Canberra Accord on Architectural Education

Type of Report: Periodic Review

Name of Accreditation System Reviewed: MEXICAN ARCHITECTURAL EDUCATION ACCREDITATION COUNCIL Acreditadora Nacional de Programas de Arquitectura y Disciplinas del Espacio Habitable A.C. [ANPADEH] formerly COMAEA

Date Received Documentation: 02 May 2012

Date of Review Report: 15 May 2012

Status: Review Team Draft 1
B. 1. Introduction

a) Summary

PROGRAMME OF THE VISIT

In April 2012 the Canberra Accord Secretariat was informed that there had been a transformation of the Mexican Architectural Education Accreditation Council from COMAEA to ANPADEH. The Canberra Accord Secretariat informed ANPADEH that their accreditation documentation needed to be reviewed against the original COMAEA documentation that had been approved by the Canberra Accord Review Team in April 2010 during their visit to COMAEA. The Canberra Accord Review Team members who reviewed the COMAEA accreditation system were Dale Taylor (Practitioner) and Professor Jim Low (Academic).

Dale Taylor and Professor Jim Low agreed to carry out a desktop review of the ANPADEH documentation and compare it to the original COMAEA documentation they had validated.

b) Reviewers

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B. 2. Compliance

a) Recommendation to Canberra Accord signatory systems:

*Recommendation removed from this version.*

b) Operational and educational output standards

*The Review Team found the overall the operational and educational output standards of ANPADEH to be substantially equivalent to those of other signatory systems in the Canberra Accord.*

c) Compliance with criteria for substantial equivalence

*The Review Team found that the ANPADEH accreditation system complied with all relevant criteria for substantial equivalence.*

B. 3. Documentation Received

1. *The Statute of ANPADEH [Acreditadora Nacional de Programas de Arquitectura y Disciplinas del Espacio Habitable]*
   [22 pages]
2. *Constitution of ANPADEH*
   [5 pages]
   [2 Pages]
4. *Structure of ANPADEH*
   [1 page]
5. *Technical Committee ANPADEH 2011*
   [1 page]
   [23 pages]
   [18 pages]
8. *National Accrreditator of Architectural Programs and Habitable Space*

9. Register of Academic programs that participated in the accreditation process of 2011 [2 pages]

10. Canberra Accord Comparative Analysis ANPADEH [6 pages]

11. Email from Fernando Mora Mora dated 02 May 2012 setting out the rationale of the accreditation bodies. [1 page]

12. Marco General Para Los Procesos de Acreditacion de Programas de Arquitectura y Disciplinas del Espacio Habitable

13. Acreditadora Nacional de Programas de Arquitectura Disciplinas del Espacio Habitable A.C. Anexo 4: Instrumento de Autoestudio Primer Ciclo


B.4. Formation of ANPADEH

The process of the transformation from COMAEA to ANPADEH provided was as follows:

I. In line with COMAEQA regulations, Agustin Parodi Urena was elected as President on 27 November 2010.

II. Agustin Parodi Urena took charge of the Presidency of COMAEQA in January 2011.

III. COMAEQA had received a number of requests from other disciplines related to habitable spaces other than architecture, such as urbanism and interior design. The President of COMAEQA requested approval from COPAES to accredit these programs in March 2011.

IV. COPAES approved this request with the recommendation that name be modified.

V. COMAEQA is as a result transformed into ANPADEH as the accrediting body for architecture together with the other disciplines.

VI. In April 2011 COPAES recognized ANPADEH as the only accrediting body for architecture.

B.5. Comparison of Documentation

The Review Team requested the following ANPADEH documents to enable a comparison to be made against the original COMAEQA documents accepted at the time of the visit in April 2010.
1. Canberra Accord Comparative Analysis:

This is the same wording as in the original COMAEA document with the exception that the following bullet points in section 7. have been added to the conditions to becoming one of ANPADEH’s evaluators:

- In 2011 ANPADEH made an open Summons inviting professors who have the above conditions, to become an evaluator that included a letter from the Dean or Director of an architectural program, of which 24 were accepted by the technical Committee.
- Must be acknowledged and included in the National Register of COPAES Evaluators[PECO]
- ANPADEH has 62 evaluators, 42 of them in PECO, the other under revision to be accepted by COPAES.

2. General Framework for the Accreditation Processes of Academic Programs of Architecture:

This document has been substantially rewritten and reformatted. Overall the wording is judged to be a clearer and less prescriptive. It is a better document than the original COMAEA one.

3. Annex 4: Self Study Instrument First Cycle:

This is exactly the same document.

The Review Team notes that an Annex 4: Self Study Instrument Second Cycle document has now been written.

From the desktop review of the above document the Review Team found that the ANPADEH accreditation system complied with all relevant criteria for substantial equivalence.
ORGANIC STATUTE OF THE ANPADEH

The “ACREDITADORA NACIONAL DE PROGRAMAS DE ARQUITECTURA Y DISCIPLINAS DEL ESPACIO HABITABLE”, SOCIAL PARTNERSHIP, is a national Mexican body recognized by the Consejo para la Acreditación de la Educación Superior, A.C. (COPAES), to contribute to the quality assurance of the academic programs offered by public and private institutions of higher education in the area of architecture and related disciplines whose nature and is the design of living space in the academic levels of Bachelor, Senior Technician or Professional Associate, in all the Mexican Republic, granting the accreditation of them.

This Statute is supplemented by the Regulations on accreditation issued by “ACREDITADORA NACIONAL DE PROGRAMAS DE ARQUITECTURA Y DISCIPLINAS DEL ESPACIO HABITABLE”, SOCIAL PARTNERSHIP with the respective procedures manual and any other required for its smooth operation, not contrary to the provisions of this ordering.

CHAPTER I

NAME, DURATION, ADDRESS, OBJECT AND NATIONALITY

ARTICLE ONE.- The Association is called “ACREDITADORA NACIONAL DE PROGRAMAS DE ARQUITECTURA Y DISCIPLINAS DEL ESPACIO HABITABLE”, SOCIAL PARTNERSHIP, or followed by its abbreviations “A.C.”, hereafter ANPADEH.

ARTICLE TWO.- The duration of the Association is INDEFINITE.

ARTICLE THREE.- The social address of the Association will be located in Mexico City, Federal District, and will not be understood changed if it establishes agencies or branches off it, conventional addresses can be noted for contractual and procedural purposes.

ARTICLE FOUR.- The Association will have as general object, contribute to the quality assurance of the academic programs offered by public and private institutions of higher education in the area of architecture and related disciplines, primarily in the Mexican Republic, for which will bring together the highest institutional, educational and professional interests through activities described in the following three sections of this paragraph.

A).-ON SERVICES:

I.- To promote the improvement of the teaching of architecture by the diffusion of the benefits of continuous improvement, based on specific evaluation criteria for institutions of higher education;--

II.- Establish basic quality criteria for accreditation, recognizing the diversity of approaches to vocational training for the architecture and other disciplines of living space professionals.

III.- Set parameters that encourage the development of good practices to the specific characteristics of each program of teaching architecture and related disciplines;

IV.- Institutionally support the quality of training as a first step towards professional practice of architecture and related disciplines;

V. Verify the schemes for teaching architecture and related disciplines, are consistent with the progress of science and technology, as well as professional practice responsibilities, respecting each institution's academic project, in such a way they can achieve the quality of excellence and
transmit their ideals;-----------------------------------------------

VI.- Supporting institutions of higher education and the labor organizations in Mexico and abroad, who freely request it, and-----------------------------------------------
Periodically disseminate information on criteria, procedures and results in the development of architecture and related disciplines, the participating agencies and institutions interested, through publications.-----------------------------------------------

B).- ON RESEARCH AND DEVELOPMENT:-----------------------------------------------
I.- Organize and develop a national program that accredits curricula of undergraduate and related disciplines and provide support and guidance in academic institutions in planning their teaching programs;-----------------------------------------------
II.- Research, design and establish the basic parameters, as well as the necessary elements in the institutions, for these to develop the processes of formation and professional training of students, counting with the participation of academic experts from top research institutions, and----------------
III.- With the participation of the teaching and research institutions, labor organizations and stakeholders in the teaching of architecture in our country, will investigate and establish the accreditation parameters that are linked to the economic, social, environmental and cultural processes of national development.-----------------------------------------------

C).ON ACCREDITATION:-----------------------------------------------
I.- Recognize specific academic programs that fulfil the accreditation criteria; --------------------------
II.- Supply the institutions the evaluation parameters for the architectural education and related disciplines;-----------------------------------------------
III.- Be the body responsible for certifying the quality of academic programs of teaching architecture and related disciplines in the Mexican Republic, to those institutions who request it; ----
IV.- To assess the quality of academic programs for teaching architecture and related disciplines, and -----------------------------------------------
V.- Continually review and update the systems of accreditation according to the experience of educational evaluation.-----------------------------------------------

ARTICLE FIVE.- The nationality of the association is Mexican and it is not possible to admit foreign partners, and in consequence: The nationality of the association is Mexican and it IS AGREED BY THE FOUNDING PARTNERS AND FUTURE PARTNERS OF THE ASSOCIATION, THAT ALL CURRENT OR FUTURE FOREIGN PARTNERS, ARE BOUND WITH THE SECRETARIA DE RELACIONES EXTERIORES TO BE CONSIDERED AS AMEXICAN ON RESPECT OF THE SHARES OF THE ASSOCIATION TO ACQUIRE OR HOLD, AS WELL AS THE PROPERTIES, RIGHTS, CONCESSIONS, CONTRIBUTIONS OR INTERESTS TO BE OR BECOME OWNER OF THE ASSOCIATION AND RIGHTS OR OBLIGATIONS ARISING OUT OF CONTRACTS TO BE PART WITH MEXICAN AUTHORITIES CALLING FOR THE SAME, THE PROTECTION OF THEIR GOVERNMENT, UNDER THE PENALTY OTHERWISE, TO LOSE THE BENEFIT OF THE MEXICAN NATION, THE SHARES OR SOCIAL SHARES ACQUIRED.----

INTEGRATION OF THE CIVIL PARTNERSHIP-----------------------------------------------

ARTICLE SIX.- The Association would consist of partners who will only legal entities, and their income must meet the requirements of this statute, and for their joining must meet the requirements of this statute, enjoying all the privileges and taking the obligations specified by them.
ARTICLE SEVEN.- To acquire the status of associate, membership must be obtained, upon authorization of the Board of Associates, by written evidence given by the President of the Board or CEO if, with exception of the founding Associates, to which the record of membership must be issued immediately after the signing of these statutes.

ARTICLE EIGHT.- Are associates, the founders of the Association, as well as the legal entities that in the future are admitted as so by General Board of Associates.

The founder associates agree to support up to FOUR NATIONAL ASSOCIATIONS OR ORGANIZATIONS engaged in activities related to teaching or professional practice of architecture or related disciplines. For the modification of the limiting number of partners to be counted with the unanimous consent of the partners.

ARTICLE NINE.- Founding partners who will give this instrument, only the founding partners have the right to speak and vote and their representatives shall have the right to speak in the Assembly and Board of the Association.

ARTICLE TEN: Will be founding partners of the Association, those legal entities which directly participate in the aims of the Association to which the Assembly shall give them such character explicitly, which in any case be obliged to pay their installments.

May include guest partners, who will be considered as tentative, and the General Assembly of partners must determine, where appropriate, periodic installments that should contribute to the formation of the assets of the Association for reaching the final character of tenured partners.

ARTICLE ELEVEN.- Will be honorary associated, legal entities which according to the General Assembly or the Board, contribute to achieving the objects of the Association.

Will be benefactor guest associated, legal entities that contribute to achieving the aims of the Association only once or sporadically.

ARTICLE TWELVE.- All partners shall contribute with all their effort, work and ability to achieve its social object.

ARTICLE THIRTEEN.- All partners shall, in their relationship with the rest, behave in a way that requires cooperation and mutual trust and abstain from any act likely to harm the other partners or the interests of the Association.

ARTICLE FOURTEEN.- Will be right of the partners through their representatives:

I.- Have the right a speak and vote in the regular and special sessions of the General Assembly of Members;

II.- Occupy government positions into the Association, in accordance with the requirements of this Statute;

III.- Present initiatives, studies, projects, papers and any other matters relating to the objects of the Association;

IV.- Participate in all the activities of the Association;

V.- Ensure that the income of the Association is dedicated to the aims; and

VI.- Those resulting from the provisions of this Statute and the provisions in this regard issued by the General Assembly of Members.

ARTICLE FIFTEEN.- Will be duties of partners, through their representatives:

I. Meet the objectives of the ANPADEH, mainly in relation to the obligation to support their tasks, programs and goals;

II. Comply with the principles, programs, statutes and agreements emanating from the General Assembly of Members, and other government bodies of the ANPADEH;
III. To protect the interests and prestige of the ANPADEH, contributing to the achievement of its objectives and principles;  

IV. Participate in the activities organized by the ANPADEH;  

V. Attend with speak and vote to the meetings of the General Assembly of Members;  

VI. Effective discharge the positions and commissions assigned by the General Assembly of Members and Board of Directors, and  

VII. Others arising from this Statute and the resolutions of the General Assembly of Members.  

ARTICLE SIXTEEN.- All individuals or legal entities, different from the partners, that effectively provide services to the Association shall be entitled to compensation according to the customs and tariffs applicable in each case; such remuneration shall be charged to social assets.  

All income received by the perception of fees, donations and contributions for the realization of the acts constituting the corporate purpose and obtained through the Association will be of it, who in their case and taking into account the services rendered to the Association and do not constitute an obligation to it derivative of these statutes, may receive the consideration that is appropriate and proportional to them, charged to the social assets.  

ARTICLE SEVENTEEN.- Will cease to be a partner:  

a).- By written resignation submitted with an advance of two months at least, accepted by the General Assembly.  

b).- By decision of the General Assembly, if fraudulent or contrary acts to the objectives of the Association, always counting on the votes of more than fifty percent of the Associates.  

c).- When stop performing any of their obligations, in this case the Assembly shall meet the oral or written statement made by the partner in your defense and the cause of such failure. For this, the applicant shall be notified in advance of five calendar days before the convening of the Assembly who knows the case.  

d).- By lack of continuous attendance and not justified for more than one year.  

e).- For any other reason that the Assembly consider detrimental to the interests of the same.  

ARTICLE EIGHTEEN.- The quality of membership is not transferable, will act through their representatives, and shall have the right to secede from it, given notice two months in advance.  

ARTICLE NINETEEN.- Not be allowed re-entry to the Association of persons who have renounced membership in the same or have been excluded by the General Assembly, unless otherwise agreed in a subsequent General Assembly.  

ARTICLE TWENTY.- Will be members of the Association those that approved by the General Assembly acquire the membership with their respective record, issued by the President of the Board.  

ARTICLE TWENTY-ONE.- Partners will have the right to attend meetings, conferences, courses and in general to any event related to the objects of the Association. Also they have an obligation to cooperate with the contribution of their knowledge and experiences, in order to help by any means with the purposes of the Association.  

ARTICLE TWENTY-TWO.- Interim ordinary Partners of the Association shall be entitled with right to speak but not to vote in the affairs of the Association.  

