

An Approach to the Inclusion of Students with Disabilities at CCH Vallejo

APPROACH TO THE INCLUSION OF STUDENTS WITH DISABILITIES AT CCH VALLEJO

Wong Salas Roberto Francisco¹, Pineda Godoy Erika²

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¹ Rosario Castellanos National University. Gustavo A. Madero Academic Unit. Office of Research and Graduate Studies, profewongcch@gmail.com , <https://orcid.org/0000-0001-9740-4447>

² Rosario Castellanos National University. Gustavo A. Madero Academic Unit. Office of Research and Graduate Studies, erika.pineda@rcastellanos.cdmx.gob.mx , <https://orcid.org/0000-0001-8926-8342>.

Abstract -- Education today is one of the main drivers promoting social mobility and enabling individuals to integrate into society; however, students' learning needs are not always met, especially when they have some form of disability. This study seeks to gather teachers' opinions, based on their experience, regarding the extent to which the Educational Model of the College of Sciences and Humanities, Vallejo Campus, UNAM, aligns with the inclusion of students with disabilities. To this end, a semi-structured interview was conducted with five teachers who taught students with disabilities during the 2024-I and 2024-II school years.

Keywords-- Disability, inclusive education, inclusion, upper secondary level.

Abstract -- Education today is one of the main drivers of social mobility and enables individuals to integrate into society; however, the learning needs of students are not always met, especially those with disabilities. This study seeks to gather teachers' opinions, based on their experiences, on how well the Educational Model of the College of Sciences and Humanities, Vallejo Campus UNAM, aligns with the inclusion of students with disabilities. To this end, a semi-structured interview was conducted with five teachers who taught a student with a disability during the 2024-I and 2024-II school years.

Keywords—Disability, high school level, inclusion, inclusive education.

INTRODUCTION

One of the major challenges currently facing education, not only in Mexico but worldwide, is the inclusion of students with disabilities, as it is a fundamental and inalienable right of every individual, offering the possibility of accessing a better quality of life as well as actively integrating into society. For this reason, it is

necessary for educational settings to promote equity and equal opportunities through respect for and appreciation of diversity.

To conduct this study, a search was carried out for information on universities worldwide that have implemented policies to support students with disabilities, whether through the use of assistive technologies or by implementing inclusive education practices within their classrooms. Taking into account the provisions of the United Nations Educational, Scientific and Cultural Organization (UNESCO) in the 2030 Education Agenda, which underscores the need to create inclusive spaces where respect and equality for student diversity prevail, including those with disabilities [1].

The findings in the literature demonstrate the efforts made by various countries to achieve the goal of making inclusive education a fundamental right within society, at both the primary and higher education levels; however, it was found that there is insufficient information regarding high school, which underscores the importance of this research project, which is focused on the upper secondary level. As an international benchmark, one can consider the case of the United States, which, since 1990, has promoted initiatives in the educational sector to advance universal design in institutions; this is aimed at ensuring barrier-free access for all students, and especially for those with disabilities [2].

For example, the University of Illinois implemented a series of programs focused on making the campus more accessible to students with disabilities, incorporating specialized staff who designed strategies aimed at the physical and mental health of students with certain disorders, such as attention-deficit/hyperactivity disorder (ADHD), Asperger's, or psychiatric disabilities.

For its part, the University of Oxford established the Disability Advisory Service (DAS), which provides information, advice, and guidance regarding students with disabilities and how to support them in succeeding in their academic careers. In addition, the institution has implemented measures to eliminate barriers to learning and participation (BAP), particularly in the exam administration process [3].

Another model is France, which launched the initiative known as the Law on Equal Rights and Opportunities, Participation, and Citizenship for People with Disabilities; this has represented a significant step forward in inclusive education, as it has regulated the enrollment of students with disabilities in regular classrooms and in educational institutions closest to their homes. Likewise, it has increased the involvement of parents and/or legal guardians in the development and support measures for these students' educational processes, which has ensured the continuity of their educational trajectory and equal opportunities for these young people [4].

Spain has also joined this effort by implementing the Law on Equal Opportunities, Non-Discrimination, and Universal Accessibility (LIONDAU), which, among other things, has promoted a shift in the perception of disability within Spanish society, with a view to offering equal employment and educational opportunities [5].

