative variables essential to its scope and potential. At CESA, entrepreneurship is manifested in the **creation of value through high-impact**, innovative solutions tailored to individuals and organizations operating under uncertainty and high-risk investment mechanisms. Therefore, curiosity and disruption are both values and tools through which entrepreneurs navigate rapidly changing markets and environments.



Accordingly, CESA places strong emphasis on the teaching and learning of innovation and entrepreneurship—capabilities that transform talent, passion, and ambition into entrepreneurial leadership able to turn vision into reality. Education in innovation and entrepreneurship enables the transformation of the environment and the creation of powerful, high-impact opportunities.





For this reason, teaching and learning innovation and entrepreneurship are fundamental for CESA, as these activities transform the community's talent, passions, and ambitions into entrepreneurial leadership, capable of turning a vision into reality. Education in innovation and entrepreneurship, as a whole, leads to the transformation of the environment and the creation of tangible, powerful, and impactful opportunities.

Training in innovation and entrepreneurship equips students with the tools needed to launch and scale enterprises. Using an experiential, practice-based approach, courses across undergraduate, postgraduate, and non-formal programs aim **to develop and strengthen relevant competences and skills to nurture the entrepreneurial spirit, shape new business ventures, and prepare students for professional practice in any field.** These courses empower students to become socially conscious leaders capable of transforming their surroundings and managing complexity through technical expertise and a spirit of inquiry.

**Entrepreneurs are expected to** exercise increasing control over their own success by understanding and addressing market challenges. Hence, training in this academic track requires students to **master analytical, technological, research, and experimentation tools.**

**CESA's Center for Innovation and Entrepreneurship** supports national and regional entrepreneurial ecosystems. It offers training and consultancy to entrepreneurs and organizations in areas such as **open innovation, corporate entrepreneurship, and venture capital. Entrepreneurial support activities include incubation, invention, training, and acceleration**, benefiting both internal and external entrepreneurs. Applied research in this area helps strengthen knowledge about entrepreneurship, assess methodologies and course content, and shape a relevant research agenda aligned not only with CESA's mission but also with the broader entrepreneurial ecosystem.



The CESA entrepreneur is **characterized by lifelong learning, curiosity-driven problem-solving for industry and society**, and a commitment to continuous improvement as a means of building self-confidence and generating value. They adopt a global outlook, build networks, and establish strategic alliances. Their empathetic and ethical leadership enables them to take conscious and often disruptive decisions. Above all, they are passionate about driving high-impact transformation initiatives.

# 7. Innovation

At CESA, innovation is one of the key drivers for **generating social, environmental, and economic value**, and is fundamental to fostering competitive development and productive sophistication. It is regarded as a systemic process, aligned with the institutional mission and focused on value creation and novelty. Innovation operates at various levels and across multiple areas, both institutionally and within CESA's core business, and is characterized by its **comprehensive understanding of organizational capabilities and its holistic, continuous development focus**.



**The purpose of innovation at CESA is to identify new ways to contribute to sustainable business growth, strengthen the institution's market positioning through differentiation, and provide cutting-edge education aligned with its mission.**

Thus, CESA promotes innovation throughout the institution, across three strategic horizons: incremental innovation within the core business; identification of new products and services; and the development of new business models aligned with the institutional mission.

- ▶ 1. The first refers to the **development of incremental innovations** focused on the core of the business.
- 2. The second allows for the **identification of new opportunities** in products and services.
- 3. The third and final one drives the **creation of new business models** aligned with the institutional mission.



**In teaching,** innovation occurs through two key actions:

1. The first involves the lecturer's own practice, defined by the **dynamic relationship between teaching and learning, and involving functional** changes that address educational challenges. This process is ongoing and integrates diverse methodologies and learning techniques.
2. The second action **supports the development of students' innovative thinking**, enhancing the competences necessary for professional success.



**In outreach,** innovation underpins training and external engagement initiatives that generate social and organizational impact. Centers of Excellence contribute knowledge and develop solutions **for the external sector, while themselves benefiting from feedback, research, and non-formal training initiatives** that enhance lifelong learning, personal and professional development, and national and regional talent growth.