SOCIAL ASSETS  

ARTICLE TWENTY-THREE.- The assets of the association including the supports and public incentives received are used exclusively for purposes relating to its public object and can not provide benefits on the remaining distributable to any person or its members, unless it is in
this last case of any legal entity authorized to receive deductible donations in terms of the Law on Income Tax or when the compensation for services actually received. The association shall not distribute among its remaining partners the public supports and incentives it receives. The provisions of this Article is irrevocable.---------------------------------------------------------------

The association may hold social, cultural, artistic and festive events for economic fundraising. Held draws, raffles and games permitted by applicable law, conferences, forums, fairs, bazaars, art and literature exhibitions; all the resources get from the above activities should devote themselves entirely to the purposes of its social object set out in the Bylaws---------------------------------

ARTICLE TWENTY-FOUR.- The social asset is to fulfill the object of the Association and can not distract from foreign objects. The Board or the General Assembly of partner shall annually establish the amount of ordinary fees and for Admission of Members. Extraordinary fees shall be approved by the General Assembly.------------------------------------------------------------------------

ARTICLE TWENTY-FIVE.- All assets and economic resource will be used solely and exclusively to achieve its social object.---------------------------------------------------------------

ARTICLE TWENTY-SIX.- To achieve its purpose, the ANPADEh will own assets, composed by the income coming from:
I-The accreditation fees;----------------------------------------
II.- The movable and estate owned, as well as the rents generated by it;---------------------------------
III.-The contributions of its partners;-----------------------------
IV.- The contributions from companies and public and private national and international institutions. ---------------------------------------------------------------
V.- Promoting research, technological and cultural activities;-----------------------------
VI.- The financial performance of the funds raised;-----------------------------
VII.-The fundraising campaigns in the form and terms determined, and
VIII.- Any other lawful source linked to its object.---------------------------------------------------------------

ARTICLE TWENTY-SEVEN.- Neither partners nor donors to contribute money or property for the assets of the ANPADEH shall be entitled to demand its return or its distribution at any time and for any reason, except when a condition subsequent set on the instrument by which goods are transferred, in which case it will be what is agreed on the contract.---------------------------------------------------------------

ARTICLE TWENTY-EIGHT.- It is expressly forbidden to provide benefits to any individuals or their members, whether individuals or legal entities.---------------------------------------------------------------

ARTICLE TWENTY-NINE.- The Association will allocate its assets exclusively for purposes relating to its social object purposes.---------------------------------------------------------------

ARTICLE THIRTY.- The General Assembly of Members shall annually determine the fees to be charged to their partners, and recovery costs for the provision of their services, as proposed by the Board.---------------------------------------------------------------

ARTICLE THIRTY-ONE.- The General Assembly of Members will authorize annually the income and expenses budget for the fiscal year, project that will be presented by the Chairman of the Board to the General Assembly of Members, at the most in the next year before the fiscal year concerned. If not approved, will resume the previous year's budget.---------------------------------------------------------------

ARTICLE THIRTY-TWO.- The members have the right to monitor the fees are dedicated to the goals proposed by the ANPADEH and may examine the annual report of the Chairman of the Board, the accounting records and other documentation behind it.---------------------------------------------------------------

ARTICLE THIRTY-THREE.- Expenses will be used for the following purposes:----------------------------------------
I.- Furniture and equipment;  
II.- Office expenses;  
III.- Representation expenses;  
IV.- Expenses for fiscal and legal obligations;  
V.- Others that allow the achievement of the object of the ANPADEH; and  
The ones determined by the General Assembly of Members.

-----------------------------------BODIES OF THE ASSOCIATION------------------------------------------

ARTICLE THIRTY-FOUR.- Are bodies of the Association the following:  
a).- The General Assembly of Members.  
b).- The Board of Directors.  
c).- The Technical Committee.  
d).- The administrative Council, and  
e).- The Teams of Evaluators.  

The Assembly may determine the creation of a number of Committees and Bodies as determined necessary for the proper performance of the Association, with the understanding that they only have the status of operational bodies of the Association and shall meet and take agreements, on the terms of the last paragraph of Article thirty of these Statutes.

ARTICLE THIRTY-FIVE.- THE ORGANIZATION AND OPERATION OF EACH OF THE BODIES WILL BE BUILT BY THE MEMBERS AND REPRESENTATIVES OF EACH OF THE LEGAL ENTITIES ASSOCIATED, WHICH FOR THE EXERCISE OF EACH POSITION MUST PROVE THE REQUISITES IN THIS STATUTE AND ALWAYS WILL ACT ON BEHALF OF THE ASSOCIATED LEGAL ENTITY TO REPRESENT.

ARTICLE THIRTY-SIX.- The highest governing body of the ANPADEH is the General Assembly of Members, its management, administration and representation corresponds to the Board of Directors. The Technical Committee is the operational body immediately responsible for the Accreditation Process of the academic programs of the institutions, through the Teams of Evaluators.

-----------------------------------GENERAL ASSEMBLY OF MEMBERS-----------------------------------

ARTICLE THIRTY-SEVEN.- The Assembly shall consist of each of the associates who are part of the ANPADEH, which will have ONE VOTE each.  
For the operation and organization of the Assemblies, each association member of the ANPADEH will have up to TEN representatives, which shall have the right to speak in decision-making of the Assembly.

The joint exercise of the right to speak of the representatives of each association shall constitute the voting rights of each partner, which will be of ONE VOTE each.  
Where there is a tie in the decision-making, the President of the Assembly will have the Quality vote.

ARTICLE THIRTY-EIGHT.- For the internal execution of the agreements made in the General Assembly of Members, it is agreed to appoint an ADMINISTRATIVE COUNCIL, which shall be composed of the same representatives of the associations who attend the Assembly.  
It shall appoint a Chairman of the Assembly, which must belong to one of the associations members of the ANPADEH and meet agreements made in each of the meetings of the Assembly.  
In turn appoint a secretary who will contribute and assist the Chairman of the Assembly in compliance with the agreements taken in the same.
The appointment of such positions will be held in a first assembly, by vote of the majority of the members who are present.

The positions of President of the Assembly and Secretary will last two years from the first assembly, being able to be renewable at the discretion of the partners.

**ARTICLE THIRTY-NINE.**

To be President of the Assembly it is required:

I.- Being a member of the legal entity that is the associated with the ANPADEH.

II.- Being of Mexican nationality;

III.- Demonstrate a distinguished academic and professional career;

IV.- Having the support of the Rector, Principal or legal representative of the academic institution from which comes from.

V. Having been Program Director, playing an academic management position or have been legally accredited representative of an institution associated with the Association.

VI. Not be Director or representative legally accredited of an institution of education in architecture or related disciplines at the time of the election, or have been within the last three years.

VII. Have a legally recognized title to practice Architecture or related field;

VIII. Have at least fifteen years of academic experience;

IX. Not have held the same position for two consecutive periods prior to the election;

X. Experience with accreditation processes for programs, and

XI. Was elected for the position according to the procedures outlined in this Statute.

**ARTICLE FORTY**

The Association General Assemblies will take place at least once a year and as often as the Board or the CEO considers it desirable, or when requested to the latter by at least five percent of the members, or if not do so, in place will the civil judge, at the request of partners; Assemblies will be preceded and act as President, Secretary and Scrutineers, those who choose the Assembly itself, may be those who make the Board, or determined by the Assembly.

**ARTICLE FORTY-ONE.**

Notices of General Assemblies contain the agenda, shall be sent by certified mail to the addresses of the partners, or sign calls for proof of receipt, or judgment of the Board or CEO. Will be published in a newspaper of general circulation in this city with a notice at least five days before the date fixed for the Assembly and may be published once, calls, for first and subsequent meetings, but always at different times.

In the first call, the General Assembly shall be constituted legally with the assistance of at least FIVE representatives or members of the associations of the ANPADEH; in the second call, the assembly shall be constituted and sit properly with the number of representatives or members to meet.

If all the representatives of the associations are present will not be necessary the existence of calls, but prior to the discussion of issues, all partners shall approve the agenda.

**POWERS OF THE GENERAL ASSEMBLY**

**ARTICLE FORTY-TWO.**

The General Assembly will have the following powers:

a).- The appointment, confirmation and revocation of the Board.

b).- Approval of financial statements.

c).- The admission and exclusion of partners and members.

d).- The amendment to the deed.

e).- The approval of new contributions to the assets.

f).- Determination of the terms and conditions of service provision and set the compensation it will pay the Association.
g).- The appointment of Committees and specify their functions and powers as well as responsibilities of its members.

h).- The fixing of salaries, fees or any economic incentives or remuneration in cash or kind are to receive the members or collaborators of the Association.

i).- The dissolution of the Association.

j).- The appointment and removal of liquidators.

k).- The approval of the project of partition in the same hypothesis.

l).- The others that they are entitled by law and these statutes.

**ARTICLE FORTY-THREE.**- In the General Assembly of members, voting will be nominal and shall be final decisions by majority vote.

**ARTICLE FORTY-FOUR.**- Before declaring validly installed a General Assembly, the presiding officer shall read the call and ensure that they meet the necessary quorum. In each session of the General Assembly, minutes shall be prepared which should contain the date, time and place of the meeting, names of attendees and must also account for the conduct of the proceedings and agreements made, these minutes shall be approved and signed by the President, the Secretary and all those who wish to do so.

**ARTICLE FORTY-FIVE.**- The documents proving that the calls were made in the manner prescribed by these bylaws shall be attached to the concerned minutes.

**ARTICLE FORTY-SIX.**- The General Assembly of Members will meet regularly at least two (2) times per year, one in each semester, the date, time and place fixed for that purpose in the call, it will contain the agenda and be signed by the President and Recording Secretary. The call will be issued at least thirty (30) days prior to the date fixed.

**ARTICLE FORTY-SEVEN.**- In regular session, the General Assembly of Members will deliberate on the following topics:

I. Applications for accreditation of academic programs;

II. Opinions of the programs that were evaluated;

III. Reports of activities of the Board, including the financial statements of the previous year;

IV. Exercised and approved budgets, to consider the proposal of the Executive Director on the conditions relating to the costs that define the institutional fee for accreditation and reaccreditation that allows:

A. The economic sustainability of a complete cycle of accreditation. The five (5) years;

B. Ensure visits and expenses and supplies and the costs of analysis and advice, and communication of results;

C. Ensure the maintenance and fixed costs of operating the ANPADEH, and;

D. Ensure transparent institutional management of economic resources and human resources required by the Civil Code for the Federal District.

V. Annual program of activities of the Board;

VI. Form and receiving control of contributions;

VII. Appointment of Board Members;

VIII. Entry of new partners on proposal of the Board;

IX. Those because of their importance put to consider the Board;

X. Position of the Associates; and

XI. Those General Members Assembly deems necessary for the achievement of the objectives of the ANPADEH.
The General Assembly of Associates is responsible to inform the relevant education authorities, through its President, on activities during the fiscal year concerned.

**ARTICLE FORTY-EIGHT.** - The General Assembly of Associates will meet in special session whenever needed, through an express call where indicated the topic at hand, this call also may be done by members of the General Assembly of Associates, when so determined by two-thirds of their representatives.

**ARTICLE FORTY-NINE.** - For the General Assembly of Associates in special session to be considered legally installed will require the same conditions as in the ordinary representation. The period for call will be at least ten (10) calendar days prior to the completion of the meeting.

**ARTICLE FIFTY.** - The General Assembly in Extraordinary Meeting shall deal with the following issues:

I. The amendment to this statute, the creation and modification of other legal;

II. Meet, discuss and resolve any initiative submitted in writing for consideration by the ANPADEH and has not been seen in regular meetings.

III. Solving the initiatives of their importance and urgency to uphold the Board for consideration by the Assembly;

IV. Resolve the issues concerning the legal aspect of the ANPADEH, in terms of:

A. The dissolution of the ANPADEH;

B. Change of address;

C. Change of designation;

D. Change of objectives;

E. Excluding associates;

F. Appeals of the institutions dissatisfied with the resolving issued;

G. Appointment and powers granted to the liquidators and decide on the application of the goods,

H. Punish partners and / or representatives when conducting activities outside of its objectives, do not cooperate in the activities of the ANPADEH or refuse to act, likewise, may sanction, if any, with the removal from the position of members of the Board and other officials if they fail obligations and unfamiliar with the main object of the ANPADEH.

V. Decide on the modification of the evaluation parameters.

VI. The rest that are urgent or important.

**ADMINISTRATION**

**ARTICLE FIFTY-ONE.** - The administration of the Association shall be conducted by a Board of Directors, which shall remain in office until the General Assembly of associates remove it ans temporarily continue in office until the Assembly expressly relieve him from office and the person who should replace take possession of it.

**ARTICLE FIFTY-TWO.** - The board will be responsible for the representation and administration of the Association and shall perform all actions necessary for the accomplishment of the social object, and shall have the following powers:

A). - **GENERAL POWER OF ATTORNEY FOR LAWSUITS AND COLLECTIONS**, with all general and special powers requiring special clause under the Act, or that it expressly defines for the trial attorneys in the broader injunction, complete and sufficient and can bring all sorts of resources, including the amparo, apper in person as third parties and desist if those who had tried, and settle, submit to arbitrators, and answer interrogatories, challenge, make and
receive payments, make the assignment of property and consent in scoring, registration and cancellation on the records public complaints and complaints of criminal, satisfy the requirements of a complaint of a party and which are necessary for the prosecution of crimes, from becoming prosecutor of the Public Ministry, continue through all its stages and levels all types of proceedings or judgments of voluntary jurisdiction, contentious or mixed with any authority, whether civil, fiscal, administrative or labor, whether they are Federal, local or municipal, signing all kinds of documents, instruments, records and judicial proceedings that are offered.

B).- GENERAL POWER OF LABOR ADMINISTRATION, are also entitled to in terms of Articles eleven, six hundred ninety two, second and third fractions pertaining to the Federal Labor Law, appearing on behalf of the client company to hearings referred to in Articles eight hundred seventy-six and eight hundred seventy-eight of that Law and generally in any stage of labor procedures which promote or are vented against; to occur to any of the authorities referred to in article five hundred twenty-three of legal system is being done to merit, to take the steps and formalities necessary for the resolution of matters pertaining to the association and to perform any act belonging to the association related with relations labor-management by signing the agreements or contracts documents.

C).- GENERAL POWER TO ADMINISTER PROPERTY, with all kinds of administrative powers, under the terms of the second paragraph of article two thousand five hundred fifty-four of the Civil Code for the Federal District and its correlatives of the Civil Codes of the entities of the Mexican Republic.

D).-GENERAL POWERS TO EXERCISE ACTS OF OWNERSHIP, with all the powers of ownership both in relation to goods, and to do all sorts of efforts to defend them, finally to general and special powers to grant and revoke all or part, of sign and endorse all sorts of claims and hold operations referred to the General Law of Negotiable Instruments and Credit Operations, open all types of bank accounts on behalf of the Association and in general to all documents, instruments and necessary public or private writings, and to execute all other determinations which gives them the Assembly of partners.

The above powers are conferred without prejudice to the General Assembly of partners can limit or extend them.

The Board will meet when conditions require, but at least hold two regular sessions of work per year. The quorum for such meetings shall be at least half plus one of total membership.

ARTICLE FIFTY-THIRD.- In no case shall the board or the trustees of the Association without the consent of the General Assembly of Members, alienate immovable property of the Association, mortgage or encumber in any way or affect any other capacity.

ARTICLE FIFTY-FOUR.- The board will be accountable for the management of social business during the month of January each year and when requested by the General Assembly of partners.

