



Acreditadora
Nacional de
Programas de
Arquitectura y
Disciplinas del
Espacio
Habitable A.C.

Acreditadora Nacional de Programas de Arquitectura y Disciplinas del Espacio Habitable A.C.

NATIONAL ACCREDITING BOARD FOR ARCHITECTURE AND DISCIPLINES OF THE HABITABLE SPACE

General Manual for the Accreditation Processes of the ANPADEH

Version 3.0

November, 2015



CONSEJO PARA LA ACREDITACIÓN
DE LA EDUCACIÓN SUPERIOR, A.C. ®



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March 2016



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INTRODUCTION

The National Accrediting Board of Architecture and Disciplines of the Habitable Space (ANPADEH), in accordance with the works carried out by the Association of Educational Institutions of Architecture in the Mexican Republic (ASINEA) particularly in the field of evaluation, has been updating since 1994 the general criteria and the set of parameters upon which this accrediting board develops the evaluation process for accreditation. These criteria also consider the guidelines established by the Council for the Accreditation of Higher Education in México (COPAES) which is the organization endorsed by the Mexican Government to validate the accreditation of school programs. The result of this endeavor is the present General Framework for the Accreditation Process for educational programs on the field of Architecture and Disciplines of the Habitable Space. The ANPADEH operates on the basis of a collegiate body integrated by representatives of several regions of the Mexican Republic. It is an organism that has independent administration and financing to ensure equality and fairness of its decisions and it is endorsed by the ASINEA and the Federation of Architectural Professional Boards (FCARM) in México.

ANPADEH'S PROPOSAL

The task of forming Architects and other design professionals on the fields of Living Space is based on three basic elements; the teachers, the curriculum and the students, complemented by various academic, administrative, infrastructure and equipment support. Any academic program forming Architects in México will have to meet the minimum criteria to reach its highest level of compliance to reach Accreditation. The primary purpose is to recognize the quality of the program and promote its continuous improvement. According to COPAES the objectives of the accreditation for academic programs for Architecture and Disciplines of the Habitable Space in Mexico are, among others, the following:

- Publicly recognize the quality of academic programs and promote their improvement.
- Encourage institutions, through its academic programs, the culture of continuous improvement.
- Ensure that the performance parameters of the academic programs reach national and international quality standards.
- Promote communication and interaction between the different sectors of society in search of a higher quality education with social relevance.
- Promote substantial changes in the institutions teaching practices to form Architects according to society's needs.
- Provide information to society about the quality of study programs towards architect educational programs.
- Contribute to programs that have sufficient resources, and appropriate mechanisms to ensure the fulfillment of its purposes.

CHARACTERISTICS OF ANPADEH'S ACCREDITATION

The accreditation processes of ANPADEH are characterized by the following:

- Voluntary



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- Integral (comprehensive: inputs, processes, outputs and outcomes of the program)
- Objective, fair and transparent
- External (Product of the collegiate work of external peers)
- Ethical and responsible
- Temporary (valid for five years)
- Trustworthy. The accreditation process should always be based on the recognition of existing diversity of institutions (public, private, technological, state and regional, among others)

Hence, the ANPADEH assumes itself as an organism that shall carry out its work as:

- External.
- Responsible, clear and ethical standards and regulations.
- In pursuit of the confidence of those it serves, as well as of the Mexican Society as a whole.

CATEGORIES OF EVALUATION CRITERIA

Based on COPAES framework to carry out the process of accreditation in México, ANPADEH's assessment of a school program is based on 10 categories of indicators that include several parameters that measure inputs, processes, outputs and outcomes.

These categories of indicators are:

1. Academic staff;
2. Students;
3. Curriculum;
4. Methods and tools to assess the learning process;
5. Comprehensive training (integral education);
6. Support services for the teaching-learning process;
7. Institutional linkage and service extension;
8. Research activities;
9. Infrastructure and equipment;
10. Administrative and financial management



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All these categories of parameters are developed next for the purposes of its interpretation and measurement towards accreditation.

1. Academic Staff

In order to carry out the specific academic programs, it is necessary to have teachers willing to assume, the corresponding study plan and its programs as of their own. The Academic Personnel of the program should integrate professionals capable of performing the tasks associated to the discipline and are ethical leaders, whose academic background and experience ensure proper implementation of the curriculum.

Personnel should be recruited institutionally through established academic, professional and educational criteria as well as contracting mechanisms based on the requirements of the curriculum, which should be designed to facilitate the learning and the comprehensive training of students.

The institution must have a teacher training program to ensure the permanent updating of teaching skills and incorporate the comprehensive evaluation of teaching performance, based on institutional policies

In order to carry out specific academic programs, it requires teachers willing to take the curriculum and the programs as their own. In addition, teachers responsible for training future architects must meet the following requirements:

- To have a professional degree in Architecture or any other disciplines related to the Habitable Space
- To have professional experience in any of the areas of Architecture and Disciplines of the Habitable Space related to the specific knowledge to impart, except in the case of full-time teachers.
- To have a teaching skills examination.
- Participate, most especially if the teacher does not have postgraduate studies, in teacher training up dating programs as well as disciplinary courses.

The program must meet the following parameters

: • For institutions with fewer than 300 students: 1 career teacher (full-time) for each academic area. (minimum: design studio, technology and theoretical-humanistic)

- For institutions with more than 300 students: 1 career teacher (full-time) for each academic area and subarea.



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Schools or faculties of each institution must have at least

- 1 teacher for every 15 students in design studios or projects workshop
- 1 full time teacher for every 45 students
- 1 full teacher for every 15 part time teachers
- One professor-researcher, where applicable, for every 3 full time teachers.

All career teachers (full time) maintain a balance between their duties, based on the minimum and maximum recommended percentages of time as follows:

- Teaching, 20-40% of their time
- Research 10-30% of their time
- Academic and administrative management, 10-20% of their time, and,
- Tutoring, 20-40% of their time.

It is highly recommended that no teacher starts as such before having a minimum of three years of professional practice in any area of Architecture or discipline related to the Habitable Space. In addition, it must demonstrate having teaching skills and knowledge in the field of education; otherwise, he or she must participate in basic teacher training programs.

A suitable ratio of students per teacher (above) should be based on the congruence between the professional profile and the academic course to be taught, whether these are theoretical, practical workshop, laboratory and on site practice. It is highly recommended that the first type of courses be dependent of skilled and experienced teachers, while the second by attended by trained technicians. Under no circumstances a teacher should be responsible for a group of students if he or she does not comply with the profile described above.

Each institution shall establish a system of evaluating the performance of their teachers, constantly updated, among others it should include:

- An annual report on its activities• self-assessment, the opinion of their students• the opinion of their peers in collegiate processes
- The opinion of their immediate academic and administrative authority

The above in order to support the practice of the teacher itself, via incentives and scholarships, towards the student preparation as well as the development of the curriculum in the pursuit of academic excellence.

Teacher training must be in line with the requirements of teaching and learning activities, so that teacher training programs and professional development of the institution shall ensure that the following conditions are met:



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- Part time teachers (subject course teachers): in five years, 50% of these teachers must have obtained a record of 120 hours teacher training courses or have a degree in the subject or having a specialist diploma or degree of masters or doctor, and; 10 years 100% of these teachers should have covered any of these requirements.
- Teachers career: In five years, 50% of these teachers must have a specialty diploma, a masters or doctorate degree, and; in ten years, 100% of these teachers must have either of these requirements

A balanced academic load of teachers supports the convenient education of students, so that each institution shall establish the criteria of balance in the functions of each person, depending upon the category and level in teaching, tutoring, counseling, and where appropriate, research and extension of institutional activities.

CRITERIA	INDICATORS	ESTÁNDARDS	EVIDENCIAS
1.1.Reccruiting	1.1.1. Show the process of recruitment of teachers, according to the institutional mechanisms, both internal calls such as well as public ones to show transparency in the process	Standard 1.1.1. Institutional regulations on the recruitment of teachers for the program.	1.1.1. Current Institutional Regulations for the recruitment of teachers. (Competency examinations, promotions and professional portfolio, among others)
1.2.Selection	1.2.1. Prove that the selection process of the academic staff required for the program has professional experience, in teaching and/or in research	Standard 1.2.1. 30% of academic staff must have at least three years of professional practice.	1.2.1. Documents that prove the selection process of the academic staff, as for instance: Public announcement of the position (call) indicating the teacher profile according to the curriculum. Where required, work experience, teaching and research according to the institution requirements.





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			<p>Reports of competence examinations, Professional Portfolio, Teaching capabilities tests.</p> <p>Records of promotions or similar evidence according to the public call.</p>
1.3. Hiring	<p>1.3.1. Evidence that hiring academic staff covers the requirements established according to the profiles needed in the curriculum and of the collegiate bodies or their equivalent.</p>	<p>Standard 1.3.1. Institutional regulation document for the recruitment of academic staff, which states that the 100% to hire must have at least Bachelor level.</p> <p>Standard 1.3.1. (B). 100% of academic staff hired must pass a test of teaching skills</p>	<p>1.3.1.a. Table showing rates of recruitment of academic staff over the past five years</p> <p>Records of teacher contracts.</p> <p>Diplomas, academic degrees, professional portfolio, teacher training courses and discipline courses</p> <p>1.3.1. b. Registrations on competency examinations that show the teacher's aptitude for the task</p>





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1.4. Development	<p>1.4.1. Describe and Teacher Training Program update (orientation, modalities, periodicity, level of demand and compliance among others)</p>	<p>Standard 1.4.1. (a) Institutional regulations document on the continuous training of the academic personnel</p> <p>One course or workshop that covers the educational guidance according to school periods that indicate procedures, modalities, frequency, level of attendance and compliance.</p> <p>Standard 1.4.1. (b). 100% of the teachers must participate in educational courses and disciplinary update according to the times set by the institution</p>	<p>1.4.1. (a) An ongoing program of teacher training and update of pedagogic skills showing: attendance of the teachers involved, Evidence that supports the activity and teacher's report of its application to the curriculum.</p> <p>1.4.1. (b). Records showing the percentage of teachers compliance to the parameters</p> <p>Number of awards.</p> <p>Contents of teacher training courses, indicating guidance, procedures, frequency, level of achievement and compliance.</p>
	<p>1.4.2. Describe the update training teachers program (guidance, procedures, training levels, frequency, level of accomplishment and compliance)</p>	<p>Standard 1.4.2. Document with the regulations for teachers training for teaching and disciplinary knowledge</p> <p>A course or workshop with minimum educational guidance according to school periods to indicate guidance, procedures, frequency, level of accomplishment and compliance.</p>	<p>1.4.2. (a) Documents of the ongoing program of training and updating discipline that shows:</p> <p>Attendance list of the teachers involved, Evidence that supports the activity</p> <p>Teacher report of its application to the curriculum.</p> <p>1.2.1. (b). Records showing the</p>





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		Standard 1.4.2. (B). 100% of teachers must participate in training processes in the time established by the Institution	percentage of teacher compliance Diplomas of attendance Content of teacher training courses, indicating guidance, procedures, frequency, level of demand and compliance.
	1.4.3. Describe the strategies for incorporating teachers to graduate studies related to the academic program	1.4.3. 25% of the basic academic staff must have graduate studies preferably in excellence programs and external institutions.	1.4.3. (a). Table showing the percentage of academic staff with graduate studies and a copy of the Specialty Diploma, Master or Doctorate degrees and professional licensure.
1.5 Labor categories and level of studies	1.5.1. Point out the pedagogical teaching and disciplinary profile and that the teachers must cover within the Academic Curriculum Structure.	Standard 1.5.1. 100% of academic staff should cover pedagogical teaching profile and / or discipline according to Curriculum Academic Program	1.5.1. Table showing the relationship of the academic structure with the disciplinary and pedagogical teacher's profile required by the curriculum.
	1.5.2. Specify the number and percentage of each contract category regarding the faculty (full time, partial time, teachers per course subject and their academic profile (undergraduate, specialization, master,	Standard 1.5.2 1 teacher for every 15 students in design studios (design projects) • 1 teacher for every 45 students in general • 1 full time teacher for every 15 course subject teacher (part time) • One investigator, where	1.5.2 Table showing the number and types of teachers and the percentages of every contractual category (full time, partial time, academic profiles) regarding program requirements.