As a Latin American benchmark, we can mention the Executive Branch of Costa Rica, which in 2018 enacted a bill aimed at providing support and technological tools to people with disabilities, with the goal of eliminating barriers to accessing information in the educational sphere, and with the intention of promoting inclusive equity in the country's institutions [6].

In Mexico, various initiatives have also been implemented to support students with disabilities; an example of this was the country's participation in the Convention on the Rights of Persons with Disabilities, convened by the United Nations (UN) in 2006. Likewise, at the Second Mexico-Spain Binational Meeting on the Rights of Persons with Disabilities in Universities, held two years later, the Yucatán Declaration was adopted [3]. This declaration emphasizes the urgent need to promote and protect the rights of persons with disabilities

within universities, guaranteeing equal opportunities and eradicating any form of exclusion.

To date, few national institutions have implemented actions or programs related to supporting students with disabilities; such is the case with the National Autonomous University of Mexico (UNAM), the University of Veracruz (UV), the Autonomous University of Tlaxcala (UATX), the Autonomous University of San Luis Potosí (UASLP), the Autonomous University of Nuevo León (UANL), the Juárez University of the State of Durango (UJED), the University of Guanajuato (UGto), the Autonomous University of Yucatán (UADY), and the Autonomous University of the State of Hidalgo (UAEH), to name a few [3].

UADY can be considered a national benchmark, as it has been running the Online High School Program since 2012, with the aim of serving students with special educational needs (SEN) by providing personalized support. The student body includes young people with motor, hearing, visual, and language disabilities, as well as other learning-related disabilities.

The results reported by the University of Yucatán are encouraging, as they have significantly contributed to the learning of high school students with disabilities; aiding in the acquisition of both curricular and psychosocial knowledge, thereby providing an opportunity for personal growth [7].

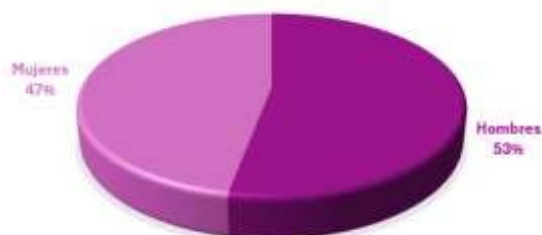
In the same vein, and with the aim of ensuring accessibility in recreational, workplace, educational, social, and cultural spaces for people with disabilities, on June 12, 2003, UNAM published the Guidelines to Promote the Inclusion of People with Disabilities; these were expanded upon on

August 29, 2022, by the university's then-Rector, Dr. Enrique Graue Wiechers. These guidelines emphasize their mandatory nature within any university setting, establishing general standards that contribute to guaranteeing the rights to equality, inclusive education, autonomy, and accessibility for the university community with disabilities [8].

As can be seen, educational institutions in Mexico have contributed to creating and promoting inclusive education within academic settings, including as part of public policy; since the 1990s, the Ministry of Public Education (SEP) has promoted an educational reform focused on integration at the elementary level to accommodate all

students with any type of physical, sensory, or intellectual disability [9].

Meanwhile, according to the 2020 Population and Housing Census, there are 6,179,890 people with some form of disability living in Mexico, representing 4.9% of the country's total population. Of these, 53% are women and 47% are men, as shown in the following graph [10].



Graph 1. Proportion of men and women with disabilities in 2020.

Source: INEGI (2020).

However, of the total population of individuals with disabilities in Mexico, there are 4,140,526 people with motor disabilities, representing 67%; 2,719,151 have visual disabilities, equivalent to 44%; 1,359,576 have hearing disabilities, representing 22%; 1,174,179 people have difficulty remembering or concentrating, representing 19%; and 926,984 have communication difficulties, representing 15%; as shown in Figure 2. [10]. It should be noted that the sum of the percentages may exceed 100%, as there are people with more than one type of disability.