ARTICLE FIFTY-FIVE.- The Board or the Special Commissions propose to the General Assembly to be given recognition for the selfless efforts made by persons not members of the Association on behalf of the interests of the same, and may grant honorary or economic stimulus, they preferably in kind, but not excluding the possibility of grant them in cash in
extraordinary circumstances in the opinion of the General Assembly, the same incentives may be agreed by the General Assembly, through the same process, on behalf of partners or members.

ARTICLE FIFTY-SIX.- In case of withdrawal or dissolution of any of the Associates, the Association will continue with the remaining.

ARTICLE FIFTY-SEVEN.- The Board is composed by:

I. President and
II. Secretary,

ARTICLE FIFTY-EIGHT.- The members of the Board will not have the right to receive any compensation because their functions are carried out always on a voluntary basis.

ARTICLE FIFTY-NINE.- The Board will have the following powers and duties:

I. Comply with and implement the resolutions of the General Assembly of Associates and subject to the general rules imposed upon them by this governing body;

II. Caring for the strict enforcement of these Statute, agreements and other regulations issued for the proper functioning of the ANPADEH under the terms of this instrument;

III. To submit to the General Assembly of Associates annual reports of their social year;

IV. Monitor the accounts of the association and approve the audited annual balance at the end of the social year;

V. Perform in the annual Ordinary General Assembly a report on steps taken and submit to it, the annual work program, in the voice of Chairman of the Board;

VI. Submit to the General Assembly of Members, for approval, the organizational structure of the ANPADEH, indicating Commissions and Committees or collaborators deemed necessary;

VII. Propose to the General Assembly of Associates extraordinary fees when necessary;

VIII. Propose to the General Assembly of Associate a substitute in case of illness, breach or waiver of any or some of its members;

IX. Receive applications for accreditation;

X. Propose investment assets of the ANPADEH;

XI. Collect and evaluate all feedback regarding the accreditation;

XII. Propose to the General Assembly of Associate the new members of the Technical Committee, after auscultation and selection process;

XIII. Presenting the opinion of the processes of accreditation of academic programs of institutions that have been evaluated for ratification by the General Assembly of Associates;

XIV. Presenting for consideration of the General Assembly amending the Statutes and Regulations of the ANPADEH;

XV. Convene regular and special meetings of the General Assembly;

XVI. Hold regular meetings at least one (1) once a month and extraordinary as often called by the Chairman or his substitute, and

XVII. The others that correspond in accordance with the provisions of Mexican Legislation on civil associations and the present Statute.

ARTICLE SIXTY.- The Board may establish such committees as it deems necessary to study specific problems, whose results will be made for consideration by the General Assembly of Associates.

Will be duties of the Chairman of the Board:

I. Ensure compliance with the agreements of the General Assembly of Associates;

II. Legally represent the ANPADEH, with all general and special powers, as established in the
rules.------------------------------------------------------------------------------------------------------------------
III. Other points arising from this Statute, the regulatory standards and other guidelines provided by the Civil Code for Federal District
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ARTICLE SIXTY-ONE.- The Secretary of the Board shall be elected by the General Assembly of Members for a period of two (2) years as provided in this normative order, must fall a representative office in any of the members of the ANPADEH associations with re-election to a more immediate period.
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ARTICLE SIXTY-TWO.- The candidate for the position of Secretary of the Board can not be both President of one of the ANPADEH member associations or have been within the last two (2) years, nor may be held simultaneously on whoever holds the office of President of the Board or Executive Director, or have been within the last two (2) years.

ARTICLE SIXTY-THREE.- Will be powers of the Secretary of the Board: 
I. Be in charge of the books and documents of ANPADEH except for the accounting one.
II. Lift and correct promptly any minutes and the proceedings of meetings of the Board and General Assembly of Associates, and coordinate the filing of the same.
III. Sign with the President, the Calls, Records, correspondence and other documentation as is necessary.
IV. Request certification from, and keep track of the representatives of the partners;
V. Maintain records of attendance of the General Assembly of Members and Board of Directors,
VI. Be in charge of the correspondence of the General Assembly of Members and Board of Directors of the ANPADEH;
VII. Read the minutes of the previous meeting, at the beginning of each session of the Board or the General Assembly of Associates and account for all documents annexed;
VIII. Have under its responsibility the file of the General Assembly of Associates, and
IX. Perform such other duties as assigned by the Chairman of the Board or by the Board or the General Assembly of Associates.

ARTICLE SIXTY-FOUR.- The ANPADEH will have a Treasurer and an Executive Director, who shall perform the obligations specified in this ordinance.

ARTICLE SIXTY-FIVE.- The candidate for the position of treasurer can not be both President of one of the associations members of the ANPADEH , or have been over the past two (2) years, nor may be held simultaneously on whoever holds the office of President, Secretary of Acts or Executive Director of the Board, or have been within the last two (2) years.

ARTICLE SIXTY-SIX.- The Treasurer of the Board shall be appointed by the president and ratified by the General Assembly of Associates for a period of two (2) years with the possibility of ratification of the office immediately for a period not more. His appointment must be performed at least three (3) months before the end of the current period.

ARTICLE SIXTY-SEVEN.- Are duties of the Treasurer:
I. Ensure that the implementation of financial resources intended for the object of the ANPADEH;
II. Bring to mind and reason in the respective books of the assets of the ANPADEH and care that they are carried in due form;
III. Prepare the annual project of income and expenses for endorsement by the Board, which will be turned over to the General Assembly of Associates for final approval;
IV. Submit to the Board the progress of financial and budget year and the annual report to the
General Assembly of Associates;---------------------------------------------------------------

V. Monitor the payment of bills, invoices and any obligation on time, provided such documents have been previously authorized by the President, pursuant to the agreements of the General Assembly of Associates, the Board or the provisions of this Statute; -------------------------------

VI. Sign jointly with the Executive Director, documentation that expresses movement and economic status of the ANPADEH, according to the agreements of the General Assembly of Associates and Board of Directors or the provisions of this Statute; ----------------------------------------------------------

VII. Report to the full General Assembly of Members and Board of Directors, the financial position that keeps the ANPADEH;---------------------------------------------------------------------

VIII. Monitor the receipt of the fees and other income of the ANPADEH; -------------------------------

IX. Ensure that legal and fiscal obligations incurred by the ANPADEH, are addressed promptly, and---------------------------------------------------------------------

X. Review with the Chairman of the Board the accounting of the ANPADEH, so that information be turned over to the General Assembly of Associates. --------------------------------------------------

ARTICLE SIXTY-EIGHT.- The Executive Director shall be elected by the General Assembly of Associates. Candidates must have institutional support necessary to meet the position for a period of two (2) years and is renewable for a period immediately will make more. His appointment must be performed at least three (3) months before the end of the current period. -----------------------------------

ARTICLE SIXTY-NINE.- To be Executive Director must meet the following requirements:------.

I.- Being of Mexican nationality; ---------------------------------------------------------------

II.- Demonstrate a distinguished academic and professional career; --------------------------------

III.- Having the support of the Rector, Principal or legal representative of the academic institution from which comes from.-----------------------------------

IV. Not be Director or representative legally accredited of an institution of education in architecture or related disciplines at the time of the election, or have been within the last three years.---------------

V. Have a legally recognized title to practice Architecture or related field; ----------------------

VI. Have at least fifteen years of academic experience; ---------------------------------------------

VII. Not have held the same position for two consecutive periods prior to the election; --------

VIII. Experience with accreditation processes for programs, and -------------------------------------

IX. Was elected for the position according to the procedures outlined in this Statute.--------------

ARTICLE SEVENTY.- The Executive Director shall have the following powers and duties:--------

I. Implement the resolutions of the Board;------------------------------------------------------

II. Perform the work programs approved by the General Assembly of Associates; ------------------

III. Develop annual budget and programs and investment activities, based on information provided by the Board;---------------------------------------------------------------------

IV. Engage and remove the administrative staff of the ANPADEH under their area and determine their powers, duties and remuneration, with the approval of the Board and approved by the General Assembly of Associates; ----------------------------------------

V. To represent the ANPADEH before official, individual, unions or school authorities, in consultation with the Chairman of the Board;---------------------------------------------

VI. To promote before educational institutions of architecture and related disciplines, the services provided by the ANPADEH; -----------------------------------------------------

VII. To ensure optimal progress of the Technical Committee; -------------------------------------

VIII. Ensure compliance with the following operating conditions in the process of Accreditation;-----
A. To be Relevant, timely and appropriate the instruments and means of communication chosen for the process; 
B. The institutions from which the Assessor Group members come, communicate their approval for their participation; 
C. That clarify the internal processes of the ANPADEH in their competence and institutional transparency required by the Civil Code for the Federal District. 
IX. Chair meetings of the Technical Committee and sign the resolutions issued, and
X. Having under its responsibility the analysis and research of issues and the training and selection of the work teams, institutional advisory and respond to the orders of the General Assembly of Associates.

TECHNICAL COMMITTEE

ARTICLE SEVENTY-ONE.- The functions of the Technical Committee will be:

I. Review and approve requests for accreditation.
II. Propose to the Board, the formation of evaluation teams of the processes of accreditation of educational programs;
III. Applying the criteria, parameters and procedures approved by the General Assembly of Associates, and
IV. Rulings on the accreditation of academic programs evaluated.

ARTICLE SEVENTY-TWO.- The Technical Committee consists of the Executive Director, who chairs it, and the coordinators of the evaluation teams, ensuring that its constitution is a fair representation: by region, source of public and private institutions, gender and disciplines.

To fulfill the functions relating to the implementation of the accreditation process, the Technical Committee will rely on Evaluation Teams.

Evaluation teams will be responsible for carrying out the evaluation process prior to the accreditation, under the principles of objectivity, fairness, equity, ethics and transparency.

ARTICLE SEVENTY-THREE.- The ANPADEH has the following collegiate bodies:

I. Technical Committee and
II. Evaluation Teams.

ARTICLE SEVENTY-FOUR.- The Technical Committee has the key role, being the operational arm of the ANPADEH and has the following responsibilities:

I. Propose criteria, parameters and procedures for accreditation to the General Assembly of Associates and apply them once approved by this.
II. Review the requests of accreditation
III. Review the self-study documents
IV. Approve the feasibility of on-site evaluation
V. Schedule the evaluation visits
VI. Conform the evaluation teams
VII. Collecting and evaluating the reports from the corresponding visits.
VIII. Issuing opinions on the evaluation

The Executive Director shall submit the reports to the General Assembly of Associates for final ratification, with monitoring and endorsement of the President.

ARTICLE SEVENTY-FIVE.- Technical Committee members should have experience as evaluators of at least three accreditation processes within the ANPADEH and will be proposed by the Board to the General Assembly of Associates for its ratification, the appointments shall be
staggered renovating two of them each year, so it is memory of the work done in the accreditation process. It is the duty of the Board to submit a proposal to the General Assembly of Associates of the relay staggered, sequential and temporal order of those members.-------------------------------------

ARTICLE SEVENTY-SIX.- Candidates to join the Technical Committee may not wield the same time as President, Recording and Agreements Secretary and Treasurer of the Board, or have been within the last two (2) years, nor be representatives of associated organisms. Must have written institutional support necessary to address the role of Coordinator of Evaluation Equipments. Open call must be issued to members of the academic communities of the Institutions members of the ASINEA and associated organizations for the renewal in pairs of the members of the Technical Committee, this notice will be issued in the first annual regular session of the General Assembly of Associates.-------------------------------------

ARTICLE SEVENTY-SEVEN.- Evaluation teams of the ANPADEH shall consist of one (1) coordinator and four (4) professionals in architecture or related disciplines. Its structure will be representative of the areas of the discipline in the practice of teaching, research and professional activity. The professionals involved in the process of accreditation by ANPADEH, for any reason should not keep labor relations, or any other kind, with the institution evaluated and that could be subject to legal or moral questions.-------------------------------------

ARTICLE SEVENTY-EIGHT.- In the event that any domestic or foreign organization was interested in observing the accreditation process, will be the General Assembly of Associates who determine the procedure. -------------------------------------

ARTICLE SEVENTY-NINE.- The professionals that make up an evaluation team should come: -- I- Three (3) from the academic sector, corresponding to the discipline of the program to evaluate, will be outside the region to which the program belongs and one of them will act as coordinator;-- II. One (1) from the professional sector, corresponding to the discipline to evaluate, College affiliated to a member of the “FEDERACION DE COLEGIOS DE ARQUITECTOS DE LA REPUBLICA MEXICANA”, CIVIL PARTNERSHIP;-------------------------------------

III. One (1) graduated from the program to evaluate or civil society representative related to the scope of the discipline. -------------------------------------

ARTICLE EIGHTY.- To be evaluator from the academic sector must meet the following requirements: -------------------------------------

I.- Demonstrate a distinguished academic and professional career;-------------------------------------

II.- Having the support of the director or legal representative of the institution from which comes from.-------------------------------------

III. That the educational program in which they serve, is accredited by the ANPADEH;-------------------

IV. Not be Director or representative legally accredited of an institution of education in architecture or related disciplines -------------------------------------

V. Have a legally recognized title to practice Architecture or related field; -------------------------------------

VI. Have at least 10 years of academic activity;-------------------------------------

Evaluators of the professional sector and civil society representatives will be nominated by the representatives of the organization to which they belong based on merit and career.-------------------------------------

ARTICLE EIGHTY-ONE.- The General Assembly of Associates will be announced at the regular meeting of the second semester the call in which will be based the selection process of new Evaluators. The selection of new evaluators and the formation of the corresponding census will be conducted in the first regular meeting of the year.-------------------------------------
ARTICLE EIGHTY-TWO.- The functions of the Evaluator Teams will be: ---------------------------
I.- Operationally implement the accreditation processes in the terms established by the General Framework for Accreditation processes of the ANPADEH, which are themselves specified in its Regulations and Procedures Manual; ----------------------------
II. Perform Face Opinion of the program to accredit, which is supported by the following work:
   A. Valuation of supporting documents---------------------------------------------------
   B. Visit to the requesting Institution; ---------------------------------------------------
   C. Interview with the community; ----------------------------------------------------------
   D. Preparation of a report to determine the matter, recommend the Technical Committee the amendment of the criteria, parameters and procedures for accreditation, based on the experience had.--------------------------

-------------------TECHNICAL AND ADMINISTRATIVE ASSISTANTS-------------------

ARTICLE EIGHTY-THREE.- The administrative assistants on the Accreditation Process of the Institutions, will be proposed by the Executive Director. -----------------------------

-------------------------------- SELECTION, RETENTION, REMOVAL --------------------------------

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ARTICLE EIGHTY-FOUR.- The Renewal process of the President and the Executive Director

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EXECUTIVE DIRECTOR

ARTICLE EIGHTY-FIVE.- The process for Renewal of President, Executive Director, Recording and Agreements Secretary and Commissary will be carried out according to the following stages: -----------------------------
I. Election, integration and installation of the Electoral Commission ----------------------------
II. Issuance of the Call for the election process; ----------------------------------------------
III. Registration of the candidates; ---------------------------------------------------------
IV. Presentation of the Work Program of the Candidates in the General Assembly of Associates, when appropriate; ---------------------------------------------
V. Voting, counting and calculating results; --------------------------------------------------
VI. Declaration of the Board elected; ----------------------------------------------------------
VII. Delivery – reception process; and ----------------------------------------------------------
VIII. Takeover. -----------------------------------------------------------------------------

ARTICLE EIGHTY-SIX.- The Electoral Commission shall be elected and installed at the Ordinary General Assembly of partners in session that will take place in July of odd years; immediately, this Committee will begin his duties with the preparation and issuance of the corresponding Call, leading to the election process to allow renewal of the Board, formed by the President, Recording and Agreements Secretary, Commissary and Executive Director.----------------

Shall consist of three (3) representatives of the ASINEA, one (1) of the FCARM and one (1) of the associations or organizations associated, engaged in activities related to teaching or professional exercise of the architecture or related disciplines, being elected by majority of the representatives of the associates present -------------------------------

ARTICLE EIGHTY-SEVEN.- At the same meeting referred to in the preceding article shall issue the call for the election to be held during the General Assembly of the ANPADEH coincident with ASINEA National Meeting in the month of October or November of the same year.----------------

ARTICLE EIGHTY-EIGHT.- Who has held a public office within the Board may be elected only once more for the same position or may be nominated to serve another, but no one can serve on the
ARTICLE EIGHTY-NINE.- The Call shall state the requirements for registering as a candidate member of the Board, the dates, times and locations planned for the development of those contained in Article 82 of this order.