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	and doctorate); ensuring adequacy according to the program requirements.	applicable, for every 3 full time teachers	
	1.5.3. Show the number of full-time teachers who perform basic functions in higher education institutions: teaching, research, extension management and institutional linkage	Standard 1.5.3. <ul style="list-style-type: none"> • Regulation and / or Collective Bargaining Agreement to show the responsibilities of teachers and their distribution of time • Teaching, 20-40% of their time • Research your case, 10-30% of their time • academic and administrative management, 10-20% of their time, and, • Tutoring, 20-40% of their time. 	1.5.3. Institutional regulations and specific guidelines for the specific incoming of personnel as well as the assurance of keeping its job Table showing the number of full-time teachers who perform basic functions in the institution and if they have the category PRODEP (a special profile promoted by the Public Education Secretariat in México)
	1.5.4. Show the number and percentage of all teachers participating in the Academic Graduate Program for teaching skills and/or disciplinary formation in education: (master, doctoral or post-doctoral and its impact on the curriculum)	Standard 1.5.4. A minimum of 50% of the academic staff must have graduate studies in the areas of didactics or disciplinary specialties	1.5.4. Table showing the number and percentage of teachers with graduate studies in education or disciplinary: specialty (master, doctoral, post-doctoral, granting institution and date of graduation





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	1.5.5. Show the institutional legal framework that allows labor categorization. Selection of the academic staff according to level of studies covering the required profile for the curriculum	Standard 1.5.5 Labor regulations and / or Collective Bargaining Agreement showing the labor categorization in relation to the level of studies and dedication of teachers to the program.	1.5.5. Institutional rules and / or collective employment contract showing the institutional rules of labor Categorization and educational level that allows to appreciate the different categories of academic personnel existing in the institution, according to academic degrees and coverage of the required profile for the academic program
1.6 Distribution of labor duties of the full time teachers	1.6.1. Describe the academic organization of the teaching staff (Academies, areas or sub-areas of knowledge, among others).	Standard.1.6.1 Institutional rules indicating the academic organization of the teaching staff: Academies, areas or sub-areas of knowledge, among others	1.6.1. Table showing the total full-time faculty and their organization. Academies, areas or sub-areas of knowledge, among others
	1.6.2. Describe the distribution of the core activities of full time teachers according to the type of contract for public or private institutions. (Teaching, research, mentoring, management, institutional linkage and extension activities)	Standard: 1.6.2. Balance among the functions performed by full-time teachers according to the type of contract for public or private institutions. Recommending: • Teaching: 20% -40% • Research (if applicable): 10% -30% • Management: 10% -20% • Tutoring: 20% -40%	1.6.2. Document showing the kind of contract for teachers, observing the distribution of substantive activities - Table showing number of full-time teachers Distribution of substantive activities and their percentage: Teaching, Research, Tutoring,





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			Management-institutional linkage-extension
1.7 Evaluation	1.7.1. Show the program or system for the evaluation of teacher's performance that includes the rules and procedures for obtaining extra compensations for the work carried out based on the substantive activities of the institution and its impact on the academic program	Standard 1.7.1. Institutional system evaluation program of teaching performance that shows the regulations and procedures for obtaining stimuli based on the substantive activities of the institution and the impact on the academic program	1.7.1 Program or system of teacher performance evaluation based on the substantive activities of the institution that shows: Public casting (public call), regulations and procedures setting out: <ul style="list-style-type: none"> • Periodicity • Forms of participation, database records, professional practice and professional certification, among others. • Levels of participation (employment category: full, part-time) • Publication of results • Impact on the academic program
	1.7.2. Show the results obtained from the System Performance Evaluation of Teaching and its impact on the academic program for the benefit of students	Standard.1.7.3 Institutional program or system for teacher performance assessment showing the mechanisms for the evaluation results and their publication	1.7.3 Program or System Performance Evaluation of the teaching activity showing the mechanisms for disseminating the results of evaluation and their impact on the academic program for the benefit of students. - Table showing the percentage of academic staff participating and the results of the evaluation
1.8 Promotion		Standard 1.8.1. Institutional Regulations for	1.8.1. Institutional regulations for the promotion of academic staff, considering the substantive





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	<p>1.8.1. Demonstrate the existence of a program to promote the academic staff and its regulations for the development of the substantive functions of the institution (teaching, research, and extension management and institutional linkage, mentoring and counseling of students).</p>	<p>the promotion of academic staff, considering the substantive functions of the institution: (teaching, research, mentoring, management, extension, etc.) and balance</p>	<p>functions of the institution that include: Public call, regulations and procedures setting out:</p> <ul style="list-style-type: none"> • Periodicity • Forms of participation, databases, professional practice, and professional certification among others • Levels of participation (Job Category: full, part-time) • Publication of results • Impact on the academic program <p>Table showing the percentage of participating academic staff and the results obtained in (the) program (s) promotion</p>
	<p>1.8.2. Revealing the mechanisms of diffusion promotion of the staff and measure the impact on the academic program for the benefit of students</p>	<p>Standard 1.8.2. Institutional program for the promotion of teachers showing the mechanisms for disseminating the information and the results of the program</p>	<p>1.8.2. Institutional program for the promotion of the staff showing the mechanisms for disseminating the results and its impact in the academic program for the benefit of students.</p> <p>Table showing the percentage of academic staff participating and the results obtained</p>





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2. STUDENTS

The students must have personal attributes that allow them to have a positive attitude and willingness to be educated with a professional profile in accordance with the disciplines of architecture and the habitable space

The institution should establish its strategies and mechanisms for admission, retention and graduation of students.

The institution must show programs and support the monitoring of activities to structure and manage the resources that contribute to the retention of students in the academic program, establishing appropriate modalities for graduation and academic tutoring

Whenever students are the *raison d'etre* of an academic program and learning is the benchmark for the design and implementation of policies, the academic program, from its philosophical foundations and social relevance, must operate with policies, strategies and mechanisms that assure the students adequate levels of attention and keep track of their educational development.

Therefore the program shall:

- have a comprehensive automated data base of the students' academic records
- show evidence that the selection of students is based on academic criteria and that their actual income profile is consistent with the graduate profile established in the curriculum
- have current records of dropout, failure and poor performance
- have the appropriate remedial programs to these issues

have information on rates of terminal efficiency, as well as actions for increasing the quality of its graduation

- institutional programs have individual and group tutoring and support services for learning and personal development of students

CRITERIA	INDICATORS	ESTÁNDARDS	EVIDENCIAS
2.1 Selection	2.1.1. Describe the selection and admission criteria of applicants to enter the academic program.	Standard 2.1.1. Rules for selecting and admitting of applicants to enter the academic program.	2.1.1 Regulation of selection and admission of candidates for the academic program



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	2.1.2 Evidence that the academic program offers guides for the preparation of applicants for admission both for paper work procedures, as well as for the examination mechanisms.	Standard 2.1.2. Guides for the preparation of applicants that consider: admission procedures, examinations and admission mechanisms.	2.1.2 Guide (s), student brochures that explain admission procedures. Mechanisms of examination, or admission
2.2 Ingress of students	2.2.1. Show if the institution has mechanisms and procedures for induction towards admission to the academic program	Standard 2.2.1 Regulation's brochure containing the mechanisms and procedures for induction for admission to the program	2.2.1. Regulation containing the mechanisms and procedures for induction for admission to the program and the proceedings of sessions that show that evidence
	2.2.2. Demonstrate the required profile of students for accessing to the academic program.	Standard 2.2.2. Institutional regulation booklet containing the profile for entry, stay and exit of students	2.2.2. Institutional regulation containing the profile for entry, stay and exit of students
	2.2.3. Specify which area of high school education do the applicants come from in the case it should be required for admission.	Standard 2.2.3. Rules for the selection and admission of candidates to the academic program, identifying baccalaureate area of origin in the case it is required for admission	2.2.3 Rules for the selection and admission of candidates to the academic program, identifying baccalaureate area of origin in case it is a prerequisite for admission.





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	2.2.4. Specify the professional profile the students must have in each of the curriculum moments of the Academic Program (Stages, Cycles, Levels)	2.2.4. Curriculum (study plan) indicating the profile of the students to get in each curricular moment (Stages, Cycles, Levels).	2.2.4. Institutional regulation containing the admission profile of the student and the curriculum to define the professional profile to be obtained at every curricular moment
	2.2.5. Show the criteria and requirements for the selection and admission of students	Standard 2.2.5. Institutional regulation containing a description of the criteria for selection and admission of students to the Academic Program	2.2.5 Institutional regulations containing the criteria and requirements for selection and admission of candidates to the academic program according to the mission and vision of the study plan
2.3 Scholar Trajectory	2.3.1. Specify the maximum number of students supported and enrollment growth prospects	Standard 2.3.1. Institutional development plan and specific development plan for the educational program	2.3.1 Growth table of enrollment by school year in the last five years and growth prospects.
	2.3.2. Show the number of students admitted in the past three years	Standard 2.3.2. Current Institutional admission regulations	2.3.2 Current institutional Regulation admission guidelines Table evidencing the registration of admission of students in the last three years





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	<p>2.3.2. Describe the functioning and the level of coverage as well as the academic and administrative monitoring and school career showing dropout and failure of the students as well as its performance along their academic development</p>	<p>Standard 2.3.2. Institutional academic and administrative follow up of the trajectory of the academic program</p>	<p>2.3.2. Monitoring Program for administrative and institutional supports for the study program pointing out student desertion, drop offs, failure and underachievement</p> <p>-Table of academic trajectory of the students, Showing desertion and failure in the last five years to reflect the performance of students</p>
	<p>2.3.3. Demonstrate the existence of program to attend the needs for remedial actions to abate the problems of desertion and failure.</p>	<p>Standard 2.3.3. (a). Program for the Monitoring of administrative and institutional school career of the academic program</p> <p>Standard 2.3.3 (b). Institutional remedial programs that shows strategies to abate problems of failure and dropout rates</p>	<p>2.3.3. (a). Monitoring Program for administrative and institutional actions describing the failure rates, dropout and poor performance of students in the last five years</p> <p>2.3.3 (b). Program documenting the Instruments, strategies and remedial actions to abate problems of failure and dropout rates and the results obtained in the last five years</p> <p>2.3.3 (c). Program documenting Instruments, strategies and remedial actions to abate problems of failure and dropout rates and the results obtained in the last five years</p>