**In research**, innovation is a cornerstone of CESA's academic mission. High-quality research **leads to knowledge generation, transfer, and social appropriation, offering differential value in addressing environmental and social challenges and** enhancing business productivity and competitiveness. Innovation thus supports the development of highly qualified human capital, aligns with sustainability standards, and reinforces CESA's commitment to the Sustainable Development Goals -SDGs.



**Ultimately, innovation** is a strategic tool for promoting national and regional development and competitiveness. **CESA is committed to implementing an innovation management model** that integrates both internal and market-facing perspectives.



# 8. Sustainability

CESA approaches sustainability as an **ongoing and collaborative practice aimed at value creation through efficient resource use, environmental stewardship, social well-being, and economic growth**—in accordance with the SDGs. Sustainability is understood as a means of fostering balance across social, environmental, and economic domains. **Education for sustainability is therefore essential to mitigate risks and identify opportunities in these areas.**



CESA educates **leaders who understand sustainable development** as key to societal well-being and progress. These leaders generate value through entrepreneurship and innovation, promote organizational well-being and stakeholder engagement, and support an inclusive global economy aligned with the challenges of the Fourth Industrial Revolution.



**Education for Sustainable Development (ESD)** is central to CESA's commitment to institutional sustainability. It seeks to embed values, attitudes, behaviors, and competences across the academic community. **Pedagogical activities are aligned with organizational initiatives, including strategic partnerships between academia, government, business, and civil society.**

Scientific research and technological innovation are essential to addressing sustainability challenges, enabling shifts in business models and lifestyles. Accordingly, **sustainability is embedded in research agendas and projects.**



**Outreach** activities promote awareness of environmental and social responsibility, encouraging collaborative exploration of effective responses to current challenges and ways to embed sustainability in institutional strategies. Given its evolving nature, sustainability education must be lifelong. **In this regard, sustainability-related themes are integral to CESA's academic offering.**

# 9. Internationalization

In alignment with its mission, **CESA embraces the challenges posed by globalization and economic interdependence—challenges such as the need for educational excellence, the importance of accreditation processes, the diversification of academic communities, and the imperative of developing global and intercultural competences.** In response, the institution has strengthened internationalization efforts to develop human capital capable of generating added value, with leadership skills, strategic thinking, communication abilities, intercultural experiences, and foreign-language proficiency (CESA, 2019).

To this end, CESA fosters experiential learning and immersion in diverse social and multicultural environments. **This is achieved through curricular design, internationalization at home, student and faculty mobility, double-degree programs, and short-term exchanges,** among other initiatives—all supported by international cooperation agreements and partnerships that enable the implementation of a global agenda.



# 10.

## Well-being



**At CESA, well-being is a core element of holistic education and institutional life. It is understood as a state characterized by environments that foster happiness, freedom, and balance among professional, social, family, and personal dimensions—consistent with the institution's identity and values, which place students and faculty at the center of the educational process.**

To this end, CESA cultivates physical and emotional environments enriched by academic, sporting, social, and cultural activities. These foster self-awareness and self-confidence, and support development across the physical, relational, emotional, intellectual, and spiritual dimensions.

Relationships within the CESA community contribute to collective well-being, grounded in a culture of collaboration, empathy, dialogue, openness, inclusion, and diversity—a culture centered on the human being.



3

# EDUCATIONAL MODEL



**Education at CESA is conceived as a dialogical, constructive, and interdisciplinary process** that responds to the developmental needs of individuals—both personally and professionally—**throughout their lives (lifelong learning)**. This educational approach aims to generate impact through transformation and value creation across social, political, business, and organizational spheres.



CESA understands **lifelong learning as a set of formal and non-formal educational opportunities** that enable individuals across generations to acquire new knowledge and skills, while fostering their personal and professional growth. This is achieved through sustained engagement with business sectors, governmental and non-governmental organizations, and a model designed to deliver memorable learning experiences.