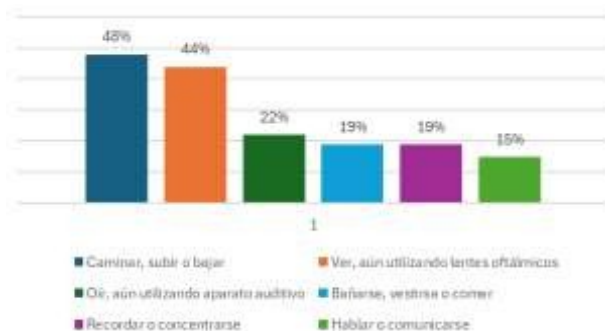


Figure 2. Percentage of people by type of disability in 2020.

Source: INEGI (2020).

Another important point to highlight is that of the total number of people with disabilities in Mexico, 2% are in the 0–17 age group, 1.9% in the 18–29 age group, 3.9% in the 30–59 age group, and 20.4% in the 60 and older age group. Likewise, based on the results of the same census, it is reported that there are 493,589 people with disabilities in Mexico City

(CDMX), of whom 281,077 are women and 212,512 are men. Meanwhile, for the State of Mexico (Edo. Mex.), 756,531 are reported, of whom 403,480 are women and 353,051 are men.

Now, by extrapolating from the rate of people with disabilities in the 0–17 age range—which is the average age of students in elementary and high school—which stands at 2%, and the total number of people with disabilities in the State of Mexico Mexico State and Mexico City, which is 1,250,120; we obtain a result of 250,024 people with disabilities between the ages of 0 and 17.

The student body at CCH Vallejo UNAM entering the first semester is in the 14–17 age range [11], and as previously mentioned, some of these students may have a disability among those reported by INEGI. Many of them come from municipalities in the State of Mexico near the campus, such as Ecatepec, Tlalnepantla, Naucalpan, Tultitlán, and Cuautitlán, as well as the Gustavo A. Madero, Cuauhtémoc, and Azcapotzalco boroughs of Mexico City, which also represents a risk factor for traveling from their homes to the vicinity of the campus, as these areas are considered potentially crime-prone [12].

THEORETICAL FRAMEWORK

Based on the World Declaration on Education for All, proposed by the United Nations Educational, Scientific and Cultural Organization (UNESCO) in 2008, the idea is highlighted that special attention must be paid to vulnerable and marginalized groups, as these individuals are not always able to exercise their right to education [13]. “Inclusive, quality education is based on the right of all students to receive an appropriate education that meets their basic learning needs and enriches their lives” [14].

For its part, inclusive education geared toward high school represents a fundamental challenge for contemporary education systems within this global context that promotes equity and non-discrimination [15]. Therefore, upper secondary education must guarantee access, participation, and effective learning for all students, regardless of their physical, cognitive, socioeconomic, or cultural conditions. In this regard, Ainscow [16] argues that inclusion is not limited to the integration of students with disabilities, but rather involves a structural transformation of pedagogical, curricular, and organizational practices; contrary to the practices that special education institutions have implemented for years with students with disabilities, we must

seek a new educational practice that guarantees the inclusion of students despite their differences.

For its part, inclusive education is grounded in legal frameworks such as the United Nations (UN) Convention on the Rights of Persons with Disabilities [17]. However, its pedagogical foundation stems from theories concerning:

- The Social Model of Disability, which shifts the focus from individual deficits to social and educational barriers. [18].
- Curricular Equity, which requires adapting content to the diverse needs of students. [19].
- Universal Design for Learning (UDL), which proposes making methodologies, assessments, and materials more flexible [20].

For this reason, inclusive education requires a systematic approach that involves faculty, students, parents, and the institution itself; implementing public policies that ensure inclusion is promoted at all administrative levels, avoiding discriminatory attitudes, and creating spaces of acceptance for everyone regardless of their differences.

In this regard, the importance of peer interaction must be emphasized, as it helps create learning situations that assist young people with disabilities in constructing meaning; for, according to Vygotsky, the formation of a student's personality occurs through their interaction with others and the activities that take place in the various spheres of their life [21].

It is also necessary to highlight the theory of dialogic learning, which posits that a student's communication and interaction with peers fosters learning and the construction of knowledge, enabling the acquisition of the values and competencies necessary for integration into society. Vygotsky describes the "zone of proximal development" as the space between the achievement of intellectual abilities and the initial stages of their development, which are mediated by peer interaction.

Given the above, it is necessary for the CCH UNAM to be a space for integration where students can express themselves freely and autonomously, promoting the construction of meaningful learning and the acquisition of basic cultural knowledge through the integration of all the groups that make up the community, including those with disabilities [22].