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			-Table Showing strategies and remedial actions to abate failure and dropout problems in the last five years
	2. 3. 4. Elements that describe the academic history of the students. Indexes for Academic Administrative academic performance	Standard 2.3.4. Program Monitoring. Administrative and institutional monitoring that considers the students formation history	2.3.4. (a) Statistics of Administrative Academic monitoring showing the elements of the students academic history and their impact on the academic program: year of admission, course credits studied, subjects not passed, resource assignments, remedial programs, tutorials, professional practices, social service, student mobility, type of qualification, registration fees among others in the past five years 2.3.4. (c). Document displaying graphically historical indicators of the students
2.4 Group size	2.4.1. Show total enrollment of the Academic Program, indicating the population per school year	Standard 2.4.1. Institutional regulations to determine the number of students per group for the academic program	2.4.1. Registration records updated for the Academic Program pointing out the population per school year Table showing the historical rates of total enrollment per school year in the last five years





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	<p>2.4.2. Describe how the size of the groups is determined in relation to the total enrollment, distinguishing theoretical courses and practical ones, physical space for instrumentation (classrooms, workshops, laboratories and others)</p>	<p>Standard 2.4.2. Institutional regulations to determine the number of students per group for the academic program consistent with the parameters of ANPADEH (COPAES)</p>	<p>2.4.2. Student rolls, number groups, students enrolled by differentiating the theoretical courses and practical ones the physical space they occupy without exceeding the maximum allowable limit for convenient care and continuous improvement of the learning process</p>
2.5 Graduation	<p>2.5.1. Describe the options for graduation that demonstrate the skills, abilities, knowledge and values acquired by the student.</p>	<p>Standard 2.5.1. Institutional Regulations for degree options and specific regulations of the educational program.</p>	<p>2.5.1. Institutional Regulations for degree options and specific regulations of the educational program.</p>
	<p>2.5.2. Describe the pertinence of academic, indicators and indices. Criteria to measure the quality of final graduation work expressed in the curriculum.</p>	<p>Standard 2.5.2. Institutional Regulations for degree options and specific regulations of the educational program</p>	<p>2.5.2. Institutional Regulations for degree options and specific regulations of the educational program, showing academic indicators and indices as well as the criteria for the evaluation of quality of work. Qualification through the various forms of graduation expressed in the curriculum.</p>





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	<p>2.5.3. Show terminal efficiency indexes and the existence of programs to increase graduation rates.</p>	<p>Standard 2.5.3. Institutional Regulations for degree options and specific regulation of the educational program</p>	<p>2.5.3. Statistics showing the degree of graduation rates and efficiency, as well as actions to increase the graduation rates of the academic program</p>
	<p>2.5.4. Historically demonstrate the efficiency of graduation according to the modalities of graduation of the program</p>	<p>Standard 2.5.4. Institutional Regulations for degree options and specific regulations for the educational program</p>	<p>2.5.4. (a) Institutional Regulations for degree options and specific regulations for the educational program 2.5.4. (b) Statistics that show historically the efficiency of the graduation system according to the procedures of the curriculum in the last five years</p>
<p>2.6 School performance indices for Generational Cohort</p>	<p>2.6.1. Show the quantitative relationship between students entering and graduating showing the index of institutional internal efficiency and its impact on the Academic Program</p>	<p>Standard 2.6.1. Institutional Regulations degree options and specific regulations for the educational program in which generational cohort is defined and its impact on the program (Generational cohort is the number of students entering the first year to the program)</p>	<p>2.6.1. (a) Institutional Regulations for degree options and specific regulations for the educational program in which generational cohort is defined 2.6.1. (b) Table indicating the updated records showing the quantitative relationship between students entering and graduating from a cohort, showing the index of institutional internal efficiency and its impact on the program in</p>





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			the last five years
	<p>2.6.2. Demonstrate statistically the historical rates of school enrollment behavior by generational cohort: admission, desertion, graduation, in the last five years</p>	<p>Standard 2.6.2. Institutional rules and specific regulations for the educational program in which the school enrollment behavior is defined by generational cohort and their impact on the program</p>	<p>2.6.2 (a) Institutional Regulations and specific regulations for the educational program in which the behavior of school enrollment is defined by generational cohort</p> <p>2.6.2 (b) Table showing the updated record in school enrollment by generational cohort: admission desertion, graduation, in the last five years and their impact on the program</p>
	<p>2.6.3. Show the programs and mechanisms to improve school performance showing the results of the various programs (tutoring, counseling, seminars graduation EGEL-CENEVAL examinations, among others) according to the generational cohort index</p>	<p>Standard 2.6.3. Institutional and program regulations that define mechanisms for improving school performance by generational cohort and their impact on the program</p>	<p>2.6.3. (a) Statistics showing the mechanisms to improve school performance and results of mentoring programs, counseling, seminars graduation, EGEL-CENEVAL examinations where appropriate, and that would meet the generational cohort index</p> <p>2.6.3 (b) Table showing the updated record of school performance programs: tutoring, counseling, seminars graduations EGEL-CENEVAL exams and its impact on the program in the last</p>





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			five years
	<p>2.6.4. Highlight the historical rates of school enrollment behavior (cohorts), showing data: admission, desertion, graduation, total enrollment in stages, cycles and / or academic periods; "floating" registrations failure rates by subject, by academic areas and sub areas</p>	<p>Standard 2.6.4. Institutional rules in which the academic-administrative behavior according to school enrollment and their impact on the program is set</p>	<p>2.6.4. Table of historical rates of school enrollment (cohorts), showing data: admission, desertion, failure, graduation, degree, total enrollment in stages, cycles and / or academic periods; "Floating" failure rates by subject, by academic areas and sub areas in the last five years,</p>
	<p>2.6.5. Show the data that make up the updated generation of graduates as well as the purpose and use given in relation to the academic program.</p>	<p>Standard 2.6.5. Institutional monitoring program for graduates of the specific educational program</p>	<p>2.6.5. (a) Monitoring program for graduates, showing updated monitoring and registration of graduates per generation. 2.6.5 (b) Table Showing the registration of graduates by generation in the last five years</p>





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	2.6.6. Show a table setting out the results of EGEL examination, if any	Standard 2.6.6. Results according to the national average	2.6.6. Table showing the EGEL examination results if applicable
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3. CURRICULUM

The program should maintain a consistent, consistent, ongoing evaluation with human and social recognition and significance of its specific context, product tracking and curriculum research.

You must clearly specify its epistemological, pedagogical and didactic bases and their orientation defined by its indicative curricular structure that allows also show its capacity for flexibility.

Should encourage the training of people for the exercise of its powers that help in solving problems through scientific, technological, humanistic and project knowledge of DEH, focused on collaboration to meet the requirements of the context.

Should express clearly their intentions, focus, focus, goals and usefulness through planning programs and learning strategies.

The Study Program in every academic program shall be permanently up-dated so it is socially congruent, consistent and valid. It shall, as well, clearly explain its objectives (terminal, by stages, by knowledge areas, by subjects or its equivalent), its contents and the education-learning experiences approaches. These latter shall be congruent, articulated and relevant for the professional field and for the purposes established by the academic program. Furthermore, it shall consider that a the Mexican architect shall be capable of designing, constructing and reflecting on the spaces that satisfy the needs of men in his physical and spiritual duality, as an individual and as a society, through the architectural research that takes into account the aspects that make up the architectonic program, the technological-constructive development, as well as the structural elements and the environmental control systems, in its regional, physical, ecological-environmental, social, economic and cultural contexts, in compliance with the current codes.

The diagnosis that supports the whole architectural academic program shall be adequate, pertinent and up-dated in response to the needs of the habitat it belongs to, as well as to the development and evolution of the discipline within its multiple contexts; local, regional, national and international. It shall also respond to the requirements that are understood and that can be reached by each institution, as well as to its orientation and ideology; these should guarantee its individuality within the unity of the discipline,

The objectives (terminal for the degree, by stages, by knowledge areas and by subjects of its equivalent) shall clearly express the intentions, goals and usefulness of the academic program.

The entry profile that shall be fulfilled by those who want to enter the architectural education institution in Mexico includes the following requirements regarding curriculum, administration, knowledge, abilities and attitudes:

- To have a high school studies certificate (bachelor degree), preferably oriented to the discipline of Architecture or any of the disciplines related to the design of the habitable space, as well as Humanities and Arts.
- Comply with the institutional admission and enrollment regulations.



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- Take an entry exam, as a diagnosis, established by the Higher Education National Evaluation Center (CENEVAL).
- Take the classification exam, implemented by the Association of Architectural Education Institutions in Mexico (ASINEA) that takes into account issues regarding vocation, knowledge, creative capacity, technical ability and interest for art and culture. It is recommendable that when initiating his/her professional education, the student understands a foreign language, preferably English, and knows how to use the basic programs of a computer as a fundamental tool for his/her education.
- Likewise, each institution will clearly establish the permanence requirements that shall determine the maximum time a student can be enrolled in the architecture career, and that this shall never be above 50% additional to the established duration in the corresponding study program.

Once he/she has concluded his/her education process, the graduate shall:

- Have the scientific, technical and theoretical-humanistic knowledge that will enable him/her to understand, explain, analyze, and summarize the architectonic phenomena with the peculiarities and characteristics of the different human groups, within its evolution through time.
- Be able to define the volume, the spatial and quality characteristics of an architectural work in relation to the human needs and the effects that he/she wants to arise in the users.
- Be able to arrange hierarchically the spaces that make up an architectonic program, establishing the level of inter-relation amongst them.
- Know how to use financial systems offered by public and private institutions in order to put forward complete projects that include its promotion and financing.
- Interpret the behavior of the society to which he/she belongs to, as well as its needs for architectural spaces and with which he/she counts on to satisfy these needs.
- Interpret the characteristics that determine the conditions of the physical and social habitat where the architectonic work will be located, in order to adequate this latter to the context and prevent the impact it may cause, or else, regenerate the existing habitat.
- Interpret the characteristics of climate within the site where the architectural work will be carried out, in order to adapt the architectonic spaces to these latter.
- Have knowledge on and manage the current codes that show the regulations for the use of land and construction among others, within the area where the architectonic work will be carried out.
- Have knowledge of and manage the architectural typology that will enable him/her to make a proposal of a building adequate for



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the character and the required spatial needs.

