



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

ANNEX 4: SELF STUDY INSTRUMENT

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Antigua Academia de San Carlos, Emiliano Zapata 37, Centro Histórico,
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Foreword

This document is intended for the institutions seeking accreditation of their educational programs. It enlists all 10 categories of parameters the institution should consider to describe the characteristics of inputs, outputs, processes, products and outcomes associated to the operation of the program. This document is the pinpoint of evaluation of ANPAEH's evaluation for accreditation and the institution must support this self diagnosis with all the necessary evidences.

Reference data of the Institution and the Academic Program

IDENTIFICATION DATA	INSTITUTION NAME:	
	ACADEMIC UNIT NAME:	
	ACADEMIC PROGRAM NAME:	
	ACCREDITATION CYCLE:	
	ADDRESS:	
	RESPONSIBLE:	ELECTRONIC MAIL:
	TELEPHON/FAX:	DATE



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A. Message of the Rector or Director on the following concepts¹:

Concept of Accreditation/re-accreditation:

Purpose of Accreditation/re-accreditation

Role (function) of Accreditation/re-accreditation

Institutional vision on the Accreditation/re-accreditation function

Institutional vision on the challenges of Accreditation/re-accreditation

Institutional vision on the possible results of the Accreditation/re-accreditation

Sincerely

Name and signature

Place and date

¹ Please write down in free format





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B. CONTENTS

Develop freely according to each item and integrate into the document according to a paginated index.

1.0 ACADEMIC STAFF

CRITERIA	INDICATORS
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
1.2.Selection	1.1.1. Prove that the selection process of the academic staff required for the program has professional experience, in teaching and/or in research
1.3. Hiring	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.
1.4. Development	1.4.1. Describe and Teacher Training Program update (orientation, modalities, periodicity, level of demand and compliance among others)
	1.4.2. Describe the update training teachers program (guidance, procedures, training levels, frequency, level of accomplishment and compliance)
	1.4.3. Describe the strategies for incorporating teachers to graduate studies related to the academic program
	1.5.1. Point out the pedagogical teaching and disciplinary profile and that the teachers must cover within the Academic Curriculum Structure.
	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, and doctorate); ensuring adequacy according to the program requirements.



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1.5 Labor categories and level of studies	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
	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)
	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
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).
	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)
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.
	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
1.8 Promotion	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).
	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

2.0 STUDENTS

CRITERIA	INDICATORS
2.1 Selection	<p>2.1.1. Describe the selection and admission criteria of applicants to enter the academic program.</p> <p>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.</p>
2.2 Ingress of students	<p>2.2.1. Show if the institution has mechanisms and procedures for induction towards admission to the academic program</p> <p>2.2.2. Demonstrate the required profile of students for accessing to the academic program.</p> <p>2.2.3. Specify which area of high school education do the applicants come from in the case it should be required for admission.</p> <p>2.2.4. Specify the professional profile the students must have in each of the curriculum moments of the Academic Program (Stages, Cycles, Levels)</p> <p>2.2.5. Show the criteria and requirements for the selection and admission of students</p>
2.3 Scholar Trajectory	<p>2.3.1. Specify the maximum number of students supported and enrollment growth prospects</p> <p>2.3.2. Show the number of students admitted in the past three years</p> <p>2.3.2. Describe the functioning and the level of coverture 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>2.3.3. Demonstrate the existence of program to attend the needs fir remedial actions to abate the problems of desertion and failure</p> <p>2. 3. 4. Elements that describe the academic history of the students. Indexes for Academic Administrative academic performance</p>
2.4 Group size	<p>2.4.1. Show total enrollment of the Academic Program, indicating the population per school year</p> <p>2.4.2. Describe how the size of the groups is determined in</p>

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	relation to the total enrollment, distinguishing theoretical courses and practical ones, physical space for instrumentation (classrooms, workshops, laboratories and others)
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>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>2.5.3. Show terminal efficiency indexes and the existence of programs to increase graduation rates.</p> <p>2.5.4. Historically demonstrate the efficiency of graduation according to the modalities of graduation of the program</p>
2.6 School performance indices for Generational Cohort	<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>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>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</p> <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>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>2.6.6. Show a table setting out the results of EGEL examination, if any</p>

3. CURRICUM

CRITERIA	INDICATORS
3.1 Conceptual basis for curriculum design	3.1.1. Describe the distinctive characteristics of the educational model in which the curriculum is based.