ARTICLE NINETY.- The session of the General Assembly of Associates where the election of the Board is conducted, will be developed according to the following procedure:

I. Prior to declaring open on election day according to the notice previously issued, the applicant or applicants will carry out the presentation of their work program;

II. The Election Commission shall prepare all necessary to properly develop the electoral process in a timely manner;

III. Ballot papers must indicate clearly the space(s) with the name(s) of the candidate(s);

IV. The vote will be personal and secret;

V. After voting, the Electoral Commission conducted the counting of votes in the presence of a representative of each candidate;

VI. Candidates will be declared winners obtaining the relative majority of the votes;

VII. The result shall be recorded in the minutes of Scrutiny signed by members of the Electoral Commission, which shall be delivered immediately, and

VIII. As a last point of the Assembly shall proceed with the inauguration of the elected members of the Board.

To comply with the provisions of this paragraph shall take into account:

Can only vote in the election process the representatives of associates that are included in the Electoral Roll.

Closed the voting process or the counting of votes started, won’t be opportunity to vote out of order.

ARTICLE NINETY-ONE.- In case of dispute at any stage of the process, the Election Commission is empowered to resolve it immediately, with final resolution.

ARTICLE NINETY-TWO.- At the conclusion of the session of the General Assembly of Associates, the Board elected must agree with the previous administration, the official handover of the facilities, archives, collections, bank accounts and in general of all the assets of the ANPASEH, this should be effected by an Act of the handover at a date not later than the month of January of next pair.

ARTICLE NINETY-THREE.- The inauguration of the new Board will be held at a formal event organized for the purpose, during the month of February of even-numbered year following the election, which should invite the federal government officials, heads of architectural education institutions and in general, all those characters related to the exercise of the profession and relevant to the ANPASEH. At the ceremony each of the incoming board members will pay protest before the full General Assembly of Associates, using the following statement: “Objection to comply with and enforce the Statute of "ACREDITADORA NACIONAL DE PROGRAMAS DE ARQUITECTURA Y DISCIPLINAS DEL ESPACIO HABITABLE", CIVIL PARTNERSHIP, as well as ensuring the interests of the ANPASEH and do whatever is necessary to improve the teaching of architecture and related disciplines, by the appropriate accreditation service that provides the ANPASEH in benefit of the country and if I do not do so, that the society and the ANPASEH reward me and if not they demand it”

---RETENTION AND REMOVAL---
ARTICLE NINETY-FOUR.- All representatives of the members who hold positions of government and administration in the ANPADEH as well as the ones that are part of the Technical Committee will remain in office as they do not engage in any trespass or violation of this Statute and other guidelines issued by the ANPADEH and stay current appointment in accordance with the provisions contained in this Statute.

ARTICLE NINETY-FIVE.- The representatives of the partners are prevented from participating in votes, deliberations, agreements, accreditation work or where they have an particular interest, in which case it should be excused or disqualified by any member who has knowledge of the conflict of interests. The penalty for violating the above, ranging from a reprimand, suspension in their rights with the corresponding removal from office, to expulsion from the ANPADEH, not likely to be readmitted in view of the General Assembly of Associates.

-----------------------------------------------PENALTIES-----------------------------------------------

ARTICLE NINETY-SIX.- Any member of the ANPADEH, in violation of this statute, rules and regulations of the ANPADEH, he will be subject to the following penalties in the opinion of the General Assembly of Associates:
I. Verbal or written reprimand;
II. Suspension of rights;
III. Removal from office; and
IV. Expulsion.

----------------ACCRREDITATION PROCESS AND QUALITY PARAMETERS-------------------
OF THE ACCREDITATION PROCESS.

ARTICLE NINETY-SEVEN.- The accreditation is to recognize the quality of teaching in an educational institution based on an evaluation of the parameters approved by the COPAES, this evaluation is performed by a team consisting of five (5) persons of which three (3) are external academic and living in a region different from the institution evaluated.

ARTICLE NINETY-EIGHT.- The accreditation process is described operationally in the following general times:
I. Issuance of the Call;
II. Preparation of the application for accreditation by the Institution and its shipment to THE ANPADEH;
III. Evaluation of applications for accreditation by the Technical Committee;
IV. Notification and issue comments to the applicants Institutions;
V. Clarification of questions session at the headquarters;
VI. Development of self-study by the Institution;
VII. Payment of fees and issuance of voucher;
VIII. Formation of the visiting team (evaluators);
IX. Self-study revision;
X. Visit of the evaluation team;
XI. Presentation to the authorities;
XII. Review and analysis of documentation and evidence reported in the self-study based on the twelve evaluation parameters;
XIII. Interviews with authorities, officials, teachers, students, administrators, and researchers in their case;
XIV. Exposure analysis of academic papers, students terminal work from different semesters and
publications, among others; -------------------------------

XV. Visits to the class sessions in representative courses------------------------------------------

XVI. Tour by the infrastructure and available equipment; -----------------------------------------

XVII. Sessions for exchange of views among members of the visiting team;-------------------------

XVIII. Filling of assessment instrument on-site and issuing supplementary reports where appropriate; -----------------------------------------------

XIX. Package of documents that make up the report to the Technical Committee and closure of the visit before the competent authorities; -------------------------------------------

XX. Evaluation reports by the Technical Committee and respective issuing opinions with comments to them;-----------------------------------------------

XXI. Presentation and endorsement of the opinions to the Board for approval by the General Assembly of Associates; -----------------------------------------------

XXII. Notification to the institutions on the reports together with the commitment that the institution carries out a continuous improvement program to understand the observations and recommendations arising; -----------------------------------------------

XXIII. Communication with COPAES and publication of results; and -------------------------------

XXIV. Presentation of recognition at the headquarters.-----------------------------------------------

ARTICLE ONE HUNDRED.- The assessment by the Committee of Architecture and Urban Design (CADU), Committees for the Evaluation of Higher Education (CIEES) may be considered a diagnostic prerequisite for accreditation issued by the ANPADEH, in the case of public institutions; similarly be considered as acceptable diagnostic evaluation the one that takes place in the Collegiate Bodies institutionally recognized in this area.-----------------------------------------------

There are two possible opinions of the Technical Committee and will have to ratify the Board and the General Assembly of Associates of the ANPADEH, these can be: -----------------------------------------------

I. Accredited; -------------------------------------------------------------------------------------------------------

II. Not Accredited. -------------------------------------------------------------------------------------------------

ARTICLE ONE HUNDRED ONE.- The accreditation is valid for five (5) years and may be renewed, knowing this renewal as a second cycle accreditation. In these successive accreditations shall be appointed according to a cycle in which an institution is.-----------------------------------------------

The procedure for carrying out accreditation in subsequent cycles to the first, will be similar to initial accreditation, although with a greater level of stringency in meeting the quality parameters.----------------------------------------------------------------------------------------------------------

ARTICLE ONE HUNDRED TWO.- When a program results Not Accredited, the authorities of the institution have two (2) options: -----------------------------------------------

I. Request a new evaluation in the time and manner that the ANPADEH considers, and---------------

II. File a written appeal to the General Assembly of Associates for reconsideration of the final opinion arguing and documenting the facts that in their opinion give the reason for revision of opinion. If the opinion is still unsatisfactory for the institution, an authorized representative may proceed before COPAES an action for non conformity to promote a new evaluation process before the ANPADEH. In this case the General Assembly of Associates will propose a team of evaluators from outside the previous assessment. The expenses generated by this second process will be borne by the institution complaining.-----------------------------------------------

ARTICLE ONE HUNDRED THREE.- The ANPADEH submit annually a report to the General Assembly of Associates on the activities and expenditures during the exercise period. The report
shall include the assessments of accreditation that have been made submitting the information to document the processes and that might be of interest to those communities, to make comments and actions that result in improving the accreditation process and, ultimately, the better training of Mexican architects.

**ARTICLE ONE HUNDRED FOUR.-** The ANPADEH will establish the amount to be covered by each institution that applies for accreditation, after considering COPAES guidelines and approval by the General Assembly of Associates.

**ARTICLE ONE HUNDRED FIVE.-** The ANPADEH will keep a record of the accreditation process and publish it on the media's own by the ASINEA and FCARM once a year, in addition to constantly keep this information on its website.

**ARTICLE ONE HUNDRED SIX.-** The conditions of the accreditation process are:

I. The management of the institution to evaluate will know the evaluation team before being reviewed and may challenge one or more of its members, previous justification;

II. The credibility and moral authority of the academic and accreditation mean that the accrediting body is outside the institution that taught the curriculum and counts on the technical elements, organizational and material resources to conduct the evaluation, so that in any discussions or action, nobody who has an employment relationship with this institution can be part of the evaluation team. To avoid conflict of interest, academic peers shall be from outside the institution, in addition, they will be coming from a region different from that in which the interested institution is located.

III. The accreditation will be based on the quality parameters set by the COPAES, covering all essential aspects of school curriculum. The criteria for qualification and evaluation of these will be reviewed periodically to adjust them to the changing reality of the teaching of architecture in Mexico.

**ARTICLE ONE HUNDRED SEVEN.-** The governance and management of the ANPADEH ensure that, according to their areas of competence, are met in the measure of possible schedules, durations, times and sequences necessary for optimal accreditation process, according to the following:

I. Let the Call and timely formation of Evaluation Groups of external institutions with opportunity to the date of visiting with 30 days in advance.

II. Provide necessary information to the institution on the Accreditation Process about the evaluation team within fifteen (15) days prior to the visit.

III. Timely convene the institutions intending to enter the "Accreditation Process" at least six (6) months before the period for receipt of applications.

IV. Allow support and ongoing advice to the institutions in accreditation process from the issuance of the Call until the date of the visit.

V. Let into the different dynamics and institutional calendars of the institutions participating in the Accreditation Process, can deal smoothly and without complications resulting of planning the Accreditation Process.

VI. Make the visit to the Institution in Process of Accreditation in accordance with the objectives of accreditation by the Evaluation Group and the survey and verification of data and situations. Allowing to serve one hundred percent (100%) of the specific aims of the visit with the same duration established.

VII. Let the Technical Committee equate the visits and opinions of each of the Institutions in
Process of Accreditation and facilitate the evaluation methodology established by it, and

VIII. The Institutions in Accreditation Process have the answers and opinions over time as expected in no more than thirty (30) calendar days after the last scheduled date for the visits of the evaluation teams.

QUALITY PARAMETERS

ARTICLE ONE HUNDRED EIGHT.- The quality parameters are those that integrate multiple categories of information the various aspects required to design, implement, operate and monitor the curriculum for the academic quality of future professionals in architecture. The criteria for determining the variables and their values, should consider: The efficiency and effectiveness of the evaluations, the objectivity of its mediation, equity and justice in the ratings and the balance between quantitative and qualitative aspects.

According to the guidelines of COPAES, the twelve parameters to be considered in the evaluation are:

I. Staff assigned to the program;
II. Curriculum;
III. Methods and instruments to evaluate learning;
IV. Institutional services for student learning;
V. Students;
VI. Infrastructure and equipment supporting for program development;
VII. Research lines and activities;
VIII. Linking;
IX. Institutional regulations governing the operation of the program;
X. Academic administrative driving;
XI. Planning and evaluation process, and
XII. Administrative and financial management.

ARTICLE ONE HUNDRED NINE.- Compete to the General Assembly annually the compliance with the parameters mentioned in the previous article, following a report submitted by the Chairman of the Board, and determine the best mechanisms for updating the accreditation parameters and KPIs to be updated permanently, performing a comprehensive review every five (5) years.

DISSOLUTION AND LIQUIDATION OF THE ASSOCIATION

ARTICLE ONE HUNDRED TEN.- The Association will dissolve for any of the following causes:

a).- By the consent of the General Assembly.
b).- Because it became impossible to perform the social order.
c).- By a court.

ARTICLE ONE HUNDRED ELEVEN.- Dissolved the Association shall immediately put it into liquidation, the General Assembly of Associates shall appoint a liquidator noticing its powers and duties.

ARTICLE ONE HUNDRED TWELVE.- The liquidator shall make the liquidation in accordance with the following provisions:

A).- Continue pending operations in the most convenient way to the Association, collecting credits and paying the debts for which purpose it may dispose of the assets of the Association that for this purpose should be sold.
B).- Make the final liquidation balance which must be approved by the General Assembly.
C).-Will propose the partners a liquidation project of the social assets.

D).-The entire assets will go to authorized entities to receive donations under the terms of the Law on Income Tax.

ARTICLE ONE HUNDRED THIRTEEN.- Liquidated the Association all its assets, including public support and incentives will be allocated to legal entities authorized to receive deductible donations of income tax that are registered in the Federal Register of Civil Society Organizations. The provisions of this Article is irrevocable.

--------------------------------------------- GENERAL PROVISIONS ---------------------------------------------

ARTICLE ONE HUNDRED FOURTEEN.- The Association is governed by the provisions of this deed, by legal reforms are made to it, by the provisions of the Civil Code for the Federal District and the supplemental provisions of the same.

ARTICLE ONE HUNDRED FIFTEEN.- The Association will retain its legal personality until canceled their registration in the Public Registry of Property and the Assembly of Associates at all times be able to agree on the appointment and removal of liquidators, their general powers and decide all matters relating to itself or the dissolution of the Association.