- Manage a methodology that enables him/her to structure and efficiently apply a complete architectonic production process that includes, at least, the research stages, the identification of habitability needs, architectonic program, initial project, executive project, planning, edification, construction *in situ*, operation of this *in situ* work, and operation of architectonic works in the integral solution of specific problems.
- Manage, sufficiently and with ability, the production process of architectonic works, and the basic knowledge of several disciplines related to the form: how it is generated, how it inter-relates and systematizes and, also, issues related to its perception and thorough expression.
- Have enough knowledge on computer programs so that he/she is able to solve specific problems related to the production process of architectonic works.
- Manage the several existing expression techniques and means: graphic, oral and written, that enables him/her to make a complete presentation of the architectonic work.
- Interpret the topographic and geological characteristics of the site where the work will be located, as well as the mechanic land characteristics and, according to these as well as to the type and size of the work, suggest an adequate foundation.
- Have the necessary knowledge on mathematics and physics that will enable him/her to understand and anticipate the mechanical behavior of materials and structural constructive systems pertaining to the architectonic work, in order to suggest adequate structures and materials for each work.
- Be able to carry out the analysis and structural design of the architectonic work and complete it according to the span to cover and the selected material to construct it.
- Define the characteristics of the several systems of equipment and fittings, as well as of environmental control, be it normal or special, that the architectonic work needs.
- Establish the planning system, administration and construction control that will enable him/her to take optimum advantage of time and resources during the development of the architectonic work.
- Have the knowledge of construction procedures that will enable him/ her to adequately manage the material and technical input alternatives available in the local market.
- Organize the Functioning Manual and the Maintenance Program of the finished architectonic work.
- Be able to evaluate the response and impact capacity of an architectonic work, upon its termination and throughout time.
- Understand a language, other than the native one, preferably English.

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- Value and respect the natural and constructed heritage, striving to maintain a sustainable development.

The foundation of the curricular structure shall clearly specify its sources (mainly epistemological, pedagogical, and psychological) as well as the particular orientation desired for the study program. Five years and or 400 credits are recommended for the duration of a study program to educate architects in Mexico, with the option of including a scholastic thesis or terminal work. It is recommended to clearly establish the curricular proposal's level of flexibility as well as the conditions and options in other careers of the same institution, of other institutions, or of possible academic networks that broaden the students' education. Furthermore, given the particular conditions of the different regions in the country, and the several options of academic, ideological and professional orientations, an indicative curricular structure is suggested; this will allow the existence of different options within a general framework for the education of architects in Mexico. See attached table.

Congruent with the curricular structure, the programs for subjects or its equivalent that guide the education-learning process, shall establish, at least, the following elements:

- Terminal objective, congruent with the higher-level objectives.
- Particular objectives, including its content.
- Basic knowledge that shall be acquired by the student to approve the course.
- Teacher's participation extent, particularly in the practical courses, as well as in his/her academic education and professional experience.
- Recommendations of the learning activities and strategies.
- Learning evaluation methods and techniques.
- Basic and complementary bibliography.

The study program's review is a process that implies a permanent follow-up and a periodic evaluation; hence, each institution will have a collegiate organism of the architectural career in charge of that function. In virtue of the aforementioned, none of the study programs for the education of architects in Mexico may be in operation more than twice its normal period of duration.

The collegiate bodies in charge of this follow-up shall understand that the curricular evaluation is an education research continuous program with the objective of acquiring knowledge on the curriculum and its relation with the academic enhancement. Its purpose is to analyze, within the institutional framework, the social, economic and cultural determinations and contradictions related to the



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corresponding education academic process in order to carry out the necessary modifications to the current program and, if necessary, generate a new one that responds to the new conditions. Some of these latter are the repercussions of putting into operation international agreements and recommendations which are considered convenient to take into account and assume, in order to enhance the academic education as well as to give a first step towards a better professional practice looking forward to a sound competition. The criterion in this circumstance is not to homologate systems or education models, but to establish equivalents that each country or region needs, having as a basis and reference the above-mentioned regulations.

CRITERIA	INDICATORS	ESTÁNDARDS	EVIDENCIAS
3.1 Conceptual basis for curriculum design	3.1.1. Describe the distinctive characteristics of the educational model in which the curriculum is based.	Standard 3.1.1. The Curriculum Should be based on an educational institutional model	3.1.1. Document describing the distinctive characteristics of the educational model in which the curriculum is based.
	3.1.2. Describe the philosophical foundations, for the curriculum in which the curriculum is based.	Standard 3.1.2. All curriculum should be based on a curricular model that includes philosophical and epistemological foundations.	3.1.2. Document describing the foundations for the structure of the curriculum for the program





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	<p>3.1.3. Explain the consistency between mission, vision and strategic objectives of the curriculum within the framework of the mission, vision, and strategic goals of the institution, as well as those of the school, division or department.</p>	<p>Standard 3.1.3. The mission, vision and goals of the curriculum should be consistent with the mission, vision, and strategic goals of the institution and also to those of the school, division or department.</p>	<p>3.1.3. Document explaining the congruence between mission, vision and strategic objectives of the curriculum, in accordance to those institutional, school, division or department.</p>
3.2 Profiles of Ingress and Egress	<p>3.2.1. Outlining the criteria for selection and admission of applicants to enter the academic program.</p>	<p>Standard 3.2.1. Criteria for the selection and admission to the Institution</p>	<p>3.2.1. Institutional document that lists the criteria for selection and admission to the academic program</p>
	<p>3.2.2. Describe the egress profile of students for the academic program.</p>	<p>Standard 3.2.2. The curriculum should specify the student egress profile</p>	<p>3.2.2. Document describing the egress profile in relation to the specific objectives of the curriculum</p>



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<p>3.3 Regulations for student permanence, egress and revalidation.</p>	<p>3.3.1. Describe the institutional regulations that clearly establish the requirements for the permanency of the student in the program. The equivalence of course subjects and revalidation of these. The egress from the program. Assurance of its dissemination among the community of the program.</p>	<p>Standard 3.3.1. Institutional regulations for:</p> <ul style="list-style-type: none"> • Permanence • Equivalence • Revalidation • Egress <p>To ensure their diffusion among the community</p>	<p>3.3.1. Documents describing the institutional regulations and specific requirements for:</p> <ul style="list-style-type: none"> • Permanence • Equivalence • Revalidation • Egress <p>Assurance of discussion among the community of the program</p>
<p>3.4 Course subject programming</p>	<p>3.4.1. Describe the Curriculum Structure indicating: stages, cycles, and development axes depending on the type of institution. Graphically show the curriculum mapping.</p>	<p>Standard 3.4.1. An organized curriculum structure indicating:</p> <ul style="list-style-type: none"> • Curricular Map • Stages • Levels • Cycles • Development stages • Other, where appropriate <p>The curriculum should be consistent with the institutional one</p>	<p>3.4.1. Document describing the structure of the curriculum indicating: stages, cycles, and development lines depending on the type of institution. These should be supported graphically specifying the desired number of students in any particular stage of the plan according to the profile of the studies.</p>

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	<p>3.4.2. Show graphically a description of the curriculum contents.</p>	<p>3.4.2. A curriculum that specifies:</p> <ul style="list-style-type: none"> • Number and type of credits • Procedure for computing or quantifying the study credits • Objectives stages, cycles, development axes • Profiles of ingress, retention and egress 	<p>3.4.2. Document describing the contents of the curriculum: Number and type of credits Procedure for calculating or quantifying course credits; Objectives stages, cycles, development axes of the program Criteria for ingress, retention, egress and graduation profiles</p>
	<p>3.4.3. Enunciate the existence of a curriculum committee and other participants in the design and development of it, describing the type of contribution.</p>	<p>Standard 3.4.3. Collegiate participation in the development of the curriculum with the contribution of external collaborators.</p>	<p>3.4.3. (a) List of internal and external participants in curriculum design. Indicate degree of collaboration 3.4.3 (b) Official documentation that reflects the existence of a curriculum committee and that there is external participation</p>
	<p>3.4.4. Show evidence of the revisions to the curriculum, after the start of its operation (including dates of revisions)</p>	<p>Standard 3.4.4. (a) Permanent process of reviewing and updating the curriculum. Standard 3.4.4. (b) Twice the normal maximum operating time of a curriculum</p>	<p>3.4.4. (a) Minutes of meetings aimed at reviewing the curriculum under the supervision of the commission of curriculum design. 3.4.4. (b) Follow-up meeting agreements for review and if necessary update the curriculum 3.4.4. (c) Endorsements by the appropriate bodies (reviewed,</p>

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			evaluated and updated plans, etc.). Products
3.5. Course subject contents that include generic competences	3.5.1. Show course subject programs that conform the curriculum, evidencing the generic competences the student should acquire (commitments, skills, strategies for learning and development of thinking skills)	<p>Standard 3.5.1. Generic competences:</p> <ul style="list-style-type: none"> • Ethical commitment and social responsibility. • Commitment to quality learning. • Environmental Commitment • Competence in learning and constantly update • Critical and self-critical ability. • Capacity for abstraction, analysis and synthesis. • Capacity for teamwork. • Oral and written communication skills. • Communication skills in a second language. • Skills aimed at creativity • Investigative skills • Skills in the use of ICT. • Ability to do research, and to analyze information from various sources. 	3.5.1. Syllabuses or materials that make up the curriculum which included generic skills (commitments, skills, strategies for learning, development of thinking skills)
	3.5.2. Describe the areas and subareas of knowledge and their contents that	Standard 3.5.2. Areas and sub-areas of knowledge in which the curricula is based to develop the	3.5.2. Document describing the structure of areas and sub-areas in which the curriculum it is

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	should be based and develops the objectives of the curriculum and should be expressed graphically on a curricular map.	disciplines of architecture and the habitable space	based and shown graphically on a curricular map
3.6 Curricular flexibility	3.6.1. Describe the characteristics of flexibility of the curriculum	<p>Standard 3.6.1. Elements that define its flexibility such as:</p> <ul style="list-style-type: none"> • Lateral student options and • Optional course subjects among others 	3.6.1. Document describing the elements to observe in the flexibility of the curricula at the inside of the institution
	3.6.2. Describe the characteristics of flexibility of the curriculum, to the outside of the institution	<p>Standard 3.6.2. Elements that define its flexibility to the external institutions, such as:</p> <ul style="list-style-type: none"> • Equivalent study plans • Institutional study of academic units in other institutions: national or international. 	<p>3.6.2. Document showing the institutional regulations defining the flexibility of the program to the exterior.</p> <ul style="list-style-type: none"> - Interagency agreements in place - Educational modality (classroom, semi study presence and non-presence classes)



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3.7 Evaluation and curricula updating	3.7.1. Describe the Curricular System Monitoring and Assessment program.	Standard 3.7.1. System Monitoring and Institutional Curricular Evaluation containing: <ul style="list-style-type: none"> • Periodicity • Methodology • Type of evaluation • Instruments • Forms of participation and • Participants 	3.7.1. Institutional Program Monitoring and Curricular Evaluation showing evidence of: <ul style="list-style-type: none"> • Periodicity • Methodology • Type Evaluation • Instruments • Forms of participation and • Participants
	3.7.2. Describe the diagnostic and prospective studies, based on social demand and the scientific and technological advances underlying curricular updating or modification of the curriculum.	Standard 3.7.2. Diagnosis and institutional prospective to sustain the assessment processes of the curriculum.	3.7.2. Document showing the diagnostic and prospective studies that have been done in the last three years in support of the curricular updating or modification of the curriculum.
3.8 Diffusion of information	3.8.1. Describe the procedures and means used to disseminate to society, the academic and the student community the aspects of the curriculum.	Standard 3.8.1. Institutional program to inform society, academic and student community the issues on the curriculum.	3.8.1 Document describing procedures and means used for the dissemination of the curriculum.