DEVELOPMENT

Problem Statement

As can be seen in the previous section, the percentage of the population within the school-age range who have a disability is considerable, and it must be taken into account that some of them are likely to be enrolled at the CCH Vallejo UNAM. For example, in the class of 2023, seven students with some form of disability enrolled in the first semester. This information was provided by the campus's Department of Psychopedagogy.

For this reason, it is necessary to determine whether the institution has implemented measures in accordance with the UNAM Guidelines to promote the inclusion of people with disabilities. Likewise, it is important to investigate whether there is any type of didactic, pedagogical, and disciplinary training for faculty to effectively support these students with special needs.

Methodology

A qualitative study was conducted using semi-structured interviews with five faculty members at CCH Vallejo UNAM who taught students with disabilities during the 2024-I and 2024-II academic semesters; the aim was to gather their opinions and experiences regarding their daily work with these students, as well as the resources and support available at the institution to facilitate their learning and development. It should be noted that for confidentiality reasons, the participants' names were changed.

The interview instrument was designed in accordance with the guidelines proposed by Raquel Lázaro in Chapter 4 of the book: Qualitative Research Techniques in the Health and Social-Health Care Fields [23]. Finally, the analysis was conducted using MAXQDA2022 software.

RESULTS

The results of the analysis using MAXQDA2022 software for the five interviews conducted with the teachers are presented below, yielding the following list of words:

Table 1. Frequency of words included in the five interviews.

Word	Frequency (%)
Disability	41
Student	23
Students	23
Students	25
Class	22

Source: Author's own work (2026).

Table 2. *Frequency of two- and three-word combinations.*

Word combinations	Words	Frequency (%)
Educational model	2	10
Access to learning	3	5
Inclusive classroom	2	5
Inclusive education	2	5
Teaching experience	2	5
Learning to learn	3	5

Below is the word cloud generated by the software analysis, in which the words disability, pupils, students, and student stand out,

Source: Author's *own work* (2026).

experiencia docente
clase inclusiva
modelo educativo
educación inclusiva
aprender aprender

Source: Author's own work (2026).

The CCH UNAM Educational Model remains innovative; despite being over fifty years old, it still upholds the pedagogical principles of “learning to learn,” which implies that students identify and make use of the tools at their disposal so that they can independently learn the concepts, principles, and topics of the courses. Or learning to do, learning to be, and learning to live together—in that regard, I still believe the model is a good guide for anyone to acquire knowledge. The model places the student at the center of the teaching-learning process, regardless of whether they have a disability or not, allowing them to achieve processes such as metacognition and to go beyond mere learning—not just to get a grade, but to truly develop their abilities and skills, and even reinforce those they already possess. For this reason, I believe that if a student has any learning limitations, the model can be adapted quite well to that student.

Professor Marco

Interview 2

It is very important to create strategies that are inclusive not only in terms of gender—which has been a hot topic recently—but also to strive for inclusivity toward all types of people with disabilities. It is part of our job as teachers to create strategies that allow for the participation of every student. I have seen little information published in books or articles that focuses on supporting students with disabilities at the CCH, so I think it is necessary to continue conducting this type of research so that we truly have a broad understanding of how to act when a situation arises where a student cannot participate due to a disability and how to adapt accordingly.

Professor
Israel

Interview 3

I had a student with visual impairment, and to support him, I decided to print the materials with larger font sizes or larger images. I also worked on improving my diction to make verbal communication more effective, so that this student, through this sense, could better grasp what was explained in class. The result has been that the student remains motivated to continue attending class. Not feeling isolated and feeling integrated into a group of peers, along with working with these adapted materials, has enabled the student to maintain good academic performance so far.

Teacher Daniela

Interview 4

Every day we have more students on campus who have some kind of disability. Sometimes we don't even know how to identify them; we just observe behaviors that are out of the ordinary, but we don't really know why the student is that way. So if the student has autism, Asperger's, or some other disability, that's when we reflect and say, "I don't feel prepared to support a student with that condition." What can we do to include them? Sometimes even their own classmates exclude them, so we as teachers really should know the basics—not just to support these types of students but to understand them.