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	<p>3.1.2. Describe the philosophical foundations, for the curriculum in which the curriculum is based.</p> <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>
3.2 Student 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>3.2.2. Describe the egress profile of students for the academic program at every stage of their academic development (phases, stages, cycles, levels, areas and subareas)</p>
3.3 Regulations for student permanence, egress and revalidation.	<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>
3.4 Course subject programming	<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>3.4.2. Show graphically a description of the curriculum contents.</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>3.4.4. Show evidence of the revisions to the curriculum, after the start of its operation (including dates of revisions)</p>
3.5 Course subject contents that include generic competences	<p>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> <p>Among other competencies there are:</p> <ul style="list-style-type: none"> • Ethical commitment and social responsibility. • • Creative capacity. • • Research capacity. • • Ability to learn and continually be updated (strategies for learning to learn and thinking skills). • • Critical and self-critical ability. • • Capacity for abstraction, analysis and synthesis. • • Ability to work in teams. • • Interpersonal skills. • • Oral and written communication skills. • • Ability to communicate in a second language. • • Skills in the use of TIC's. • • Commitment to quality. • • Ability to search, process and analyze information from various sources.

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	<ul style="list-style-type: none"> • • Commitment to environmental preservation. <p>3.5.2. Describe the areas and subareas of knowledge and their contents, which should be based and develops the objectives of the curriculum and should be expressed graphically on a curricular map.</p>
3.6 Curricular	<p>3.6.1. Describe the characteristics of flexibility of the curriculum</p> <p>3.6.2. Describe the characteristics of flexibility of the curriculum, to the outside of the institution</p>
3.7 Curricula evaluation and updating	<p>3.7.1. Describe the Curricular System Monitoring and Assessment program.</p> <p>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.</p>
3.8 Diffusion of information	<p>3.8.1. Describe the procedures and means used to disseminate to society, the academic and the student community the aspects of the curriculum</p>

4. EVALUATION OF LEARNING

CRITERIA	INDICATORS
4.1 Methodology	<p>4.1.1. Describe the Learning Assessment System in relation to their frequency, assessment strategies, types of evaluation and academic criteria.</p> <p>4.1.2. Show evaluation strategies included in the programs of course subjects and its consistency with the curriculum.</p> <p>4.1.3. Show evidence of strategies that support the types of evaluation in relation to the objectives of the different course subject programs</p> <p>4.1.4. Show forms of dissemination to the academic community of the different assessment strategies of student learning</p>
4.2 Stimuli to academic performance	<p>4.2.1. Demonstrate the existence of institutional scholarship programs as incentives for students with high academic performance and / or as motivation to scarce resource students to improve their academic performance to avoid the risk of school drop off</p> <p>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</p>

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	<p>students</p> <p>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</p> <p>4.2.4. Describe the rules for granting and allocation of grants and other economic incentives to the Academic Program for high-achieving students.</p> <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>4.2.6. Describe the operation and dissemination of program incentives and awards.</p>
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5. INTEGRAL EDUCATION

CRITERIA	INDICATORS
5.1 Development of student entrepreneurship	<p>5.1.1. Describe if it is promoted an entrepreneurial attitude on the students. If it is encouraged by the operation of Entrepreneur Programs, Business Incubators or the like.</p> <p>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</p> <p>5.1.3. Describe the events organized by other educational institutions or the business sector and whether there have been awards</p>
5.2 Cultural activities	<p>5.2.1. Show the cultural activities in which the students have participated actively (cultural workshops, competitions and exhibitions among others).</p> <p>5.2.2. Show the relationship of students participating and events organized on and off campus.</p>
5.3 Sports activities	<p>5.3.1. Show the sports program of the institution, school or program.</p> <p>5.3.2. Accredit the sport activities in which students participate in massive form or as part of the teams selected, in different disciplines.</p>
5.4 Professional counseling	<p>5.4.1. Show the program career guidance for the student that results in adequate preparation for</p>

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	employability. 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
5.5 Psychological counseling	5.5.1. Show support programs and attention to psychosocial problems.
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). .5.6.2. Accredit health care services provided to the community when requested and the number of people served.
5.7. School-family Liaison and Human development (human relations)	5.7.1. Show the human development program that encourages the bonding of family and school (facilities, events, and operating mechanisms). 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).

6. SUPPORT SERVICES FOR LEARNING

CRITERIA	INDICATORS
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) 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. 6.1.3. Mentioning of the numerical relationship between students and tutors who have participated in the tutoring program in the last three years. 6.1.4. Describe the tutors training program and its evaluation
6.2. Academic counseling	6.2.1. Show records of student counseling by full time teachers as well as part time teachers.