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4. EVALUATION OF LEARNING

There must be systems, programs and instruments that allow the assessment of the student learning including the operational mechanisms, periods, methods and instruments for the task.

They should evaluate the learning achieved during the formation of the student at different stages of the program.

There should be teacher's assessment strategies that allow verifying compliance with the learning objectives continuously and be consistent with the curriculum strategies to establish the evaluation of course subject

There should be dissemination of evaluation results to the academic and student community.

There is a need of reviewing the methods for the evaluation of the student personal development and qualification through appropriate tests for teaching instrumentation programs, course units, portfolios and individual students work. There should be a variety of methods to evaluate these.

Each school must have the organizational structure that will enhance the planned activities in the curricula, including the operational mechanisms, periods of learning methods for the evaluation of student learning through appropriate instruments that must be adequate, sufficient and relevant.

In addition, in particular, they should allow the assessment of the actual learning achieved by students in each course subject or equivalent along the educational path and the egress from the study program.

CRITERIA	INDICATORS	STANDARDS	EVIDENCIAS
4.1 Methodology	4.1.1. Describe the Learning Assessment System in relation to their frequency, assessment strategies, types of evaluation and academic criteria.	Standard 4.1.1. Evaluation System Institutional Learning that contains: <ul style="list-style-type: none"> • Periodicity • Strategies • Types of Evaluation • Academic Standards 	4.1.1. Evidence showing the learning evaluation system containing the frequency, strategies, types of assessment in relation to the type of course subjects included in the curriculum.





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	4.1.2. Show evaluation strategies included in the programs of course subjects and its consistency with the curriculum.	Standard 4.1.2. Specific strategies for full and partial institutional evaluation for architecture and applied disciplines of the habitable space	4.1.2. Programs of course subjects showing evaluation strategies demonstrating consistency with the curriculum.
	4.1.3. Show evidence of strategies that support the types of evaluation in relation to the objectives of the different course subject programs	Standard 4.1.3. Two learning strategies at least derived from the objectives expressed in the different course subjects or its equivalent.	4.1.3. Formats for examinations Booklets for teaching activities Portfolio evidence Exhibitions of academic works at the individual and team group Rubrics to verify student learning. Others while appropriate
	4.1.4. Show forms of dissemination to the academic community of the different assessment strategies of student learning	Standard 4.1.4. Institutional means of dissemination strategies showing evaluation of student learning to the student community.	4.1.4. Description of means and forms of dissemination strategies evidencing the learning assessment of students.
4.2 Stimuli to academic performance	4.2.1. Demonstrate the existence of institutional scholarship programs as incentives for students with high academic performance	Standard 4.2.1. Institutional programs to stimulate students with high academic performance	4.2.1. Document showing institutional scholarship program, its operation and its forms of





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	and / or as motivation to scarce resource students to improve their academic performance to avoid the risk of school drop off	or as motivation to scarce resource students to improve their academic performance to avoid the risk of school drop off	dissemination; also expressed graphically in a concentrate of three years.
	4.2.2. Describe the operation of the system of scholarships awarded by public sector bodies (PRONABES and / or other) and private, e.g. TELMEX and / or others,) as support for high-achievement students	. Standard 4.2.2 Academic institutional scholarship programs supported by public and / or private entities for students with high academic performance.	4.2.2. Document describing the operation of the system of granting scholarships by public institutions and/or private sector entities to support high-achieving students of the academic program.
	4.2.3. Describe the types of diffusion of information on the operation of the system of scholarships awarded by the public and private sectors as support for high-achieving students to the students of the program	Standard 4.2.3 academic institutional programs for the support of students	4.2.3. Document describing diffusion of information on the operation of the system of scholarships awarded by the public and private sectors
	4.2.4. Describe the rules for granting and allocation of grants and other economic incentives to the Academic Program for high-achieving students.	Standard 4.2.4. Institutional rules for granting scholarships and incentives for high-performing students	4.2.4. Regulations specifying the regulatory system for awarding scholarships and incentives to students of the academic program





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	<p>4.2.5. Show the frequency and the number of students benefiting from economic stimulus programs provided by the institution and public agencies as well as the private sector in the last three years.</p>	<p>Standard 4.2.5 Institutional rules for granting scholarships and incentives to the student community</p>	<p>4.2.5. Statistical records evidencing the frequency and number of students benefited by stimulus programs provided by the institution and public agencies and the private sector in the last three years</p>
	<p>4.2.6. Describe the operation and dissemination of program incentives and awards</p>	<p>Standard 4.2.6. Institutional stimulus program for academic recognition to the student community</p>	<p>4.2.6. Document describing the evidence of the operation and dissemination of the stimulus program and recognition of student achievements. Statistical records over the last 3 years.</p>





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5. INTEGRAL EDUCATION

The institutions should provide a comprehensive set of competencies to the student so that he or she is complies with the disciplinary aspects of the profession, but also it is fundamental to form the future professional with the set of values and attitudes that make him or her a better citizen and committed to societies wellbeing.

The training should include comprehensive student development that promotes disciplinary aspects and other training areas such as: collaborative, proactive, proactive attitude, physical and mental health, social responsibility, natural and cultural environment.

It should be clear the training process based on the knowledge, skills, attitudes and character formation, intelligence, imagination, feelings, creativity and freedom, immersed in a system of universal values.

CRITERIA	INDICATORS	STANDARDS	EVIDENCIAS
5.1 Development of student entrepreneurship	5.1.1. Describe if it is promoted an entrepreneurial attitude of the student in tis formation. If it is encouraged by the operation of Entrepreneur Programs, Business Incubators or the like.	Standard 5.1.1. Institutional development program for entrepreneurs, business incubators or similar related to the educational program.	5.1.1. (a) Entrepreneur development program. Business incubators or similar. 5.1.1. (b) Evidence of operation of the program
	5.1.2. Show how many students and teachers are participating in the program. The number of participating companies and events organized inside the campus	Standard 5.1.2. All the students of the last semester should have participated in at least one program All the full time professors should have participated in at least one agreement in the last three years 30 per cent of part time teachers	5.1.2. (a) List of participating students and teachers in the program. 5.1.2. (b) Number of promoted companies and events organized inside the campus



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		should have participated in at least one agreement in the last three years	
	5.1.3. Describe the events organized by other educational institutions or the business sector and whether there have been awards	Standard 5.1.3 At least two events per semester in which the students and teachers have participated	5.1.3. (a) Number and type of events organized by other educational institutions or the business sector. 5.1.3. (b) Recognition of participation
5.2 Cultural activities	5.2.1. Show the cultural activities in which the students have participated actively (cultural workshops, competitions and exhibitions among others).	Standard 5.2.1. All the students in the Academic program must participate in cultural activities (workshops, competitions and exhibitions, etc.) at least once per semester or equivalent.	5.2.1. (a) Number and type of cultural activities in which students participate actively. 5.2.1. (b) certificates of participation and awards or distinctions
	5.2.2. Show the relationship of students participating and events organized on and off campus.	Standard 5.2.2 All the students must have participated at least in one occasion before the conclusion of the before last period of the program	5.2.2. (a) A list of events organized on and off campus, pointing out the participants. 5.2.2. (b) Certificates of Participation
5.3 Sporting activities	5.3.1. Show the sports	Standard 5.3.1. There should	5.3.1. (a) Number and type of sports activities in which



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	program of the institution, school or program.	be a program of sports activities, this may be institutional, school or the specific program	students participate actively. 5.3.1. (b) participation certificates and distinctions...
	5.3.2. Accredit the sport activities in which students participate in massive form or as part of the teams selected, in different disciplines.	Standard 5.3.2. All the students must have participated in at least one activity of this nature before the conclusion of their academic program	5.3.2. (a) Number and type of sports activities in which students participate actively. 5.3.2. (b) Certificates and distinctions of participation.
5.4 Professional counseling	5.4.1. Show the program career guidance for the student, which results in adequate preparation for employability.	Standard 5.4.1. Program for student vocational orientation which may include: <ul style="list-style-type: none"> • Conferences • CV preparation • Conferences for job interviews •• Job Fairs 	5.4.1. Program for the vocational orientation of the students, pointing out the information on job opportunities based on professional on personal interests and skills of the student
	5.4.2. Describe the program of scientific and technological events on professional training and events organized by student associations, intramural and extramural of campus	Standard 5.4.2. All students must have participated in at least one activity before the conclusion of	5.4.2. (a) Science and Technology program events 5.4.2. (b) Number and type of events organized by students





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		their program	or student associations, intramural and extramural.
5.5 Psychological counseling.	5.5.1. Show support programs and attention to psychosocial problems.	Standard 5.5.1. At least one program support and attention to psychosocial problems of students. Per semester or school period	5.5.1. (a) program of support and attention to psychosocial problems of students. 5.5.1. (b) List of students participating in the program
5,6 Medical Services	5.6.1. Show evidence of a risk prevention program. Inculcate healthy lifestyles among students and the general community, (campaigns, courses, workshops, printed material).	Standard 5.6.1. All the students should have been participating in at least one activity of this nature before they have finished school	5.6.1. (a) Catalog of Health Care Services 5.6.1. (b) Evidence of its operation 5.6.1. (c) Prevention program for risk activities 5.6.1. (d) types of activities carried out (propaganda, courses, workshops, printed materials)
	5.6.2. Accredite health care services provided to the community when requested and the number of people served.	Standard 5.6.2. To have a preventive health care program and urgency services inside the facilities	5.6.2. (a) List of participants 5.6.2. (b) Results of the program





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<p>5.7. School-family Liaison and Human development (human relations)</p>	<p>5.7.1. Show the human development program that encourages the bonding of family and school (facilities, events, and operating mechanisms).</p>	<p>Standard 5.7.1. At least one event of this nature per semester or school period</p>	<p>5.6.1. (a) Human Development Program 5.6.1. (b) Report of its operation</p>
	<p>5.7.2. Show forms of attention to the risk situation by different groups of students in the program (social and natural risk through courses, workshops, training and community simulations).</p>	<p>Standard 5.7.2. At least one event of this nature per semester of school period</p>	<p>5.7.2. (a) Registration of attention to risk situations 5.7.2. (b) Resource type (campaigns, courses, workshops, printed material). 5.7.2. (c) List of participants 5.7.2. (d) Results obtained if its the case</p>





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6. SUPPORT SERVICES FOR THE LEARNING PROCESS

The educational program must have a mentoring and advisory program to show evidence of having teachers with specific time dedicated to the attention of students in addition to monitoring and recording its operation and impact of that activity

Every architectural education program in Mexico shall have agile and sufficient mechanisms so that students may have access to programs of: tutoring, counseling and personal aid. Also there should be extracurricular activities that complement their education. The corresponding program shall specify the relationship between the number of students per teacher (no more than 15 per semester), the sum of these and the program's matriculation. The carrying out of these programs shall be fostered through inter-institutional networks that, in addition to taking the best advantage of resources, multiply the possible options for the students.