ARTICLE ONE HUNDRED SIXTEEN.- Partners agree that the FIRST appointment of the members holding the positions referred to these Bylaws, be by APPOINTMENT to that effect made by mutual agreement the "ASOCIACION DE INSTITUCIONES DE ENSEÑANZA DE LA ARQUITECTURA DE LA REPUBLICA MEXICANA ASOCIACION CIVIL" and the "FEDERACION DE COLEGIOS DE ARQUITECTOS DE LA REPUBLICA MEXICANA" as associate members of the ANPADEH, which shall be expressed by the protocols of the Act of Assembly that for purpose get out of it.
In Mexico City, Federal District on April the fifth two thousand eleven, me LAWYER DAVID F. DAVILA GOMEZ, holder of notary’s office number one hundred ninety of the Federal District, I note the CONSTITUTION OF ASSOCIATION and PROTOCOLS FOR STATUTE of “ACREDITADORA NACIONAL DE PROGRAMAS DE ARQUITECTURA Y DISCIPLINAS DEL ESPACIO HABITABLE” CIVIL PARTNERSHIP, performed at the request of the “ASOCIACION DE INSTITUCIONES DE ENSEÑANZA DE LA ARQUITECTURA DE LA REPUBLICA MEXICANA ASOCIACION CIVIL” represented herein by Architect EDUARDO ARVIZU SANCHEZ, and the “FEDERACION DE COLEGIOS DE ARQUITECTOS DE LA REPUBLICA MEXICANA”, CIVIL PARTNERSHIP, herein by Architect LIZANDRO DE LA GARZA VILLAREAL. ----The above contained in the following clauses:----------------------------------------------------------------------

FIRST: The appearing form a CIVIL PARTNERSHIP, which is governed by the laws of the Mexican United States, particularly the provisions of section one the eleventh title of the second part of the fourth book of the Civil Code for the Federal District and by the STATUTE same which is logged and will be added to appendix with letter “A” of this deed:--------------------------

SECOND.- The social address of the Association will be located in Mexico City, Federal District, and no means changed by setting agencies or branches outside of it, conventional addresses can be noted for contractual and procedural purposes,-----------------------------------------------------------

THIRD.- La Association will have as general objective to contribute to the quality assurance of the academic programs offered in public and private institutions of higher education in the area of architecture and related disciplines, primarily in the Mexican Republic, for which will bring together the highest institutional, educational and professional interests through the activities that are described in the following three sections of this paragraph:------------------------------------------------------------

A).-ON SERVICES:---------------------------------------------

I.- To promote the improvement of the teaching of architecture by the diffusion of the benefits of continuous improvement, based on specific evaluation criteria for institutions of higher education;--

II.- Establish basic quality criteria for accreditation, recognizing the diversity of approaches to vocational training for the architecture and other disciplines of living space professionals.-------------

III.- Set parameters that encourage the development of good practices to the specific characteristics of each program of teaching architecture and related disciplines; ------------------------------------------

IV.- Institutionally support the quality of training as a first step towards professional practice of architecture and related disciplines;-------------------------------------------------------------

V. Verify the schemes for teaching architecture and related disciplines, are consistent with the progress of science and technology, as well as professional practice responsibilities, respecting each institution's academic project, in such a way they can achieve the quality of excellence and transmit their ideals;-----------------------------------------------------------------------------------------------

VI.- Supporting institutions of higher education and the labor organizations in Mexico and abroad, who freely request it, and---------------------------------------------

Periodically disseminate information on criteria, procedures and results in the development of architecture and related disciplines, the participating agencies and institutions interested, through publications,-----------------------------------------------------------

B).- ON RESEARCH AND DEVELOPMENT:---------------------------------------------

---End of Text---
I.- Organize and develop a national program that accredits curricula of undergraduate and related disciplines and provide support and guidance in academic institutions in planning their teaching programs;  

II.- Research, design and establish the basic parameters, as well as the necessary elements in the institutions, for these to develop the processes of formation and professional training of students, counting with the participation of academic experts from top research institutions, and  

III.- With the participation of the teaching and research institutions, labor organizations and stakeholders in the teaching of architecture in our country, will investigate and establish the accreditation parameters that are linked to the economic, social, environmental and cultural processes of national development.  

C). ON ACCREDITATION:  

I.- Recognize specific academic programs that fulfil the accreditation criteria;  

II.- Supply the institutions the evaluation parameters for the architectural education and related disciplines;  

III.- Be the body responsible for certifying the quality of academic programs of teaching architecture and related disciplines in the Mexican Republic, to those institutions who request it;  

IV.- To assess the quality of academic programs for teaching architecture and related disciplines, and  

V.- Continually review and update the systems of accreditation according to the experience of educational evaluation.  

FOURTH.- The duration of the Association will be ninety-nine years.  


SIXTH.- The members of the Association agree to entrust the management of the society to a BOARD OF DIRECTORS, appointing CHARIMAN effect to the "ASOCIACION DE INSTITUCIONES DE ENSEÑANZA DE LA ARQUITECTURA DE LA REPUBLICA MEXICANA ASOCIACION CIVIL", represented herein by the architect EDUARDO ARVIZU SANCHEZ, and as secretary to the "FEDERACION DE COLEGIOS DE ARQUITECTOS DE LA REPUBLICA MEXICANA", CIVIL ASSOCIATION, herein represented by Architect LIZANDRO DE LA GARZA VILLAREAL, to the extent not made the process for election and appointment of members in accordance with the social bylaws, who shall be responsible for the representation and administration of the Association and shall perform all actions necessary to achieve its social object, with the following powers:  

A).- GENERAL POWER OF ATTORNEY FOR LAWSUITS AND COLLECTIONS, with all general and special powers that may require special provision under the Act, or that it expressly
defines for the trial attorneys in the broader injunction, complete and sufficient and can bring all sorts of resources including the amparo, make themselves as third parties and where appropriate they give up in that may have been tried, and settle, submit to arbitrators, and answer interrogatories, challenge, and make and receive payments, make the assignment of property and consent in scoring, registration and cancellations in the public records, complaints and criminal complaints, satisfying the requirements of a complaint of a party and which are necessary for the prosecution of crime, aids from becoming Attorney General, to continue for all its procedures and levels all kind of proceedings or judgments of voluntary jurisdiction, contentious or mixed with any authority, whether civil, fiscal, administrative or labor, whether arising from the Federation, local or municipal, signing all kinds of documents, instruments, records and judicial proceedings that are offered.

B).- GENERAL POWER OF LABOR MANAGEMENT, also are entitled to in terms of Articles eleven, six hundred ninety two, second and third fractions and relative of the Federal Labor Law, appearing on behalf of the client company to hearings referred to in Articles eight hundred seventy-six and eight hundred seventy-eight of this Act and generally in any stage of work procedures that promote or ventiles against, to occur to any of the authorities referred to in section five hundred twenty-three of a legal system that has been made worthwhile to take steps and formalities necessary for the business's solution corresponding to the association and to carry out any action arising of labor-management relations, signing conventions documents or contracts agreements.

C).- GENERAL POWER TO ADMINISTER PROPERTY, all kinds of administrative powers under the terms of the second paragraph of Article two thousand five hundred fifty-four of the Civil Code for the Distrito Federal and its correlates of the Civil Codes of the States of the Mexican Republic.

D).- GENERAL POWER TO EXERCISE DOMAIN ACTS, with all the powers of the owner in terms of both property, and to do all sorts of efforts to defend them, finally to provide general and special powers and revoke all or part of them, underwrite and guarantee all kinds of loans and securities held operations referred to the Ley General de Títulos de Operaciones de Crédito, open all types of bank accounts on behalf of the Association and in general to all documents, instruments and necessary public or private deeds, and to execute all other determinations which gives them the Assembly of members.

The above powers are conferred without prejudice that the General Assembly of partners can limit or extend them.

The Board shall meet when conditions require, but at least hold two regular work sessions per year. The quorum for such meetings shall be at least half plus one of the total of members.

Members of the Board shall be nominated and elected by direct vote and unanimous of the members of the Association in General Assembly convened for this purpose.

SEVENTH.- The partners agree to appoint as PROXY of the Association architect AGUSTIN SALVADOR PARODI UREÑA, who vested in each and every one of the powers established in the SIXTH of this instrument and others of the Bylaws.

EIGHTH.- The “ACREDITADORA NACIONAL DE PROGRAMAS DE ARQUITECTURA Y DISCIPLINAS DEL ESPACIO HABITABLE”, CIVIL PARTNERSHIP, be governed by the Charter and the Laws of the Mexican United States and particularly in accordance with the provisions of Civil Code for Mexico City.
The costs, rights and fees caused by reason of this writing, shall be borne by the association is constituted.

--- PERMISIÓN DE LA SECRETARÍA DE RELACIONES EXTERIORES ---

Also appearing before me exhibit the license issued by the Secretaría de Relaciones Exteriores number “0911562” (cero, nine, one, one, five, six, two) with record number “20110910731” (two, cero, one, one, cero, nine, one, cero, seven, three, one) folio “110318091086” (one, one, cero, one, cero, eight, cero, nine, one, cero, eight, six) of date March eighteen two thousand eleven, which added to the appendix of this deed, marked with the letter “B” and photocopy of the evidence that this issue.

--- PERSONALITY ---

Architects LIZANDRO DE LA GARZA VILLAREAL and EDUARDO ARVIZU SANCHEZ, state that the powers and hold office for the current are appearing all the terms, and that have the legal capacity required for the granting of this instrument, and evidence of their personality with a record that is logged and copy documents that are added to the appendix of this document under letter “C”.

I, THE NOTARY, I CERTIFY UNDER MY FAITH: I.- I submit it and fits closely related with the original I had at hand for the formation of this instrument, to which I refer.- II.- That does not personally know those appearing, they were identified with the original document I had at hand of which I add photocopy to the appendix of this document under the letter "D", and equally to the testimonies which issued thereof. – III.- Which I believe have the legal capacity to this act, because I saw no signs of natural incapacity and I have not heard that are subject to civil disability. IV.- That by their generals claim to be: LIZANDRO DE LA GARZA VILLAREAL, Mexican, originally from Monterrey, Nuevo León, born on August sixteenth nineteen forty nine, married, architect, with address four thousand eight hundred fifty two Los Alto, Monterrey, Nuevo León.

EDUARDO ARVIZU SANCHEZ, Mexican, originally from Tampico, Tamaulipas, born on January eighteenth ninety seventy three, married, architect, with address on two hundred and five apartment eight Nine Street, Los Pinos neighborhood, Tampico, Tamaulipas.

V.- I let know the appearing the right of personally read this instrument and that its contents will be explained by the undersigned notary.

That is was read to them read this document, illustrating the value, the consequences and legal scope of the contents, expressing their full understanding and being at all satisfied, the ratified and signed BEFORE ME, the same grant day as is authorized as follows.- I ATTEST.

ARTICLE TWO THOUSAND FIVE HUNDRED FORTY OF THE CIVIL CODE IN FORCE IN THE FEDERAL DISTRICT.- “ART. 2554.- In all the general powers of attorney for lawsuits and collections, suffice to say that is provided with all general and special powers requiring a special clause in accordance with law, to be understand conferred without any limitation.------

In the general powers to administer property, suffice to say that given in confidence, so the attorney has all kinds of administrative power-----------------------------

In the general powers to exercise acts of ownership, simply to be given in confidence to the attorney has all the powers of ownership, both in relation to properties, and to do all sorts of efforts to defend them.---------------------------------------------------------------

When desired to limit, in the three cases mentioned above, the powers of the proxies, shall describe the limitations, or the powers will be special.
Notaries will insert this article on the testimony of the powers granted”----------------------
LIZANDRO DE LA GARZA VILLAREAL.- Signed.- EDUARDO ARVIZU SANCHEZ.-
Signed.- DAVID F. DAVILA GOMEZ.- Signed.- THE SEAL OF AUTHORIZE.-------------------
IT IS FIRST TESTIMONY I ISSUE IN FAVOR “ASOCIACION DE INSTITUCIONES DE
ENSEÑANZA PARA LA ARQUITECTURA DE LA REPUBLICA MEXICANA, CIVIL
PARTNERSHIP, TO ESTABLISH ITS CONSTITUTION, GOES IN SIX PAGES COLLATED
AND CORRECTED.- MEXICO, FEDERAL DISTRICT, JUNE THE SECOND YEAR TWO
THOUSAND ELEVEN.- ATTEST.-----------------------------------------------------------------------
JHH*lbm.
TRANSLATION OF THE OFFICIAL RESPONSE FROM THE COUNCIL FOR THE ACCREDITATION OF SUPERIOR (HIGHER) EDUCATION, CIVIL ASSOCIATION (COPAES) TO ANPADEH. (In official stationary)

México D.F., 29 of April of 2011
DG/0077/2011

MTRO. AR. AGUSTÍN SALVADOR PARODI UREÑA
President
National Accréditor of Programs of Architecture and Habitable Space Disciplines
ANPADEH, A.C.
Present

Receive an attentive greeting, at the time that I refer to your official letter number ANPADEH 001/070411, dated 19 of April of 2011, in which you indicate the advance of the realized actions, to regularize the accrediting organism at your dignified charge.

About the particular, I may comment to you that we have taken note on the change of denomination of the organism, for which the Technical Direction of COPAES has proceeded to make all the necessary adjustments.

At the same time, the National Accréditor of Programs of Architecture and Habitable Space Disciplines, ANPADEH, ratifies through this conduct its character as Accrediting Organism of superior (higher) level programs of architecture and similar disciplines, recognized by the COPAES.

Nevertheless the before statement, the exposed advances and the present ratification will be elevated to the General Assembly of the COPAES of the month of May, in order to make acknowledgment of this and if necessary, emit the pertinent recommendations.

Without any other particular, receive the sureness of my consideration most distinguished.

Attentively

(signed by)
Ing. Luis Eduardo Zedillo Ponce de León
General Director

(Official stamp from COPAES)

(On the second copy, the signature of George Henderson who received, as Canberra Accord Chair, a copy of this official letter)
Dear Representative ASSOCIATE ASINEA

Through the present letter and with the support on the communication DG/0077/2011 dated 29 of April of 2011 from the General Director of COPAES, Ing. Luis Eduardo Zedillo Ponce de León in which he ratifies the National Accréditor of Programs of Architecture and Habitable Space Disciplines, ANPADEH, the character as Accrediting Organism pf programs of superior (higher) level of architecture and similar disciplines recognized by the COPAES, I share with you the change of denomination of our former Accrediting Organism (house), COMAEA.

With the reliability and with the accompaniment as partner of the ANPADEH, the Federation of Colegios of Architects of the Mexican Republic, FCARM, with the signing of the accord between both organizations registered in the Notary 190 of Lic. David F. Dávila Gómez in the D.F. (Federal District) and the recognition and protection upon the SRE (Secretary of External Relations); consequently Mtro. Arq. Agustín Salvador Parodi Ureña has been appointed as President of the Assembly of the ANPADEH AC and Arq. David Cabrera Ruiz as Secretary to the same for the period 2011 – Feb 2013.

For the above the processes of accreditation that took place this year will be conducted, administered, and emitted under this denomination, the before stated does not leave in abandonment the accreditations realized before under the COMAEA and that have the validity established in the emitted documents and endorsed by the COPAES.

We exhort your attention to the communications on behalf of the ANPADEH and we thank your compromise and trust demonstrated in the educational service that develops in the formation of architects and your support on the quality in the superior (higher) education in our country.