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<p>6.3. Library and Access to information</p>	<p>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.</p> <p>6.3.2. Show that the library stock has titles and volumes updated and organized according to the needs of the program.</p> <p>6.3.3. Describe the program of book acquisition and subscriptions to printed and electronic journals.</p> <p>6.3.4. Show the library services on digital materials, newspapers and internet. Exchange of library materials with other departments and institutions</p>
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7. INSTITUTIONAL LINKAGE AND EXTENSION

CRITERIA	INDICATORS
<p>7.1 Linking with public, private and social sectors</p>	<p>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</p> <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>7.2. Graduates' 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>7.3. Academic Exchange</p>	<p>7.3.2. Describe the characteristics of the student's mobility program as well as that for teachers and researchers who participate at the individual or group level</p> <p>7.3.2. Describe the characteristics of the student's mobility program, showing that the products and results contribute to the integral formation of the student</p>
<p>7.4 Social Service and professional apprenticeship</p>	<p>7.4.1. Describe the supervised professional practice program and its relevance</p> <p>7.4.2. Report the regulations that establish the obligation, the control mechanisms and objectives of the professional practice program</p> <p>7.4.3. Describe the options that the program offers to the students to perform the Constitutional Social Service,</p>

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	<p>indicating agencies and providers, as well as registration forms and compliance.</p> <p>7.4.4. Describe whether or not a Social Service Community Development Program is in operation</p>
7.5 Job 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.
7.6 Extension	<p>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)</p> <p>7.6.2. Evidence that the program has an external service office where technical advice and services are provided.</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>7.6.4. Show the Editorial Production Program of the Academic Unit, linked to the academic program.</p>

8. RESEARCH

CRITERIA	INDICATORS
8.1. Lines and Research Programs	<p>8.1.1. Mention if there is a research program in the academic unit linked with the public, private and social sectors needs</p> <p>8.1.2. Describe the mechanisms and strategies to structure research and / or research groups of the academic program</p> <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>8.1.4. Describe the lines of generation and application of knowledge, cultivating the academic program and the academic unit (school)</p> <p>8.1.5. Show approval mechanisms for the registration of research projects arising from the institutional research</p>

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	<p>general lines</p> <p>8.1.6. Show the number of research projects registered and approved with verifiable results over the past five years.</p>
8.2. Financial resources for research	8.2.1. Evidence of obtaining resources to develop research, showing the type of financing where appropriate.
8.3. Diffusion Of Research Results	<p>8.3.1. Demonstrate how research results are disseminated in national or foreign publications</p> <p>8.3.2. Highlight the presentation of research results at national conferences and / or international publications</p> <p>8.3.3. Describe the type of academic production as a result of the research program</p>
8.4. Research results impact	<p>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> <p>8.4.2. Describe how the transfer of research results has contributed to technological progress and social improvement of the environment</p>

9. INFRASTRUCTURE AND EQUIPMENT

CRITERIA	INDICATORS
9.1 Infrastructure	<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>9.1.2. Describe the characteristics and number of working cubicles as well as assemble areas for teachers</p> <p>9.1.3. Describe the characteristics of spaces for the development of cultural events and sports activities of the academic program</p> <p>9.1.4. Describe infrastructure adaptations for people with disabilities. (Total accessibility).</p> <p>9.1.5. Show the Preventive Maintenance Programs and the efficiency with which the requirements are met for the</p>

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	<p>proper functioning of the educational spaces required for the educational program</p> <p>9.1.6. Show the Safety and Civil Protection Programs, to prevent risk factors in facilities and institutional spaces.</p>
9.2 Equipment	<p>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</p> <p>9.2.2. Report the number, type and software licenses or applications relevant, effective and sufficient for the operation of the Academic Program</p> <p>9.2.3. Describe the type of Internet service and network coverage within which the academic program operates. (wired and wireless)</p> <p>9.2.4. Describe the appropriate equipment, and sufficient teaching instruments available to support the academic program (VCRs, digital projectors, electronic whiteboards, contacts, etc.)</p>

10. ADMINISTRATIVE AND FINANCIAL MANAGEMENT

CRITERIA	INDICATORS
10.1 Institution's Organizational System and Planning	<p>10.1.1. Show the Institutional Development Plan.</p> <p>10.1.2. Show the Development plan of the Academic Program</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>10.1.4. Show the increase in infrastructure aimed at strengthening the academic program.</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>
10.2. Human resources for administration, support and services	<p>10.2.1. Define under which authority the support staff of the academic program depends upon</p> <p>10.2.2. Mention the number of non-academic personnel</p>

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	<p>that supports the academic program directly. If it is sufficient and convenient</p> <p>Standard 10.2.2. Flowchart</p> <p>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</p> <p>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.</p>
<p>10.3. Institutional Financing, Norms and Regulations and</p>	<p>10.3.1. Show the administrative rules and regulations of the academic program.</p> <p>10.3.2. Demonstrate the source or sources of funding for the program. Academic.</p> <p>10.3.3. Demonstrate the periodicity and the authority to which the Administrative academic curriculum reports are presented</p> <p>10.3.4. Demonstrate the accountability mechanisms of the exercise of the resources with which the program operates.</p>

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END OF TABLE