Professor
Armando

Interview 5

I managed to integrate my blind student into the class by having her research the entire theoretical aspect of the subject and

Her teammates handled the practical work, and in this way they complemented each other. Her hearing was highly developed, so she quickly grasped what was explained verbally. The girl was able to access the theoretical information because she had a special computer at home. Her family supported her; I would send her images and instructions for what I needed her to research, and with her family's help, she was able to conduct the searches.

Teacher María de los Ángeles

DISCUSSION AND ANALYSIS OF RESULTS

As can be seen in the interview, the teachers highlighted the importance, relevance, and appropriateness of the Educational Model (EM) in the inclusion of students with disabilities; as mentioned by Teacher Marco, who explains that within the EM's framework, the student is placed at the center of the teaching-learning process, actively participating in the construction of their own learning; prioritizing relevant scientific and humanistic knowledge about nature and society—what is known as basic culture—as outlined in the school's own institutional documents.

Likewise, it conceives of the teacher as a mediator or facilitator who guides and accompanies the student in this educational process, equipping them with tools and creating learning situations; therefore, it is necessary for the teacher to master the disciplinary aspects of their subject and to be capable of developing teaching methods with an inclusive approach, taking into account the different needs of each student in the group, which is no easy



Figure 3. Institutional document from the CCH Ministry of Education.

Source. Update approved by the Technical Council on June 27, 2024 (CCH, 2026).

For this reason, it is not enough to simply accept students with disabilities into a curriculum group. It is necessary to go beyond that boundary, creating true spaces for inclusion where students can actively participate in classroom work. It is imperative to provide the opportunity to interact with peers, since, as Vygotsky notes, such interaction with others positively influences the process of personality formation and the development of intellectual and social skills; therefore, it is of great importance that students with disabilities be able to participate in class, with the same rights and obligations as the rest of the group.

Furthermore, the interview reveals that teachers are convinced that the CCH must promote inclusive education to eliminate the barriers that prevent all students, including those with disabilities, from accessing quality education, as Professor Israel mentions. This conviction stems from the philosophical pillars of the ME, which are learning to learn, learning to do, and learning to be [22]. Although “learning to learn” appears most frequently in the interview, this does not mean that the other two pillars were not mentioned; rather, it means that all three are fully encompassed within the concept of “learning to learn.”

Learning to learn means that students will be able to develop higher-order thinking skills that will even lead them to achieve metacognition. This is achieved by connecting newly acquired knowledge with the reflective and critical thinking fostered both inside and outside the classroom. Likewise, they will be able to question, argue, and propose solutions to challenging situations in their own environment.

With the right strategies and effective communication from the teacher, a student with a disability could learn to learn, as Elmer Laura Quispe notes:

The development of thinking in a person with a disability occurs in a rudimentary manner due to their condition; however, this does not mean that it does not occur; they develop the basics that help them perform the most elementary tasks in their environment while seeking solutions to their immediate problems. They are stimulated, just like any other child, by external factors—namely, the need to solve an immediate problem using very basic strategies due to their condition through reflective thinking [25].

As can be seen, all individuals can learn regardless of their life circumstances, since learning is nothing more than a shift in paradigms.

Learning to do involves developing skills and abilities for schoolwork through procedures and methodologies that enable students to read all types of texts, express themselves appropriately both orally and in writing, carry out scientific projects, and use technology, among other things [22].

At this point, reasonable accommodations take on great importance, as it is necessary for the teacher to make the relevant adjustments that guarantee all students, including those with disabilities, access to information and equal opportunities. As Ainscow [16] notes, there must be a structural transformation in teaching practice, where new alternatives are found to help promote good educational practices in support of the inclusion of students with disabilities.

One such alternative is the DUA, which can be implemented by each teacher on an individual basis by adapting their methodologies, teaching-learning strategies, instructional resources, and assessment tools. In this regard, during the interview, the teachers reported making adjustments to their daily classes to best support students with disabilities. Such is the case of Ms. Daniela, who teaches chemistry and found it necessary to redesign her teaching materials, using a larger font so that the student with visual impairment could read the information more easily. In addition, Mr. Israel, a math teacher, designed a geometric model using boards, nails, and rubber bands to explain basic geometric shapes to his blind student.