Attentively

(Signature)

Arq. Eduardo Arvizu Sánchez, MV
PRESIDENT ASINEA

NOTE: The phrases between parenthesis are notes from the translator.
Canberra Accord Secretariat;

Through this conduct, I provide the:

**Structure of ANPADEH**

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRESIDENT</td>
<td>MTRO. ARQ. AGUSTÍN SALVADOR PARODI UREÑA</td>
</tr>
<tr>
<td>EXECUTIVE DIRECTOR</td>
<td>DR. JOSÉ DE JESÚS JIMÉNEZ JIMÉNEZ</td>
</tr>
<tr>
<td>SECRETARY OF ACTS</td>
<td>ARQ. DAVID CABRERA RUÍZ</td>
</tr>
<tr>
<td>ASSISTANT TO THE PRESIDENT AND DIRECTOR</td>
<td>L.A.E. MA. GUADALUPE MARTELL CANACASCO</td>
</tr>
<tr>
<td>TECHNICAL ASSISTANT</td>
<td>VICTOR CHÁVEZ SÁNCHEZ</td>
</tr>
<tr>
<td>SECRETARIAL ASSISTANT</td>
<td>DENISSE ARIANA DÍAZ ROMERO</td>
</tr>
</tbody>
</table>

Attentively

Mtro. Arq. Agustín Parodi Ureña
President
Canberra Accord Secretariat;
Through this conduct, I provide the list of members of the:

**Technical Committee ANPADEH 2011**

<table>
<thead>
<tr>
<th>NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Azevedo Salomao Eugenia María. PH.D. Universidad Michoacana de San Nicolás de Hidalgo</td>
</tr>
<tr>
<td>2. Cuevas Lomeli Juan José. Master. Universidad Autónoma de Tamaulipas</td>
</tr>
<tr>
<td>4. Mascareño López Gladis Beatriz. PH.D. Universidad Autónoma de Sinaloa</td>
</tr>
<tr>
<td>5. Merida Mancilla Arturo. Master. Universidad Autónoma de Chiapas - Tuxtla</td>
</tr>
<tr>
<td>6. Ortiz Avalos Eva Leticia. Master. ITESM Campus Querétaro</td>
</tr>
<tr>
<td>7. Tello Peón Lucia, PH.D. Universidad Autónoma de Yucatán-Merida</td>
</tr>
<tr>
<td>8. Toledo Molina Alfredo. Arch. Universidad Nacional Autónoma de México D.F.</td>
</tr>
<tr>
<td>9. Valerdi Nochebuena Ma. Cristina. PH.D Benemérita Universidad Autónoma de Puebla</td>
</tr>
<tr>
<td>10. Jiménez Jiménez José de Jesús. PH.D. Executive Director Universidad Autónoma del Estado de México-Toluca</td>
</tr>
<tr>
<td>11. Parodi Ureña Agustín Salvador. Master. President( honorary) Universidad de Guadalajara</td>
</tr>
</tbody>
</table>

Attenively

Mtro. Arq. Agustín Parodi Ureña
President
ACREDITADORA NACIONAL DE PROGRAMAS DE ARQUITECTURA Y DISCIPLINAS DEL ESPACIO HABITABLE, SOCIAL PARTNERSHIP

GENERAL FRAMEWORK FOR THE ACCREDITATION PROCESESS OF ACADEMIC PROGRAMS OF ARCHITECTURE AND LIVING SPACES DISCIPLINES

Revision, analysis and update
January 26th, 2012
REVIEWERS

Master Architect Agustín Salvador Parodi Ureña
  President

José de Jesús Jiménez Jiménez PhD
  Executive Director

Master Arturo Mérida Mancilla
Cristina Valerdi Nochebuena PhD
Master Eva Leticia Ortíz Ávalos
Master Juan José Cuevas Lomelí
Master Alfredo Toledo Molina
Eugenia María Azevedo Salomao PhD
Master Ana Ma. Delgadillo Silva
Gladis Beatriz Mascareño López PhD
Lucía Tello Peón PhD

Technical Committee Members

Master Gloria Araceli García Miranda
  Adviser
I. THE ACCREDITATION OF ACADEMIC PROGRAMS

The accreditation of a higher level program in architecture and living spaces disciplines is a public recognition given by the ANPADEH, awarding body, nongovernmental, and formally recognized by the COPAES, in the sense that it meets with specific criteria, indicators and quality parameters related with its structures, organization and functioning, inputs, teaching processes and its educational results. It also means the program has social relevance.

The utility of the accreditation of academic programs may be multiple, depending on its intent: prioritization, funding, relating to users and decision-making of higher education institutions and education authorities, however, its primary purpose is to recognize the program's quality and contribute to its improvement.

The objectives of the academic programs accreditation are the following:

- Publicly recognize the quality of academic programs at institutions of higher education and promote their improvements.
- Encourage higher education institutions, through its programs, a culture of continuous improvement
- To ensure that the academic programs performance reach national and international quality parameters.
- To help programs have adequate resources and mechanisms to ensure the fulfillment of its purposes.
- To promote communication and interaction between sectors of society in search of higher education in line with current and future social needs.
- Encourage institutions and its academic entities to fulfill their mission and goals.
- Provide information to society about the quality of educational programs at higher levels.

II. FEATURES OF THE ACCREDITATION
The accreditation of an academic program requires a process that should be characterized by:

**Voluntary.** The higher education institute requests it.

**Integral.** Values the inputs, processes and educational results of the program.

**Objective, fair and transparent.**

**External.** As a result of collegiate work of persons of recognized competence in the field and representative of their community, with experience and ability in evaluation processes.

**Ethical and responsible.**

**Temporary.** The accreditation of an academic program will only be valid for a specific period.

**Dependable.**

This accreditation process should always be based on the recognition of institutional diversity existing in higher education

Accreditation of an academic program by ANPADEH is a process comprised of the steps described below.

### III. STAGES OF THE ACCREDITATION PROCESS

The stages of the accreditation process start with an on purpose request and conclude with a dictum.

**a. Request for accreditation**

Since accreditation is voluntary, the head of the institution should make a written request to the ANPADEH to carry out the evaluation program of its academic program.

**b. Fulfillment of conditions to begin the accreditation process.**
To initiate the accreditation process, the academic programs must satisfy a set of institution conditions previously established by the ANPADEH, in accordance with the General Framework for the Accreditation Processes of Academic Programs by the Consejo para la Acreditación de la Educación Superior (COPAES). However, its fulfillment won’t be guarantee the accreditation.

c. Self-evaluation
The IES should make a self-evaluation of the academic program that considers quantitatively and qualitatively, its activities, organization, inputs, processes, general functioning and results; as well as the scope of its objectives and goals. The self-evaluation should be incorporated in a report delivered to the ANPADEH.

To perform the self-evaluation it is required a high degree of participation of the academic community that implements the program and can be used the diagnostic evaluation process conducted by the Committee of Architecture, Design and Urbanism (CADU) of the Agency of Committees for the Higher Education Assessment (CIEES).

d. Evaluation of the awarding body
Based on the auto-evaluation inform and if conditions for beginning the accreditation process are fulfilled. The ANPADEH will make a comprehensive assessment of the academic program through the documentary review and a visit of evaluators to the institution that imparts it, where they will interview representatives of sectors of the community and will collect additional information.

The evaluation team shall prepare a report of the assessment, which will bear witness of consistency between the statement and the findings on the Higher Education Institution, also contains appropriate recommendations regarding the academic program that must be addressed.

e. Dictum
With the report of the evaluation team the technical committee shall deliver a dictum that can be:
Accredited for the academic program that meets the provisions of the ANPADEH
Not accredited for the academic program that does not have sufficient conditions.

When a program turns out to be "Not Accredited", the authorities of the institution have two options:

First: The Higher Education Institution may reapply for admission to the evaluation process of the academic program, if paid attention to the recommendations that were made.

Second. File a written appeal to the ANPADEH to be conducting the review of the final dictum, according to the procedure established in the Procedures Manual.

IV. METHODOLOGY

The accreditation process followed by an institution in accordance with the guidelines of the ANPADEH described in Regulation of the ANPADEH in paragraph c of article 8. Chapter IV relating to the accreditation process.

The methodology should consider the following elements:

A. Categories, factors or areas. Are the ones the ANPADEH will evaluate in any accreditation process, which should contain the proposed by the COPAES. To know:

1. Curriculum.
2. Faculty assigned to the academic program.
3. Students
4. Methods and tools to evaluate learning.
6. Infrastructure and equipment to support the development of the academic program.
7. Research lines and activities.
8. Linking.
10. Conducting academic – administrative.
12. Administrative and financial management.
B. Criteria. Axiological concerning a priori defined on which value judgments issued are based.

C. Indicators. For each category and criterion will be defined relevant indicators, i.e. specify the quantitative and qualitative value of two or more properties of a phenomenon.

D. Parameters, standards or evaluation concerning. They are the ideal or desirable values of an indicator, previously established by the ANPADEH for each indicator and they should also be contrasted with the rates of the program

V. CATEGORIES, CRITERIA, INDICATORS AND QUALITY PARAMETERS

The ANPADEH reiterates its commitment to institutional diversity, within which all academic program must abide the set of ideal conditions for each category, same as below:

a) Academic staff ORDER ACCORDING TO THE SELF-STUDY DOCUMENT

Every academic program must have an automated database of its teachers that allows analyzing the consistency of the profile of the faculty to the mission and program objectives. This database should provide the following information in a timely and accurate way: academic (bachelor, specialist, masters, doctoral, other), type of employment (full time, part time, part-time, other), professional experience (number of years) developed functions (teaching, research and dissemination, etc.) and antiquity on the program.

In accordance with the objectives, and stage of development where you are (starting, developing and consolidated), this must have an appropriate support faculty, with the profile, level of education and appropriated experience and time commitment that meets the needs of that program as established with the PROMEP, if appropriate. Call for coherence of the institutional profile to the number of teachers and with their contractual seniority and status.

To ensure the quality of all academic program and its academic and administrative management, regardless of its nature, it must operate with an academic's own career teachers (full professor or research professor), with a master's degree, preferably doctoral and
professional certificate recognized by the Mexican educational authorities, in charge of an important part of the teaching load for the number of credits of the program. The balance between the number of full-time teachers, total students and teachers and full-time faculty and students must be related to meeting the objectives of the curriculum and adequate performance of academic tasks.

Desirable distribution of the workload of full-time faculty of a quality academic program considers the following activities, teach classes (15 hours / week); serve students (counseling and mentoring at convenient times and explicitly defined thesis direction and grading examinations, and others) 10h/sem, updating and improvement, research and technological development, institutional involvement and links with external sectors (15 hours / week.).

The quality of faculty is based on their consistency and relevance to the requirements of disciplinary or multidisciplinary academic program, its performance in the program, clearly and concisely convey the information to their students, their level of contribution to the profession and its activity in it, and its extensive links with the environment.

The evaluation must show evidence of the involvement of corporate bodies as well as students, criteria with which to assess the performance of each teacher should be known by teachers. The information obtained from the evaluation should be useful for scholarships stimuli and to improve the teaching and the academic program

Every quality academic program should be regulated with modernized legal and institutional instruments that precisely defines the rights and obligations of each academic figures, as well as clearly defined and explicit procedures for hiring, promotion and tenure evaluation of teachers. The operation of these procedures shall be as livelihoods, in addition to the regulations and institutional policies that were issued for that matter, the involvement of corporate bodies of the academic program in the development of this and the definition of academic criteria related to mission and objectives of the curriculum.

The academic program should have clear policies that promote, annually the pedagogical training and disciplinary update of the
teachers. The training and development should be based on the requirements of the teaching-learning activities, program development, advancement of the profession and the use of teaching aids. The operation of these policies should include the development of faculty, arouse the interest of teachers to venture into the frontier of knowledge of their profession, and to motivate students to deepen their training. It is important to assess levels of preparedness, professionalism in teaching and research projects that the program has generated.

It is appropriate for an academic program quality count on institutional mechanisms to promote the faculty to establish partnerships and cooperation, both academic and professional groups related to their profession and with external organizations of national and international environment, which is regulated, if any, to obtain financial resources. The forms of linkage that teachers should be made according to the needs, mission and objectives of the curriculum. The consequence of appropriate relationships linking teachers must document their participation in the planning and operation of specific projects of development of human resources, scientific research, technological development, incubation, of technology companies, practices and stays, among others.

A quality academic program should promote among its faculty the production of teaching material published books, book chapters, scientific articles published in refereed journals, preferably indexed: gaining experience in professional activities and their relation to teaching.

The academic performance in a quality academic program is strengthened to obtain and provide working conditions for teachers based on merit and academic professionals, such as job security, pay meritorious, physical space for their activities and social benefits.

b) Curriculum

The quality of an academic program is characterized by the existence of an updated curriculum, relevant, coherent and consistent with the mission and objectives of this and the academic dependency is found. Must indicate the organization and conduct of the teaching-learning program has been proposed, the research that develops and dissemination of culture must also be subject to periodic review. This
should result in high rates of graduates, student retention, graduation, diploma, efficient and timely services to individual and group of students. The curriculum should develop at least the following components.

1. Curriculum. Document that expresses the institution's commitment to education through a program that must be authorized by the highest body of the institution and the registration of the SEP. This document sets out clearly the objectives of the training is intended, a consistent and relevant learning experiences that ensure a level of theoretical and practical knowledge of the discipline, and adequate and appropriate educational methods which form the process teaching and learning, the integral formation of students. It also establishes mechanisms to facilitate the transition of students plan to another and vice versa, and the matters to be taken at another curriculum: in the case of operating with a common, display materials that do not repeat the previous educational level or curriculum and the degree granted upon completion of studies. Congruence, consistency and relevance of the curriculum with the purposes of exemplifying academic program with the training required by the degree or diploma granted and the incorporation of knowledge and skills required for professional practice.

2. Foundation of the curriculum. Including addition of a proper diagnosis, relevant and regularly updated the context of the institution as well as the progress of the discipline that support the creation, modification or updating of the curriculum, the specification needs to be addressed by the graduate, the features and coverage of its role, its estimated demand of their field current and potential Likewise, should be exposes the methodology used to design the curriculum, the evaluation results of the current plan, in the case of consolidated programs and evaluation results of the previous plan, in the case of newly established academic programs.

3 Objectives of the curriculum. Clearly express the intentions, goals and usefulness of the academic program. These should be consistent with the exit profile and the foundation of the program and extensive knowledge on the part of the teaching community and students.

4. Income profile. That adequately describes the desirable characteristics of the freshmen in terms of knowledge, skills, attitudes and values as well as educational and administrative requirements, and
in connection with this, the strict application of admission procedures, well known to those candidates, consistent with the policies and institutional approaches to meet student demand and the objectives and mission of the academic program to endorse quality results. In the event that an academic program students have not met the requisite conditions or impaired, and remedial programs must provide appropriate assistance to these students in order to preserve stability in student enrollment.

5. Graduate profile. Properly to bring the knowledge, skills, attitudes and values that students will have to complete the studies referred to in the academic program. This profile, which is to be known throughout the community of academic program should be appropriate to program objectives, requirements, features, coverage of its role and current work area, detected in the foundation of the program.

6. Structure of the curriculum. Defined by its objectives, showing at least the following elements: the philosophical, epistemological and psychological that support the academic program, the organization that governs the curriculum (adequate, congruent and coverage), curriculum map that points clearly the curriculum (materials, courses, modules, competencies) and nature (required, elective, elective or otherwise), their distribution areas, school term (quarter, quarter, semester, year or other), type (theoretical, practical and theoretical-practical), seriation and number of credits (by program and total).

7. Curricula. To guide the teaching-learning process and state the responsibilities of teachers and students and include at least the following elements: name of the curriculum, general and specific objectives or competencies (consistent with the objectives of the curriculum) content and character of this, suggested learning activities evaluation methods of learning, literature and basic support and training requirements and professional experience of the teacher. To ensure compliance with the stated objectives, the development of these should reveal the involvement of teachers and related corporate bodies as well as being widely known by all students. Academic programs also must undergo frequent assessments for improvement.

8. Operation of the curriculum. The curriculum must operate subject to mechanisms and procedures for periodic monitoring and assessment, adequate, permanent and sufficient, the first of them must
be at least a year after a generation graduates to make relevant changes.

c) Methods and tools for evaluating learning

A quality academic program includes mechanisms, periods, appropriate methods and tools of learning assessment at the beginning, middle and end of the studies of students, depending on the objectives of the curriculum, stages of training and graduate profile.

The mechanisms, periods, methods and tools for assessment of learning must be contained in a legal system that regulates at least the evaluation forms, frequency, minimum qualifications for approval, the number of opportunities to prove a subject, the maximum time to cover the number of credits, disciplinary sanctions, officials in the development of tools, application and qualification, monitoring and evaluation process and in reviewing and updating of the reagents and instruments. This document must be consistent with existing legal rules of the institution.