CRITERIA	INDICATORS	STANDARDS	EVIDENCIAS
6.1. Institutional tutoring program	6.1.1. Describe the operation of the Institutional Tutoring Program that supports the quality of the academic program in several dimensions (individual, social, emotional, cognitive and physical)	Standard 6.1.1. Institutional tutoring program to ensure the support towards the quality of the academic program in the dimensions: individual, social, emotional, cognitive and physical	6.1.1. Institutional Tutoring Program. Document to create a mentoring program.
	6.1.2. Indicate the number of students and teachers who have participated in the Mentoring Program in the last three years and the percentage of full-time teachers participating in the mentoring program.	Standard 6.1.2. Institutional tutoring program that defines the percentage of full time and part time professors that participate in it	6.1.2 Document showing the planning of activities related to the program in the last three years on the following dimensions: individual, social, affective, cognitive and physical -Table showing the Planning of the activities in the last three years



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	<p>6.1.3. Mentioning of the numerical relationship between students and tutors who have participated in the tutoring program in the last three years.</p>	<p>Standard 6.1.3. Institutional Tutoring Program establishing the proper relationship tutor-students, for each dimension.</p>	<p>6.1.3. List of students and teachers involved in the program, in which the planning periods and the activities carried out are established</p> <p>-Table Showing the relationship tutor-student in the past three years</p>
	<p>6.1.4. Describe the tutors training program and its evaluation</p>	<p>Standard 6.1.4. Institutional tutors training program and its evaluation</p>	<p>6.1.4. List of courses taken in the last three years for the training of tutors</p> <p>- Table showing the list of courses in the last three years</p>
<p>6.2. Academic counseling</p>	<p>6.2.1. Show records of student counseling by full time teachers as well as part time teachers.</p>	<p>Standard 6.2.1. Institutional student academic counseling program</p>	<p>6.2.1. (a) Document showing the extra class counseling activities for students endorsed by the assigned institutional responsible.</p> <p>6.2.1. (b). Document showing the relationship teacher-student in the extra class advisory activities defining the hours assigned to each case.</p> <p>6.2.1. (c). Document showing the results of the evaluation program and its impact on the student.</p>

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6.3. Library and access to information	6.3.1. Demonstrate the capacity of the program as for physical space, furniture and accessibility of the library and if it is appropriate to the program.	Standard 6.3.1. Capacity of the physical space, the furniture and accessibility must be sufficient and appropriate for the delivery of the educational program.	6.3.1 Library system consultation, furniture, accessibility, and TIC's that allow the proper consultation by the student - Tables and graphs to visualize the changes made by period in the last three years.
	6.3.2. Show that the library stock has titles and volumes updated and organized according to the needs of the program.	Standard 6.3.2. The library stocks must have titles and volumes updated and organized according to the needs of existing curriculum.	6.3.2 Show the relationship of the bibliography, considers the videos, films, slides, presentations, maps and other digital and printed materials that support the program courses
	6.3.3. Describe the program of book acquisition and subscriptions to printed and electronic journals.	Standard 6.3.3. Institutional program for the purchase books and subscriptions to printed and electronic journals.	6.3.3. Program of acquisitions in the past three years. Show the printed and electronic subscriptions and databases in tables and graphs.
	6.3.4. Show the library services on digital materials, newspapers and internet. Exchange of library materials with other departments and institutions	Standard 6.3.4. Operating mechanisms of library services: <ul style="list-style-type: none">• Digital Libraries• Periodicals and Newspapers• Internet	6.3.4. Document showing the mechanisms with which the library system for internal consultation and external loan and inter library, to favor the student formation. -Table Showing the mechanisms by which the library system and



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		<ul style="list-style-type: none">• External loans• Interlibrary loans	its services work. Graphically show the number of users served in the past three years
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7. INSTITUIONAL LINKAGE AND SOCIAL EXTENSION

The institutional linkage and extension should allow the student to experience new learning environments and place externally learning activities and experiences, these should allow him to contrast, to exchange and apply its knowledge.

The academic program will consider the relationships with other academic programs as well as with other scientific, social, public, civil and private sectors at the regional, national or international level. Follow-up studies of graduates must show results of the program's relevance, recognition and acceptance in the labor market and the need to strengthen or reorient the curriculum.

The program must have the potential for exchange and mobility of students and teachers with other national and international institutions. To foster growth and comprehensive training; Researchers also individually or in collaboration participate in networks contributing to the strengthening of the academic program.

Graduates of the program must have access to a system of job placement and support for entrepreneurship to facilitate insertion to the professional practice.

The academic program will consider the relationships to have with other academic programs and higher education, and scientific, social, public, civil and private sectors of its environment, whether regional, national or international level. All academic program must have at least the following mechanisms for linking the program:

- Graduate follow-up studies that show results regarding the pertinence of the program, of the acknowledgement and acceptance of graduates within the working market and the need, should that be the case, of giving a different orientation to the curriculum.
- Participation of the collegiate society in the professional practice, in the design and bringing up to date the study programs and in the renewal of the curricular contents.
- Supervised professional practice programs consisting on students and teachers staying a period of time at the working place in order for them to acquire complementary abilities and practices that will broaden their horizons, to learn new organization methods, and to exchange experiences.
- A pertinent and adequate Social Service Program operating under academic criteria, that has academic supervision on a regular basis and is articulated to the academic program and its surroundings.
- A pertinent Academic Exchange Program where at least one annual exchange action is carried out (with students and teachers) with other architectural education institution, with the purpose of enhancing their development.
- A university extension program to offer services to external sectors in order to link the requirements of society with the potentialities of the program, to collaborate in the education of human resources, to adequate the curricular contents and, should that be the case, to obtain complementary resources.
- Continuous education services directed to the graduates of the academic program and to all the public, where at least one annual



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course is offered. In the event of offering diplomas, these shall specify the hours/class, be organized in modules and have permanent evaluation mechanisms for their enhancement.

- It is recommended that all academic programs are made known and that activities such as lectures, exhibitions and publications are fostered; these activities shall highlight the importance of the architects' participation within society. Preferably, this shall be made public through a WEB page.
- As for editorial production, each academic program shall periodically edit a publication that tells of the everyday academic activity as well as at least one annual publication of any of the academic areas.

CRITERIOS	INDICADORES	ESTÁNDARES	EVIDENCIAS
7.1 Linking with public, private and social sectors	7.1.1. Show collaboration agreements with organizations in the public, private and social sector for the students and teachers to carry out technical visits, school practices, internships and stays	Standard 7.1.1. Official institutional regulations to link the program with public, private and social organizations. Technical visits, school practice and professional practice, student and teacher academic stays. Show products of these agreements.	7.1.1. Tables concentrating information on the agreements. Summary of technical visits, school and professional practices. Complemented with technical reports and relevant information. List of agreement exchange and placements for teachers and students





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	<p>7.1.2. Show the regulations to carry out the operation of the agreements: list of participants, students and teachers participating in these activities</p>	<p>Standard 7.1.2. Institutional regulations for the operation of public, private and social agreements</p>	<p>7.1.1. Summary table to concentrate the rules for the operation of the agreements: list of participants, students and teachers and the people responsible in these activities</p>
<p>7.2. Graduate follow-up</p>	<p>7.2.1. Show the results of the graduate monitoring program, their recognition and acceptance of the labor market with the purpose to contribute to curriculum development and if necessary modify the curriculum through continuous education activities</p>	<p>7.2.1 Standard. Institutional monitoring program for graduate follow up and the monitoring of the study plan</p>	<p>7.2.1. (a) Updated databases of graduates of the academic program that include the results of surveys conducted as well as consultation instruments that contribute to the evaluation of the curriculum and its relevance</p> <p>7.2.1. (b) Show the systematized information in the interest of professionals to continue their training in continuing education courses</p> <p>7.2.1. (c) Graphs that concentrate statistical analysis with the information obtained from graduates work, showing the impact on the curriculum based on the activities performed in the professional career</p>





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7.3 Academic Exchange	7.3.2. Describe the program features as to student mobility, teachers and researchers who participate individually or in collaborative networks	Standard 7.3.2 Institutional program mobility of teachers and researchers	7.3.2. Table showing the synthesis of the number of individual programs and networks with their characteristics and their results, strength areas and products related to the educational program Copies of the agreements or list of agreements signed by the responsible authorities. Lists of students and teachers involved and the products obtained.
	7.3.3. Describe the characteristics of the Student Mobility Program stating the contributions to the integral comprehensive education profile	Standard 7.3.3 Institutional student mobility program	7.3.3 Summary of results showing dissemination mechanisms for the exchange of student mobility evidenced by certificates, evaluation of results and documents that evidence the impact on the comprehensive training and education.





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<p>7.4 Professional Practice and Social service</p>	<p>7.4.1. Describe the supervised professional practice program and its relevance</p>	<p>Standard 7.4.1 Institutional program of professional practice</p>	<p>7.4.1 Documents evidencing the results and responsibilities of the professional practice program and the final evaluation of it. Showing the participation of the bodies responsible and institutions where supervised professional practice is carried out and evidences of it. It includes diffusion mechanisms ma their effectiveness</p>
	<p>7.4.2. Report the regulations that establish the obligation, the control mechanisms and objectives of the professional practice program</p>	<p>Standard 7.4.2 Institutional program of professional practice evidencing the existing rules and regulations</p>	<p>7.4.2. Document evidencing the existence of rules and regulations for the actions to carry out and their different applications in linking the institution and the student social service.</p>
	<p>7.4.3. Describe the options that the program offers to the students to perform the Constitutional Social Service, indicating agencies and providers, as well as registration forms and compliance.</p>	<p>Standard 7.4.3. Constitutional Social Service Program</p>	<p>7.4.3. Document evidencing the diffusion mechanisms of options for service providers in both public and private places of work, and the conditions for registration and compliance.</p>