## 1.

## Teaching Learning process

**The teaching-learning process** at CESA is defined by a reciprocal relationship that embraces diversity. Faculty members design pedagogical strategies that activate student ideas and encourage behaviors that place learners at the center of their own **development and professional growth**.

CESA delivers learning experiences through active methodologies that support competence development in accordance with students' individual learning rhythms. As such, teaching, learning, and academic processes are guided by **five key attributes**:



## 1.

### Creativity and innovation

The application of methodologies within **active learning environments** promotes creative and innovative thinking. **ICT is integrated into teaching and learning processes to generate high-impact digital experiences.**





2.

**Personalized education**

Pedagogical and methodological strategies allow faculty to support student learning while identifying individual needs, interests, and abilities.



4.

**Direct connection with practice**

Within a learning ecosystem, the involvement of faculty with significant business experience and the institution's engagement with the productive sector enable the integration of theoretical and practical knowledge in both local and global contexts.



3.

**Autonomy, ethics, and responsibility**

tudents are expected to take responsibility for their actions, articulate their perspectives, and commit to the consequences of their decisions. Classroom interaction fosters a business vision in which ethics is the foundation of education—aligned with the achievement of the SDGs.



5.

**Teamwork**

Ongoing collaboration between students and faculty enhances individual capacities and fosters cooperative learning skills.

## 2. CURRICULUM AT CESA



**The curriculum is the central mechanism through which teaching, learning, and academic processes are enacted.** It is rooted in an educational philosophy that promotes a balance between theory and practice and is framed by the “la gestión y conformación social del conocimiento” (Hernández et al., 2018, p. 388).

**Knowledge management at CESA is understood as the appropriation, discussion, and construction of knowledge with social relevance.** The curriculum is therefore aligned with the local and global demands of the broader environment. Simultaneously, its social configuration refers to the discursive processes by which knowledge is constructed—through written texts and conversations among diverse actors (Edwards, 1990). In this view, language becomes the principal medium for the social construction of knowledge, allowing for the exchange and confrontation of realities, ideologies, perspectives, and worldviews (Mendoza, 2015).

Accordingly, **curriculum design at CESA** functions as the dimension that **enables the selection, organization, and articulation of content, methodologies, pedagogical actions, and evaluation experiences** in response to the needs of the field of business administration and its relationship to other disciplines. The curriculum is constantly evolving and ethically responsive to social, political, and economic change within an internationalized framework.

CESA's programs are conceived with a view to curricular enhancement. **They are structured with flexibility and involve active participation from the educational community and external business stakeholders in ongoing curriculum development.**



## METHODOLOGIES

**CESA's educational model** prioritizes learning-centered approaches (Campos, 2017). These approaches emphasize **the active role of learners, grounded in critical, collaborative, and reflective thinking.** They recognize students' prior knowledge and support their engagement in decision-making and problem-solving within complex and dynamic contexts. **Learning at CESA is therefore active, experiential, ubiquitous, and situated—driven by methodologies that promote innovation, entrepreneurship, leadership, and sustainability.**

## 4. ASSESSMENT

**At CESA, assessment is a continuous process** that recognizes progression and supports competence development. Assessment for learning requires diverse teaching strategies (Moreno, 2016), and therefore the use of multiple assessment tools is valid as long as students clearly understand what is being assessed, **how, why, and when**.

**Diverse assessment processes allow both faculty and students to identify strengths and areas for improvement.** As such, assessment instruments are varied and designed to support active strategies that contribute to effective evaluation for learning.



**The Institutional Educational Project (PEI) of CESA reflects the coherence of the institution's identity—from the formulation of its mission and definition of values to the enactment of its core educational functions.**

The document articulates CESA's foundational commitments, grounded in leadership, ethics, sustainability, and entrepreneurship. These elements are unified within an educational model that is lived daily by the CESA community. In this way, the CESA Distinctive Mark aligns with its higher purpose: to educate transformative leaders to build a better world.





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