The operation of the mechanisms, periods, methods and assessment tools for learning as well as being appropriate and relevant, should promote a constructive and education character of the teaching process- learning and improve the quality of teaching, should also assist in the allocation of grades to the learning achieved by students throughout their academic and at the academic program discharge should be an indication to make decisions about the curriculum development.

The study programs have to specify the instruments, weights, minimum scales to accredit learning activities, the different modes of assessment and teachers besides pointing at the beginning of the course the periods to be held this assessment. There should be mechanisms for evaluation and follow up of the learning experiences provided in the programs, besides covering the program content.

The degree process must be developed with strict and uniform application of regulations containing the requirements for the degree, diploma options, approval criteria and maximum time for obtaining the title.

d) Institutional Services for learning
All quality academic program should conduct studies on the academic performance of students and have enough and adequate institutional services have for students to support and strengthen their learning, such as individual or group tutoring, counseling and study support learning, special assistance, extracurricular activities, educational and vocational guidance in line with corporate requirements. These services must operate under an ongoing review process for improvement, be of broad knowledge of the entire student community and have enough and agile mechanisms to access them with opportunity. Also the responsible for the academic program establish a proper relationship between the number of pupils per teacher, and the total of these and the registration program.

The academic program must be accompanied by appropriate student services: job bank, cafeteria, transportation and sports and cultural infrastructure or other dealing with the health and welfare of their students.

e) Students

Students are the reason for an academic program, so this from its philosophical and social relevance should have policies, strategies and mechanisms that provide adequate care to students and track their comprehensive educational development.

The academic program must count with complete and automated data on each student's academic status: school of origin and character of this (public, state or private) and socioeconomic status of their family to be in a position to report in a clear, timely and truthful at all times on any aspect of each student. Is required to have properly integrated file of students enrolled since the program began.

Every academic program must have a clearly defined entrance profile in terms of knowledge, skills, attitudes and values and, based on this, determine the procedures for admission and monitoring academic progress of students.

Admission to a quality academic program is ordered by a list of entry requirements and the application of selection test to 100% of candidates that would assess, among other things, the provision for the study, logical reasoning, handling language and minimum knowledge a
candidate must hold. The program must show evidence that the admission of students is done with academic standards and that the actual profile of the entrance examination must be valid and reliable across the country. Test results, while useful for admission must be processed to identify support school needs or counseling for the students.

The admission of students must be regulated by existing standards and be closely related to institutional policies to meet student demand, according to the resources available to the program. Admission will be reflected in a higher completion rate.

The permanence and accreditation of students in a quality program, are regulated by an institutional legal, one general and one particular, both applied with adequate and functional mechanisms. To ensure efficiency and effectiveness of the program, the law must regulate, among other things, the number of opportunities to prove a subject, the maximum time to cover the credits of the program (both full and part time students) and the specific disciplinary actions, in close correspondence with the time stated in the curriculum.

The goal of a quality academic program operates with maximum levels of performance. These rates of students should be integrated into an automated information system, timely and accurate historical series by generational cohort. The benefit of information must be manifested in the operation of adequate remedial programs or other measures by the authorities and teachers to improve student academic performance, maintain rates achieved and improve the quality.

A quality academic program regulates the certification of students in a clear way, stating at least: The eligibility requirements for professional exams, grade or options to graduate, the cases where lose the right to degree and the maximum time for titrated after covering the credits of the curriculum.

The quality of the academic program is ensured by the establishment of degree options and explanation of procedures and operational mechanisms. Of the total number of graduates the objective is at least 50% who must have opted for the development and defense of a terminal, and must be at least 50% of graduates with degree. Efforts
must be the maximum time for graduation is 50% of the duration of the program to be evaluated

Having covered the ideal time in the curriculum, after this time, and if you do not have the title, the program must specify the mechanisms for obtaining this title.

The degree options shall be consistent with the mission, nature and objectives of the curriculum and will be aimed at students to demonstrate their ability to think, integrate and interpret a reality based on the knowledge and skills acquired during their training. To achieve high graduation rates the program should incorporate into the curriculum knowledge and activities that provide students with the skills for the development of the work.

All quality academic program operates on a program of incentives and awards to students to maintain or raise their academic standards based on institutional policies and mechanisms and academic criteria that collegiate bodies of the academic program established in this regard.

The program should consider at least the following stimuli: affective (cordial with teachers and among peers), academic (achievement of certain challenges in the acquisition of knowledge and skills and healthy intellectual competition), economic (grants, awards, fee waivers) or social (awards, appointments etc.).

Of the economic stimulus should specify the sources of funding and in respect with scholarships the responsibilities during and after their enjoyment. Evaluation should be an important tool for the allocation of economic stimulus and should be given at least one annual stimulus to outstanding students.

f) Infrastructure and Equipment

All quality academic program must have adequate infrastructure and equipment upgraded enough to help achieve its objectives, the development of teaching-learning process, to improve the quality of graduates and support the academic work of faculty, students and administrative activities. Its access must be done via flexible
mechanisms and must have sufficient qualified staff and responsible for its maintenance and operation.

The physical plant must operate under a program that meets building and safety standards, removing barriers to people with disabilities, including laboratories and workshops, as well as hygiene, including the continuous cleaning of the facilities and the handling of products and waste, especially in laboratories, as well as loss prevention, to safeguard the integrity of the person and facilities to safeguard the heritage building.

A quality academic program will operate at least with:

1. Sufficient Classrooms to meet the enrollment of each school term, in turn have appropriate dimensions and furniture to accommodate students, under suitable conditions of illumination, ventilation, temperature, noise isolation, housekeeping. The program responsible organize the use of classrooms, in order to find the optimal use of space.

2. Laboratories, workshops, scientific equipment, experimental and field adequate, timely and sufficient, as well as supplies and equipment, adequate and appropriate practices for students and foster a learning process - learning real and meaningful to them. In accordance with the objectives of the curriculum and its structure, there may be agreements and work programs for the use of interdisciplinary laboratories that are shared with other careers. To support the learning experiences of students and teachers, a quality academic program shared their laboratories, workshops and educational equipment with other units, internal or external to the institution and public organizations whose objectives are clearly defined.

3. An Information and Documentation Centre (library, archive, library, planoteca, etc..) regulated by a law, with a library and subscriptions to periodicals, current, consistent with the objectives of the curriculum and enrollment, with sufficient space for reading, for the provision of local services such as photocopying, cubicles for study groups and venues for exhibitions, and specialized personnel to operate, automated services for consultation, a paper record of the material in
existence, catalog and future acquis; updated records of the services provided enough space for at least 10% of the students. In the selection of library materials should be involved the faculty. The library space should have adequate lighting conditions, ventilation, temperature, noise isolation, cleaning and proper furniture order to allow efficient use of it. The information center should have updated and linked to computer databases of the institution and other agencies related to the area, to permit consultation.

4. The computing areas must have updated and sufficient equipment to provide support services to faculty, students and administrative staff. These areas must have a law regulating its work and the use of equipment, the equipment must be accessible on extended hours to meet demand, skilled personnel support, facilitate the use of manuals, have preventive maintenance program and corrective, and plan their adaptation to technological change. It is desirable to keep track of the use of computers for purposes of planning the best use. Depending on the size of the program and its research or development projects, it is preferable to have computer systems with appropriate software and updated for the most common applications in the program.

5. Cubicles for full-time and part-time professors sufficient and proper ventilation with lighting, sound insulation, furniture and equipment adequate and functional, in good condition and properly and permanently maintained. Also there must be areas for collective work of teachers. For teachers by hours must be an appropriate place in which to develop planning activities and / or preparation of material and rest.

6. Facilities for the promotion of sports, recreational and cultural in accordance with the general or specific character, programs have in the institution.

g) Research
When the profile of graduates of an academic program provides for the development of skills or research skills, must show mechanisms that demonstrate the activities undertaken for this purpose, to account for the lines of generation and application of knowledge, which must be grouped in projects approved by the collegial body and have a responsible, must reflect the work and research products made by teachers and students and the ways in which linking teaching with research.

All quality academic programs operate on policies and institutional research programs with appropriate academic bodies and legal order. Similarly, academic staff have enough, at least master's degree, to ensure quality results, fosters a close relationship of the research centers of internal and external research to expand the frontiers of knowledge, promotes bonding research projects with the needs of the environment so that the results will assist in a relevant social development and improvement of their environment, availability of adequate and appropriate infrastructure and modern equipment to support research and funding sources sufficient to develop the projects.

Research must have at least one of the following results: training high quality human resources, strengthen the training of students, promote the interest of teachers by venturing into new stages of knowledge, promote the strengthening of the institution or technological innovations, to promote technology business incubators and promote postgraduate studies, among others.

h) Link

All quality academic program will provide information on how to reach its goals, strengthens and feeds its academic process with results that have relationships with other academic programs of higher education, and with the scientific, social, public, civil and deprived of its environment, whether are national or international. The efficiency and effectiveness of the relationships depend on the existence of a charge that organize, plan, monitor and evaluate as well as to promote the participation of teachers and students in this activity, a law has to regulate the relationship which must be taken to through contracts, agreements, plans and projects current and sufficient, together with flexible and timely mechanisms. Every academic program must have at least the following linking mechanisms:
1. Graduate follow-up studies that show results of the relevance of the program with the recognition and acceptance of graduates into the labor market and the need, if any, to reorient the curriculum.

2. Participation in social sectors, in particular employers, in planning and updating of the curriculum and its content revision.

3. Placement programs for teachers and students in jobs that allow them to acquire additional skills and practices in order to broaden the horizons, learn new ways of organizing and sharing experiences.

4. A relevant and appropriate program of social service, operating with academic criteria and regular academic supervision and it is articulated to the academic program and its environment.

5. Servicing of the external sectors to link the needs of society with the potential of the program, assist with the training of human resources, aligning curriculum and cleave appropriate resources.

6. Continuing education services aimed at graduates of the academic program and to the public.

   i) Institutional regulations governing the operation of the academic program

The existence of a legal system guarantees the transparency of the program.

   Any institution offering academic programs must operate with current legal that are valid, consistent and coherent, governing the conduct of programs and the exercise of their functions. These rules must be approved by the highest collegiate body and with clear mechanisms to monitor adherence to general and dissemination. At least it should include the following provisions:
1. Regulation or statute by academic staff, which is properly defined, relevant and clear the entry, retention, promotion and separation, their rights, duties, workloads, licenses, fees, placements, scholarships, incentives, course, year sabbatical in the case and the procedure to challenge decisions that may affect their rights.

2. Regulations of students with adequate and appropriate provisions to regulate the admission and graduation, internships, placements, evaluation, incentives and practices as well as clarity in their obligations, rights and procedures for their exercise.

3. Regulations, guidelines or instructions of degree.

4. Regulations, guidelines or rules for the implementation of Social Service.

5. Regulation of degree where appropriate.

6. Regulation of scholarships and incentives for teachers and students, as appropriate.

7. Regulations, guidelines or standards for financial management of the program.

8. Rules governing the functions of non-academic staff to support the development of the program.

9. Statute or regulation of non-academic staff as appropriate.

10. Rules governing the operation of collegial bodies to express adequately and clearly the powers and responsibilities assigned to their members and their area of competence and election procedures.

11. Regulations, institutional arrangements or procedures for creating updating or changing curricula.
12. Appropriate standards on the relationship of the academic program with its environment.

13. Regulations, guidelines or instructions to regulate the use of the computer center, laboratories, workshops, libraries and other facilities.

All quality academic programs must comply with the legal orders of the SEP and regulate its operation with national and state regulatory requirements in higher education in correspondence with previous legal systems.

j) Academic Conduction – Management of the program

The academic program must show evidence that it has executive authorities responsible for academic and administrative performance and where appropriate, with bodies’ academic colleges for their development, supported by institutional norms. Should work in decision making processes of analysis and approval of academic policies and direction of the educational process, according to the responsibilities to establish the legal framework.

The election or designation of executive authorities should perform procedures in place and widely known among the academic faculty. Single-person authorities should have clearly defined responsibilities in the decision making process of discussion and approval of academic policies and direction of the educational process, and leadership in their academic unit.

In case of existing collegial bodies these must be integrated by teachers, students and authorities of the academic unit, and will be responsible, among other things, for the academic direction and assessment of academic performance, the operation of these bodies should be regulated by rules which define their integration its attributions, functions and ways of working. In case of existing collegial bodies these must be integrated by teachers, students and authorities of the academic unit, and will be responsible, among other things, for the academic direction and assessment of academic performance, the operation of these bodies should be regulated by rules which define
their integration its attributions, functions and ways of working. Collegial authorities must have mechanisms to attend requests and disagreements in your community.

**k) Planning and evaluation process.**

All quality academic programs supports its conduction in a development plan that gives direction and allows you to secure and improve their quality permanently. The planning and evaluation process must be contained in a document, penalized by the highest authority of the unit collegiate academic guidelines that reflects the development of short-term program (3 years) and long term (10 years) as well as the relationship that this has with the development plan of the institution.

The document contains the mission statement and vision of the academic program, is known and understood by senior staff and academic in plain spreads to students, adequately reflect the intentions of the program and the academic dependency is evaluated periodically degree of concretion and use the results to improve its performance. It also points the way to how to carry out the actions planned financial and human requirements and infrastructure, and requires those responsible as well as the implementation of monitoring and evaluation mechanisms.

The following process shows the planning stages: assessment: diagnostic, goal setting, scheduling, budgeting, monitoring, control assessment to ensure that its implementation be carried out in a coordinated and consistent and high quality.

All quality academic programs must have and operate with an institutional system of updated information that supports the decision-making.

The planning process of the academic unit must be translated into action and, therefore, have to see concrete results which find that the program has benefited from the work of planning and evaluation.

**l) Administrative and financial management.**
All quality academic programs operate with efficient systems, management, administration, and financing.

It has a current organizational structure and adequate organizational and legal systems to regulate administrative work. Operating at least the following elements:

- Responsible of the academic program and suitable systems for administration and academic management to effectively support the academic process.
- Staff not academic enough and trained, in a proper relationship with enrollment, academic staff and general with the goals and mission of the program.
- An enough budget to support the implementation of program activities meet the needs of program operation, the requirements of the development plan and provide maintenance to the infrastructure and equipment. This program's budget assignment should be congruent with the policies of the school. To increase the budget should operate mechanisms that develop activities for obtaining financial resources. It demonstrates an appropriate use of financial resources when it exhibits a clear accountability, regular and continuous. That resource management is developed as required by the program.
# NATIONAL ACCREDITOR OF ARCHITECTURAL PROGRAMS AND HABITABLE SPACE DISCIPLINES, A. C. (ANPADEH)

## ANNEX 4:

**SELF STUDY INSTRUMENT FIRST CYCLE**

<table>
<thead>
<tr>
<th>IDENTIFICATION INFORMATION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NAME OF THE INSTITUTION:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>NAME OF THE ACADEMIC UNIT:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>NAME OF THE ACADEMIC PROGRAM:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>ADDRESS:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>PERSON RESPONSIBLE:</strong></td>
<td><strong>ELECTRONIC ADDRESS:</strong></td>
</tr>
<tr>
<td><strong>TELEPHONE/FAX:</strong></td>
<td><strong>DATE</strong></td>
</tr>
</tbody>
</table>

---

1 Interpret the concepts and adjust the answers according to the disciplinary profile of the program to evaluate.
CHAPTER I. CURRICULUM

1. INSTRUMENTATION OF THE APPLICABLE CURRICULUM:

1. Date of the beginning of operations of the applicable Curriculum:

2. Describe the process for the elaboration of the present Curriculum:

3. Describe who participated in the elaboration of the present Curriculum:

4. Describe the process for approval of the present Plan

5. Describe the revisions to the Plan, following the beginning of its operation (include dates of the revisions and their results):

2. CONTENT OF THE PLAN:

6. Describe the purpose of the creation of the applicable Curriculum:

7. Describe the distinctive characteristics of the Curriculum:
   a. Professional academic focus.
   b. Socioeconomic group to whom it is directed.
   c. Ideology or institutional focus.