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	7.4.4. Describe whether or not a Social Community Development Program is in operation	Standard 7.4.4. Institutional Program for the community's Social Development	7.4.4. Summary of agreements, projects, consulting, consulting, professional residences and supervision, based on the agreements for the development of a community service as part of the professional practice.
7.5 Career opportunities	7.5.1 Evidence if there is a job career opportunities program to facilitate the insertion into the labor market of students and graduates, that show the number of students and graduates attended, offering companies and agencies that offer opportunities and who are in charge of them.	Standard 7.5.1. Institutional mechanisms for opening the labor market or, where applicable, a university extension program for the provision of social services to society.	7.5.1. Table evidencing the number of agreements with companies, institutions and firms with which it has been established collaboration, indicating institutional responsibility. Table of events organized and promoted by the academic program, such as: fairs, exhibitions and promotional events for the educational program.
7.6 Extension	7.6.1. Demonstrate that the program has a specialized support area to meet the demand for continuing professional education courses open to the community in different modalities (classroom, distance or virtual)	Standard 7.6.1. A minimum of one annual continuing education course...	7.6.1. Summary evidencing graduate courses and / or continuing education specialties, which indicate: credit, duration, dates, and participants among others





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	<p>7.6.2. Evidence that the program has an external service office where technical advice and services are provided.</p>	<p>Standard 7.6.2 External Institutional Service that shows number of persons, services provided, office hours, etc.</p>	<p>7.6.2. Evidence of collaboration between the institutional program and the Convention Chamber of Construction, professional associations, and consulting firms among others, noting the number of participants, types of services and commitments.</p>
	<p>7.6.3. Show that the institution has a community service program that provides counseling and free training events for cultural dissemination, disaster assistance and it is in charge of the publishing work for disseminating science and culture</p>	<p>Standard 7.6.3. Institutional community service program</p>	<p>7.6.3. Document evidencing the number and type of counseling programs to the community. Participation in community events, such as workshops, courses, publications, that promote culture in the design issues related to the subjects of the program</p>
	<p>7.6.4. Show the Editorial Production Program of the Academic Unit, linked to the academic program.</p>	<p>Standard 7.6.4. Institutional Editorial Production program that includes the types of publications (journals, magazines, books) specifically related to the subjects of the Academic Unit</p>	<p>7.6.4. Show publications data on the number of books, magazines, journals and notes, notebooks among others, being in digital or physical (paper) form.</p>





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8. RESEARCH

Research activities should offer the possibility to solve real problems from methodological and systematic processes as a means of learning

The program should be enriched by research activities for the generation and application of knowledge linked to the public, private and social sectors, through the development of research programs related to the curriculum, including educational innovation.

In the case of applied research linked to the disciplines of Architecture and the Habitable Space and related to social needs and community demands, it should be demonstrated its dissemination of this research related to teaching and to the subjects of the study program.

Given the importance and the benefit it represents for the training of architects, it is recommended linking graduate studies with research.

Therefore, when the graduate profile of an academic program stipulates the development of research skills, must show mechanisms and its corresponding regulation, evidencing the activities carried out for this purpose; it must account for the lines of knowledge generation and its application that supports the program. The research must link teachers and students.

CRITERIA	INDICATORS	ESTÁNDARDS	EVIDENCIAS
8.1. Lines and Research Programs	8.1.1. Mention if there is a research program in the academic unit linked with the public, private and social sectors needs	Standard 8.1.1. Institutional Research Program linked to the public, private and social sectors	8.1.1. Document showing the links of the Institutional Research Program and the specific academic program in which the research products and their links with public, private and social sectors are enlisted.
		Standard 8.1.2.	8.1.2. Show the mechanisms and strategies to organize the





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	<p>8.1.2. Describe the mechanisms and strategies to structure research and / or research groups of the academic program</p>	<p>Specific research program of the academic unit in relation to the Institutional Research Program as a whole</p>	<p>research activities and research groups according to the specific research program</p> <ul style="list-style-type: none"> - List of research projects conducted in the period and / or linked to the academic program - Documenting the degree and level of development of the research groups: - Academic Bodies (groups of people): in formation, in process to consolidate or consolidated for public as well as private schools and universities
	<p>8.1.3. Describe the research groups or Academic Bodies (CA's) who support the academic program and the requirements and mechanisms for their formation are.</p>	<p>Standard 8.1.3. Specific research program in relation to the Institutional Research Program</p>	<p>8.1.3. Show by faculty or research group the status level of the research: training, consolidation or consolidated if CA's or equivalent documenting the requirements and mechanisms for its formation</p>





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	<p>8.1.4. Describe the lines of generation and application of knowledge, cultivating the academic program and the academic unit (school)</p>	<p>Standard 8.1.4. Institutional and specific (school) research program that shows the cultivation of the general lines of knowledge generation (LGAC) and its relationship to the Educational Program</p>	<p>8.1.4. Document the products and outputs generated by the cultivation of LGAC and its relationship with the academic program related to the contents of the subjects where the participation of students is reflected.</p>
	<p>8.1.5. Show approval mechanisms for the registration of research projects arising from the institutional research general lines</p>	<p>Standard 8.1.5. Institutional and specific research. Institutional rules and regulations.</p>	<p>8.1.5. Document the approval mechanisms of research projects accepted according to the institutional rules and regulations</p>
	<p>8.1.6. Show the number of research projects registered and approved with verifiable results over the past five years.</p>	<p>Standard 8.1.6. Institutional and specific research rules and regulations.</p>	<p>8.1.6. Document the number of research projects registered and approved under the institutional rules in the past five years showing their status.</p>



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<p>8.2. Research financial resources</p>	<p>8.2.1. Evidence of obtaining resources to develop research, showing the type of financing where appropriate</p>	<p>Standard 8.2.1. Operating Rules and Guidelines for granting institutional resources for research (PRODEP in the case of Academic Bodies (CA's,) Program for Strengthening the Quality of Educational Institutions (PIFI) and (CICS ST) National Polytechnic Institute (IPN), among others</p>	<p>8.2.1. Document how to obtain resources to develop research, the type of financing according to the character of the institution and that actions applied showing the operating rules and guidelines for granting of institutional resources: Publications, congresses, stays, student mobility, Scholarships Certification and / or research support, research networks</p>
<p>8.3. Diffusion Of Research Results</p>	<p>8.3.1. Demonstrate how research results are disseminated in national or foreign publications</p>	<p>Standard 8.3.1 Diffusion and extension institutional program for research results. An annual publication of results in any of the academic areas.</p>	<p>8.3.1.Document the institutional diffusion program and specific research program for the dissemination of research results in printed and digital publications</p>
	<p>8.3.2. Highlight the presentation of research results at national conferences and / or international publications</p>	<p>Standard 8.3.2. Annual participation in local, national or international academic events in any of the academic areas.</p>	<p>8.3.2.Enlist the participation of teachers and researchers in conferences at the local, national and international level for academic events in which the progress and results of research, where the inclusion and participation of students is evident as human resources being trained on the subject</p>



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	8.3.3. Describe the type of academic production as a result of the research program	<p>Standard 8.3.3</p> <p>An annual publication in a printed or digital form</p>	8.3.3. Document showing the research products resulting from the cultivation of the academic research lines of the program LGAC (Books, book chapters, articles indexed, peer-reviewed articles, popular articles, congress proceedings, etc.)
8.4. Research results impact	8.4.1. Show how research results have impacted on the improvement of the program, Through the participation of researchers in curriculum design and generation of educational innovations to the program	<p>Standard 8.4.1.</p> <p>Institutional Development Plan and Studies Program Plan showing the interrelationships of research products that contribute to the improvement of the academic program</p>	<p>8.4.1. Document the participation of researchers in curriculum design and generation of educational innovations showing the interrelationships of research results with the contents of the curriculum.</p> <p>-Table Indicating the participation of researchers and their contribution to the program in the last three years</p>
	8.4.2. Describe how the transfer of research results has contributed to technological progress and social improvement of the environment.	<p>Standard 8.4.2.</p> <p>Institutional development plan, Curriculum Program Plan. Collaboration agreements that benefit the university environment.</p>	8.4.2.Evidence of agreements showing the transfer of research results for technological advancement in the last five years to show the social improvement of the environment





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9. INFRASTRUCTURE AND EQUIPMENT

Every academic program must have adequate and sufficient infrastructure to meet the quality objectives of the program and be consistent with learning profile desired.

It should check the time occupancy spaces such as classrooms, workshops and laboratories.

It should ensure access to information through specific bibliographic material, databases and Internet services.

It must support the access to information and communication technologies necessary for the program, to facilitate access to specialized software, as well as the respective equipment.

It must also have exhibition areas, workshops models, auditoriums, meeting room, and space for extracurricular activities. In addition to have security programs, hygiene, maintenance and adaptations of access for mobility of people with disabilities.

Every academic program to educate architects in Mexico must have adequate and sufficient infrastructure as well as updated equipment that contribute to the achievement of their objectives, to the development of the education-learning process, to elevate graduate's quality and support the academic work of teachers and students. The achievement of these concepts will be guided by the following:

- **Classrooms and studios:**

In general, architecture students remain half time in classrooms and half time in studios, therefore, the minimum convenient surface shall be of 1.8m² per student (0.60 m² in classrooms and 1.2m² in studios) If there are only studios, the minimum recommended surface will be of 2.40m² per student.

- **Laboratories:**

It is recommended that each school should have their own laboratories, however, it may share these facilities with other careers in the same institution or with other institutions, but it shall demonstrate permanent access on specific schedules. Its access shall be through agile mechanisms and there must be enough qualified technical personnel responsible for their maintenance and operation.

- **Information and documentation center (Library):**

This shall have an automated service for the localization of the available material within its knowledge area, be it of their own or shared and, at least three copies of the main reference bibliography established in the study programs; its periodicals and newspaper library shall include enough subscriptions to specialized journals; a specific area and equipment for internet.



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- **Slides and videos fund:**
Each school should have at least 24 slides or images per student, in slides or disks and 1 video for each 10 students.
- **Computer rooms:**
Each academic program shall have access to computer rooms of their own or shared; there should be proof of this latter situation via specific schedules, in which there should be at least one piece of equipment per each student in compulsory subjects, or its equivalent. Otherwise, there should be enough and adequately equipped rooms so that students can work with their own lap-tops.
- **Other areas for academic and cultural life:**
To complement their academic activities, each academic program shall have access to:
 - Exhibition areas.
 - Model studios and/or spatial laboratories.
 - Auditoriums.
 - Cubicles for each one of the full-time teachers.
 - Meeting rooms.
 - Audiovisual rooms.

The physical spaces occupied by an academic program shall comply with construction and security codes, especially in laboratories and studios, and must as well include cleaning of the facilities on a regular basis and the management of the products and wastes, in order to safeguard the facilities and the personnel's integrity.

Every academic program shall have a preventive maintenance program of the equipment and facilities in order to safeguard the institutional patrimony.

Every academic program shall set forth an enhancement plan for the infrastructure and equipment that includes its bringing up to date as well as possible future demands.