As can be seen, the teachers’ concern for ensuring that students with disabilities are able to achieve their learning goals is legitimate. However, as Professor Armando noted, the institution has yet to design and offer training programs on disability and the design of reasonable accommodations. As he mentioned, the faculty currently does not consider itself prepared to understand and address the special needs of these students.

These programs should not only focus on the teaching staff but should also involve the different sectors of CCH Vallejo UNAM; perhaps through information and awareness campaigns, courses, debates, and other academic activities that help promote inclusion within the campus. Because, as mentioned earlier, inclusive education involves teachers, students, parents, the administrative staff, and the management team.

On the other hand, learning to be consists of acquiring skills and values that shape the student's own personality and identity, which will allow them to know themselves, self-regulate, and improve their self-concept and self-esteem. Likewise, students will be able to coexist with their peers by adopting universal values such as justice, responsibility, honesty, respect, empathy, and solidarity, among others [22]. In this regard, collaborative and cooperative work take on great importance within "learning to be," as the aforementioned values allow peers to support one another [21].

In this regard, Professor María de los Ángeles, who teaches the Computer Lab course, mentioned that the group members were a great support to a blind student, as they helped her complete the assigned activities and tasks, since the Computer Lab did not have any special software to assist her with this type of disability. Furthermore, her classmates served as guides so that the young woman could navigate the campus and reach the different classrooms and buildings where they were to take their classes, with each student taking joint responsibility for her. Here we can see how the students put into practice the philosophical principle of the ME: learning to be.



Figure 4. CCH Vallejo.

Source: CCH Vallejo Gazette (2025).

In conclusion, the five informants agreed that, from a theoretical standpoint, the CCH's ME is suitable for serving any type of student in the classroom, whether or not they have a disability; since the philosophical pillars of "learning to learn," "learning to do," and "learning to be" support a fully inclusive model. The dilemma arises when it comes to putting theory into practice, as the necessary resources and training are lacking to do so.

CONCLUSION

The degree of agreement regarding the ideas expressed by each of the teachers in the interview is notable, demonstrating a genuine concern regarding the importance of including students with disabilities at CCH Vallejo; since they are individuals with rights, the institution must

put in place all necessary mechanisms to provide adequate attention to their needs.

The teachers' commitment to supporting students with disabilities is clearly evident; they implement reasonable accommodations and relevant adjustments within their own specific work contexts, yet remain convinced that any effort made is worthwhile to achieve the integration of these students.

Noteworthy is the concern expressed by the interviewed teachers regarding the need for teacher training on inclusion and disability provided by the institution; since they currently do not

consider themselves prepared to address potential cases that may arise, given the recent increase in the enrollment of students with special needs. Likewise, they believe that currently neither the necessary resources nor the infrastructure exist to provide quality care for them.

For their part, the five teachers agreed that "learning to learn," learning to do, and learning to be—the philosophical pillars of the CCH's educational model—are closely linked to the issues of inclusion for students with disabilities. This can awaken within the college community the deepest values of identity, belonging, and university spirit, which will transform the student body into a driving force for change composed of individuals committed to society and capable of highlighting the needs of minorities.

This study recommends, first, implementing a permanent teacher training program focused on the inclusive education of students with disabilities. In this vein, it also recommends adjusting the syllabi of the courses that make up the CCH curriculum through the DUA to ensure the inclusion of all students at the school.

Finally, as future work, the aim is to develop two lines of research derived from this study. The first consists of evaluating the academic performance of students with disabilities before and after the implementation of reasonable accommodations by CCH teachers. The second will seek to identify the hidden, structural, and cultural forms of violence exerted upon students with disabilities at the CCH.

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COLLABORATIVE ROLE TABLE

Role	Author(s)
Conceptualization	Wong Salas Roberto Francisco (lead) Pineda Godoy Erika (support)
Methodology	Wong Salas Roberto Francisco (principal) Erika Pineda Godoy (support)
Project Management	Roberto Francisco Wong Salas (principal) Erika Pineda Godoy (support)
Research	Roberto Francisco Wong Salas
Resources	Roberto Francisco Wong Salas
Supervision	Pineda Godoy Erika
View	Roberto Francisco Wong Salas (lead) Pineda Godoy Erika (support)

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