CRITERIA	INDICATORS	STANDARDS	EVIDENCIES
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9.1 Infraestructure	<p>9.1.1. Describe the characteristics of the physical infrastructure of spaces that support the operation of the program (particular and/or shared with other programs) (classrooms, laboratories and studios, according to school enrollment, area of knowledge, teaching method and type of course subjects).</p>	<p>Standard 9.1.1. The physical infrastructure of classrooms, laboratories and studios, and the like that operate the program. These should be adequate and sufficient according to:</p> <ul style="list-style-type: none"> • School Enrollment • Knowledge Area • Teaching Method • Type Courses <p>Classrooms and workshops should have basic dimensions for the implementation of the study plans:</p> <p>Architectural study and disciplines of the habitable space: 1.80 m2 per student:</p> <p>0.60 m2 in classrooms and 1.20 m2 in design studios.</p> <p>If there are only studios, the minimum recommended area is 2.40m2 per student</p>	<p>9.1.1. Provide a summary table showing the enrollment and its relation to the type of surface area / student: classrooms and workshops for the proper development of academic activities</p> <ul style="list-style-type: none"> - The computer laboratories must have space, equipment and sufficient software packages for proper qualification of the students training - Copy and Printing equipment inside the institution <p>The academic program in print media should show the location, size and relationship uses:</p> <p>Workshops models and / or space laboratories</p> <p>Audiovisual classroom</p> <p>Exhibition areas,</p> <p>Auditoriums,</p> <p>Boardroom</p> <p>Cubicles for teachers or full-time career,</p>
	<p>9.1.2. Describe the characteristics and number</p>	<p>Standard 9.1.2. Cubicles in relation to the number of</p>	<p>9.1.2. Describe the surface, number and location of work cubicles for full-time teachers, as well as living areas for</p>



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	of working cubicles as well as assemble areas for teachers	teachers and academic and getting together activities	teachers participating in the academic program.
	9.1.3. Describe the characteristics of spaces for the development of cultural events and ports activities of the academic program	Standard 9.1.3. Institutional program for the increase of the physical space to develop academic, cultural, social as well as sports and other academic activities	9.1.3. Document describing the required spaces for the academic program which should be designed for the development of academic, cultural and social as well as sports activities. Its physical capacity and sufficiency, programming and planning (availability and times of usage)
	9.1.4. Describe infrastructure adaptations for people with disabilities. (Total accessibility).	Standard 9.1.4. Institutional program for the creation and growth of physical space that includes infrastructure for people with disabilities.	9.1.4. Accessibility blue print of all areas of the curriculum for people with disabilities
	9.1.5. Show the Preventive Maintenance Programs and the efficiency with which the requirements are met for the proper functioning of the educational spaces required for the educational program	Standard 9.1.5. Institutional preventive maintenance program to meet efficiently the requirements for the proper functioning of the educational spaces.	9.1.5. Present an institutional preventive and corrective maintenance plan to demonstrate the operation, monitoring and reporting that supports the academic program
	9.1.6. Show the Safety and Civil Protection Programs, to prevent risk factors in facilities and institutional	Standard 9.1.6. Institutional Health, Safety and Civil Protection Program, for the, prevention of risk factors on	9.1.6.1. Present the document or graphics of the program planning safety, health and civil protection to demonstrate the



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	spaces.	the facilities site	operation, monitoring and reporting thereof.
9.2 Equipment	9.2.1. Evidence of relevant, updated and sufficient computer equipment for the efficient performance of the academic program as with respect to, administrative and student tasks and duties	Standard 9.2.1. Institutional program for the acquisition and improvement of the equipment required for the academic program	9.2.1. List of computer equipment and relevant software. Table showing the student-computer ratio, teacher and researcher-machine and machine-administrative personnel.
	9.2.2. Report the number, type and software licenses or applications relevant, effective and sufficient for the operation of the Academic Program	Standard 9.2.2. Institutional program for the acquisition and renovation of the equipment required for the academic program	9.2.2. Evidence showing the relationship of the number of software licenses available to the academic program that are relevant, adequate and updated for enabling students their efficient learning
	9.2.3. Describe the type of Internet service and network coverage within which the academic program operates (wired and wireless)	Standard 9.2.3. Institutional program for the acquisitions and updating of the equipment and internet services (wired and wireless).	9.2.3. Blue print showing the coverage of wired and wireless Internet services that is installed the institution and the service description that is given to the academic program
	9.2.4. Describe the appropriate equipment, and sufficient teaching instruments available to	Standard 9.2.4. Institutional program for equipment acquisitions according to the needs of the academic	9.2.4. Document describing the type, number, location and use of the equipment of the academic program, showing the



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	support the academic program (VCRs, digital projectors, electronic whiteboards, contacts, etc.)	program	relationship of its usage between groups and number of students per group.
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10. ADMINISTRATIVE AND FINANCIAL MANAGEMENT

The academic program must contain the mission, vision, policies and institutional strategic lines, as well as operational flowcharts. It must operate with a regulatory framework that includes regulations of academic staff, student assessment program, qualifications, social service, supervised professional practice, research and scholarships and incentives for linking students and teachers.

The program must have the RVOE granted by the SEP

Driving the program should be based on a development plan that allows permanent quality improvement, including the mission, vision, strengths and weaknesses as well as their contributions to the institutional development, and development programs and financial resources.

NORMATIVITY. Any institution that offers academic programs to train architects and designers of living space in Mexico shall operate an approved, updated, effective, coherent and consistent regulatory framework. At least it should include the following systems:

- Regulation or statute of academic staff, in which the income is defined retention and promotion and review procedures
- Regulation of students with sufficient and relevant provisions to regulate the admission, retention and graduation
- Regulations, guidelines or instructional titration
- Regulations, guidelines or rules for the implementation of social service.
- Regulation of the investigative function, and its relationship with teaching and dissemination, if any
- Regulation of scholarships and incentives for teachers and students, if applicable
- Regulations, guidelines or standards for financial management of the program. Rules governing the functions of the non-academic staff development support program

The plan studies and programs must be registered with the relevant unit of the Ministry of Education; academic programs of private institutions also require official recognition of Studies (RVOE) awarded by the competent federal or state education



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authorities.

MANAGEMENT AND ACADEMIC ADMINISTRATION: The academic program must show evidence that has responsible for their academic and administrative management executive authorities and, if necessary, with appropriate academic collegiate bodies for development, supported by the institutional regulations .; these should participate in the decision making process of analysis and approval of the policies of academic work and direction of the educational process, according to the responsibilities set the legal framework.

Management of the academic program should be based on a development plan that gives direction and allows secure and improve their quality permanently; It must be contained in a document that reflects the guidelines development program in the short term (3 years) and long term (10 years), including: its mission, vision, strengths and weaknesses, their contributions to the institutional development, the way as they are intended to carry out the proposed actions and human, financial and infrastructure requirements, as well as their strategies and funding sources or bonding and which also required those responsible for its implementation and monitoring and evaluation mechanisms.

The academic program must demonstrate proficiency in operation in its administrative management and financing:

- Speakers responsible for the academic program and suitable systems for academic administration and management that will effectively support the academic processes
- It has not trained enough and academic staff regarding tuition, academic staff and, in general, the program needs
- It has a financial base to support compliance activities.
- The resource management takes place as required by the implementation of the program
- Makes appropriate use of financial resources and that is a transparent accountability for its exercise

CRITERIA	INDICATORS	STANDARDS	EVIDENCIES
	10.1.1. Show the Institutional Development Plan.	Standard 10.1.1. The academic program should be in accordance to the Institutional Development	10.1.1. Show the Development plan of the institution or its equivalent and the development plan of the Academic Unit



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<p>10.1. Institution's Organizational System and Planning</p>		Plan.	
	<p>10.1.2. Show the development plan of the Academic Program</p>	<p>Standard 10.1.2. Development plan of the academic program under the institutional development plan and the academic unit, department or faculty</p>	<p>10.1.2. Document evidencing the development program or its equivalent showing the way in which specifically defines its operation in field of teaching architecture and the disciplines of the living space, in the institutional context and its prospective in the short and medium terms</p>
	<p>10.1.3. Show the progress of the implementation of the development plan of the Academic Program through the achievements reached.</p>	<p>Standard 10.1.3. Institutional development plan, indicating instances who submit periodic reports: University Councils, professional bodies, steering groups or equivalent</p>	<p>10.1.3. Reports including the goals achieved in the last three-year period based on the established planning for the academic program and evidence of turning it to the institutional bodies to which reports are presented.</p>
	<p>10.1.4. Show an increase in infrastructure aimed at strengthening the academic program.</p>	<p>Standard 10.1.4. Institutional development plan, section on increased space, furniture and equipment for educational units of the institution.</p>	<p>10.1.4. Reports and indicators showing the increase of space, furniture and equipment for improvement of the academic program period in the last three years</p>
	<p>10.1.5. Evidence the institutional assessment processes and internal and external assurance program of education, such as accreditation and implementation of ISO 9000 quality among others.</p>	<p>Standard 10.1.5. Instruments and results of accreditation for continuous improvement of academic and administrative processes.</p>	<p>10.1.5. Evidence of Certification and Accreditation processes of academic-administrative order to manage internal and external continuous</p>

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			improvement
10.2. Institutional Financing, Norms and Regulations and	10.2.1. Define under which authority the support staff of the academic program depends upon	Standard 10.2.1. Organogram and /or Rules and regulations	10,2,1, Organogram and event minutes
	10.2.2. Mention the number of non-academic personnel that supports the academic program directly. If it is sufficient and convenient	Standard 10.2.2. Organogram and /or Rules and regulations	10,2,2, Organogram and event minutes
	Standard 10.2.2. Flowchart 10.2.3. Describe if there is a continuous education program for the supportive personnel and if it is in accordance with the characteristics of the academic program	Standard 10.2.3. Organogram and /or Rules and regulations	10,2,3, Event minutes and lists of assistants
	10.2.4. Demonstrate what are the bodies or academic groups that participate in the academic program and foster the collegiate work for the decision taking process. Also if these groups participate in professional colleges, associations, or collaboration committees, professional networks, etc.	Standard 10.2.4. Show organogram or rules and regulations	10.2.4. Minutes of events with list of assistants
10.3. Norms, Regulations and Financing	10.3.1. Demonstrate the source or sources of funding for the program. Academic.	Standard 10.3.1. Institutional development plan, Operating Rules and Guidelines for the management and resourcing	10.3.1. Annual Operating Plan (POA) and Institutional Development Plan Operating Rules and Guidelines for management and resourcing or its equivalent.



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		of the Strengthening Program Quality in Educational Institutions (PIFI), annual operational program (POA) among others	Show the sources of financing and management processes based on the strategic guidelines and goals set in the past three years
	10.3.2. Demonstrate the periodicity and the authority to which the Administrative academic curriculum reports are presented	Standard 10.3.2. Institutional Development Plan. Guidelines for submission of administrative academic reports and guidelines specifically included in the development plan of the academic program	10.3.2. Administrative academic reports under the Institutional development plan and specific guidelines of the development plan of the academic program validated by the collegiate bodies institutionally recognized and properly registered in the last three years
	10.3.3. Demonstrate the accountability mechanisms of the exercise of the resources with which the program operates.	Standard 10.3.3. Institutional development plan, and guidelines on the mechanisms for the accountability of the resources	10.3.3. Document evidencing the implementation of mechanisms of the accountability exercise of the resources of the academic program, and if the report is submitted to the corporate bodies institutionally recognized in the last three years

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END OF TABLE