8. Describe the academic fundamentals of the academic Program:
9. The Curriculum consists of:

<table>
<thead>
<tr>
<th>Theory credits:</th>
<th>Practical credits:</th>
<th>Total credits:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total theory courses:</td>
<td>Total practical courses:</td>
<td>Total theory-practice courses:</td>
</tr>
<tr>
<td>Total theory hours in the plan:</td>
<td>Total practical hours in the plan:</td>
<td>Total theory-practice hours in the plan:</td>
</tr>
</tbody>
</table>

Obligatory subjects: | Optional courses:

NOTE: Annex curricular map of the Curriculum.

10. Describe the areas and subareas of knowledge of which the Curriculum consists:

Areas: | Subareas:

11. The applicable Curriculum contains:

A. General objective: | B. Particular objectives: | C. Objectives by stage: |
D. Objectives by areas: | E. Admission profile: | F. Graduation profile: |
G. Course programs:

12. The course programs of the applicable Curriculum contain:

A. General objective: | B. Particular objectives: | C. Thematic content: |
D. Basic knowledge that the student must acquire: |
E. Level of participation of teacher: |
F. Academic formation requirements of teacher: |
G. Recommendations on learning activities and strategies: |
H. Methods and types of learning evaluation: |
I. Basic and support bibliography:
3. PLAN OPERATION

13. The scholar period is:

<table>
<thead>
<tr>
<th>Quarterly</th>
<th>Four-monthly</th>
<th>Semester</th>
<th>Anual</th>
</tr>
</thead>
</table>

14. Of how many weeks does the scholar period consists:

<table>
<thead>
<tr>
<th>Morning:</th>
<th>Afternoon:</th>
<th>Mixed:</th>
</tr>
</thead>
</table>

15. The Schedule of the program is:

<table>
<thead>
<tr>
<th>Morning:</th>
<th>Afternoon:</th>
<th>Mixed:</th>
</tr>
</thead>
</table>

16. Describe the flexibility characteristics of the plan:


17. Describe the serial characteristics of the courses:


18. Is there existence of instruments for verification of compliance of the Curriculum: (If its affirmative, explain the timeframe in which it is realized and who intervenes in the verification):


CHAPTER II. TEACHER STAFF

1. Is there existence of a formal process for admission of the teacher staff? YES NO

Describe the characteristics for admission and/or contracting of teachers:

2. Is there existence of a program for the formation of teachers? YES NO

Does it include professors of partial and full time? YES NO

Describe its characteristics:

3. Is there a program for disciplinary updating of teachers? YES NO
Does it include professors of partial and full time? | YES | NO
--- | ---
Describe its characteristics:

4. Is there a system of evaluation of the performance of the teachers? | YES | NO
Does it include professors of partial and full time? | YES | NO
5. The evaluation system consists of:
   - A teachers report | YES | NO
   - A collegiate opinion of peers | YES | NO
   - Students opinion | YES | NO
   - Opinion from the immediate administrative academic authority | YES | NO
Describe its characteristics:

6. The results of the evaluation of the performance of the teachers are transmitted:
   - To teacher: | YES | NO
   - To the academic community | YES | NO
   - To students | YES | NO
   - To the administrative academic authority | YES | NO

7. Describe the effects or results that have been obtained from the evaluation system of the performance of the teachers:

8. Describe the list of professors that participate in the architecture program:
   - Number of professors with full time contract:
   - Number of professors with half time contract:
   - Number of professors contracted by hours (or by courses):
   - Number of professors in other categories (describe):
   - Total of professors (annex list):

9. How many professors have the category of PROMEP²:
   (annex list):

10. Describe the participation of the teachers of architecture in relation of the areas and subareas

---

² Translator’s informative note – PROMEP (Programa para el Mejoramiento de Profesores) is a federal program for recognized professors that comply with a specific academic profile.
### 11. Of the total of professors that participate in the architectural program, what is the highest level of formation (annex list with name and degree obtained):

<table>
<thead>
<tr>
<th>Academic area or subarea:</th>
<th>Number of professors that participate:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- With doctorate:  
- With masters:  
- With specialty:  
- With licensure:  
- Technical:  
- Other:  
- Total of professors:  

### 12. Describe the organization of the teachers staff (academic bodies by areas or subareas)

<table>
<thead>
<tr>
<th>Name of the academic body:</th>
<th>Members:</th>
<th>Periodicity of sessions:</th>
<th>Functions:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

### 13. Does an academic mobility program operate:

- YES
- NO

Describe the academic stay of the last five years (Number of professors, time of stay, place):

---

### CHAPTER III. STUDENTS

1. Describe the criteria for the selection and admission of the applicants to enter the program:

2. Describe which bachelor area do the applicants come from:

3. For the selection of students the following criteria and values apply:

<table>
<thead>
<tr>
<th>Grade average:</th>
<th>Admission exam:</th>
<th>Propaedeutic course:</th>
</tr>
</thead>
</table>
4. What is the present total population of the architecture program:

5. What is the present population for each scholar cycle (and by shift, if it’s the case):

6. Describe the number of students admitted in the last three years:

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. The program has an academic-administrative follow-up system of the formation of each student.

Describe its characteristics:

8. The follow-up system of the performance of students include their record and indicators of:

<table>
<thead>
<tr>
<th>Indicator</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approbation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reprobation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Desertion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade averages</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. A student mobility system operate:

Describe the student stays of the last five years (number of students, time of stay, place):

10. Describe the options the graduates have to obtain their degree:

11. There is an updated register of graduates by generation:

<table>
<thead>
<tr>
<th>Graduates to date</th>
<th>Entitled to date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CHAPTER IV. LEARNING EVALUATION METHODS AND INSTRUMENTS
1. Describe the learning evaluation methods or instruments:

2. Who participate in the learning evaluation

<table>
<thead>
<tr>
<th>Participation</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Collegiate Body</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Academic administrative authority</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Others</td>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>

3. Describe the type of participation in the learning evaluation (according to the answers to the above):

4. With what periodicity is the learning evaluation applied, for each academic period:

5. Describe the scholar behavior indicators of the last five years:

<table>
<thead>
<tr>
<th>Indicator</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desertion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reprobation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approbation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade averages:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Terminal efficiency:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entitlement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CHAPTER V. INSTITUTIONAL SERVICES FOR THE LEARNING OF STUDENTS:

1. The Academic Program has a Tutorial Program:

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>
In case of an affirmative answer, describe its operation:

<table>
<thead>
<tr>
<th>2. How many students and professors have participated in the tutorial program in the last three years:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants</td>
</tr>
<tr>
<td>Students:</td>
</tr>
<tr>
<td>Full time professors:</td>
</tr>
<tr>
<td>Part time professors:</td>
</tr>
</tbody>
</table>

3. There are other support programs for students (advisory; study circles; scholarship programs, others):

In case affirmative, describe the programs and their results:

<table>
<thead>
<tr>
<th>4. There are remedial systems at the disposition of students, to regularize their academic situation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
</tr>
<tr>
<td>In case affirmative, describe their operation:</td>
</tr>
</tbody>
</table>

5. Describe the benefits of the different support programs for students in the last three years:

<table>
<thead>
<tr>
<th>Program</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual tutorship:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group Tutorial:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study circles:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning remedial courses:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic advisory:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scholarships:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CHAPTER VI. INFRASTRUCTURE AND EQUIPMENT FOR SUPPORT OF THE DEVELOPMENT OF THE PROGRAM:
1. Describe the physical infrastructure of spaces with which the program operates:

<table>
<thead>
<tr>
<th>Space</th>
<th>Number</th>
<th>Total area</th>
<th>Its own or shared</th>
<th>Hours of attention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory classrooms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drawing classrooms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workrooms (specify their function):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laboratories (specify their function):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audiovisual room:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auditorium</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reunion rooms:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional exam room:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer center:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exposition areas:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cubicles for professors:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative area</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sanitary services, bath and dressing rooms:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other spaces (specify):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: Annex the general plan of the physical installations of the program.*

2. Describe the equipment for didactical support that the program has:

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Number</th>
<th>Its own or shared</th>
<th>Hours of availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opaque body projector:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slide projector</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Video projector</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DVD projector</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 3. The bibliographic asset of the program, in the information and documentation center is owned by:

<table>
<thead>
<tr>
<th>Book titles</th>
<th>Number of books</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree thesis of the institution</td>
<td>Degree thesis of other institutions</td>
</tr>
<tr>
<td>The information and documentation center is its own or shared</td>
<td></td>
</tr>
</tbody>
</table>

### 4. The program operates with conventions of exchange and use of information of assets of other institutions or entities

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

Describe these conventions (Institution and period of validity):

### 4. How many periodic subscriptions does the program have (annex list):

<table>
<thead>
<tr>
<th>Number of national subscriptions</th>
<th>Number of international subscriptions</th>
</tr>
</thead>
</table>

### 5. What is the asset of the slide and video library:

<table>
<thead>
<tr>
<th>Slides</th>
<th>Videos</th>
<th>Movies</th>
<th>CD</th>
<th>DVD</th>
<th>Others</th>
</tr>
</thead>
</table>

| | | | | | | |
6. With how many computer equipment for learning purposes does the program have:

<table>
<thead>
<tr>
<th>No. of own equipment:</th>
<th>No. of shared equipment:</th>
</tr>
</thead>
</table>

7. How many connections to internet are available for the program

<table>
<thead>
<tr>
<th>For the use of teachers:</th>
<th>For the use of students:</th>
</tr>
</thead>
</table>

CHAPTER VII. LINES AND ACTIVITIES OF RESEARCH, (IN ITS CASE) FOR THE IMPARTITION OF THE PROGRAM:

1. A Research Program exists in the Academic Unit

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

2. What are the lines of generation and application of knowledge that support the program:

3. Which are the academic bodies that participate in the program:

4. With how many researchers does the program have:

<table>
<thead>
<tr>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
</tr>
</thead>
</table>

5. How many researchers are registered in the SNI* (annex list):

6. Link between research and professional formation at licensure level exists

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

In its case, describe how this link is achieved:

7. there is Promotion in the academic program of the abilities and methodology of research

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

In its case, describe the type of promotion:

8. Which is the participation of students of licensure in research stays:

<table>
<thead>
<tr>
<th>Students that the academic Unit have</th>
<th>Students that have been sent by the academic Unit (in the last five years)</th>
</tr>
</thead>
</table>

---

3 SNI – Sistema Nacional de Investigadores (National System of Investigators) Translators’ information

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9. Which are the results of research that has been generated in the academic Unit (annex list):

<table>
<thead>
<tr>
<th>Books:</th>
<th>Magazines:</th>
<th>Articles:</th>
<th>Papers:</th>
</tr>
</thead>
</table>

CHAPTER VIII. ACADEMIC LINKS

1. The program links with the social, public and private sector: YES NO

Describe how this link is achieved y which conventions are in operation (Describe the entity, the purpose of the convention y the date of validity):

2. The professional association of architects, participate in the activities of the program: YES NO

Describe the types of participation and collaboration:

3. There is a supervised professional practice Program: YES NO

Describe where the students perform professional practice:

4. Describe the mechanisms that the academic program has to verify the relevance of the professional practice with the professional formation of the student:

5. Describe the options that the student has to fulfill the Constitutional Social Service:

6. Describe the mechanisms that the Academic Program has to verify the relevance that the Social Service has with the professional formation of the student:

7. A University Extension Program is operated: YES NO

Describe its content, achievements and impact:

8. Describe the usefulness of this program, in the formation of the student:

9. A social community Development Program is operated: YES NO
Describe its content, achievements and impact:

10. Describe the usefulness of this program, in the formation of the student:

11. A Continuing Education Program is operated:  

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

Describe its characteristics:

12. A Graduate Follow-up Program is operated:  

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

Describe its characteristics:

13. List the experiences in terms of Continuing Education, related to the academic program:

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of activities</th>
<th>Type of activities</th>
<th>No. of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14. The program has activities of outreach of its activity:  

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

Describe the results of the outreach programme:

15. List the editorial production of the Unit linked with the academic program:

<table>
<thead>
<tr>
<th>Item</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>Last 10 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class notes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Magazines</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bulletin and supplements</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Videos</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CD/DVD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others (Describe):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER IX. REGULATIONS

1. The academic program is incorporated to an education system: | YES | NO
| Public | Private | Other |

2. Which is the Register number of the RVOE\(^4\) of the academic program:

3. Which is the validity of the register of the academic program:

4. The Institution has a regulatory framework: | YES | NO

5. The academic program has the support of the following documents:

<table>
<thead>
<tr>
<th>Regulatory Instrument</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Personnel Regulations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students regulations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exam regulations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entitlement regulations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social service regulations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scholarship and stimulus for students regulation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scholarship and stimulus for teacher personnel regulation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research regulations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regulations for the management of the finances</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regulations of the administrative personnel and services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others (specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CHAPTER X. ACADEMIC-ADMINISTRATIVE CONDUCCION

\(^4\) RVOE – Reconocimiento de Validez de Estudios (Recognition of Validity of Studies) Translators’ information
1. There is clarity in the academic-administrative organization of the program (annex organization chart) | YES | NO

2. There are collegiate academic bodies that incise in the planning and operation of the program | YES | NO

3. Describe which are these bodies and their type of participation:

4. There is an academic-administrative process for the revision and evaluation of the academic program | YES | NO

Describe the process, who are responsible and who intervenes:

---

**CHAPTER XI- PLANNING AND EVALUATION PROCESS**

1. Does the institution have a Development Plan | YES | NO

2. What is the term of the plan (validity):

3. Does the architecture program have a development plan | YES | NO

4. What is the term of the plan (validity):

5. It is diffused to the program community, the content of the development plan, its instrumentation and achievements obtained | YES | NO

Describe the types of diffusion:

6. The academic program has been submitted to evaluation processes: | YES | NO

In its case, describe these processes:

<table>
<thead>
<tr>
<th>Evaluating Organism</th>
<th>Date</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self evaluation of the Unit:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation of the Institution:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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CADU of CIEES

FIMPES

Others (specify):

CHAPTER XII. ADMINISTRATIVE AND FINANCING MANAGEMENT

1. Who is the authority responsible of the academic program

<table>
<thead>
<tr>
<th>Director:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinator:</td>
</tr>
<tr>
<td>Head of program (career):</td>
</tr>
<tr>
<td>Other (specify):</td>
</tr>
</tbody>
</table>

2. Of which authority depends directly the non academic personnel that supports the program:

<table>
<thead>
<tr>
<th>Secretaries:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management:</td>
</tr>
<tr>
<td>Security:</td>
</tr>
<tr>
<td>Others:</td>
</tr>
</tbody>
</table>

3. What is the number of non academic personnel that supports the program directly

4. Is it sufficient and efficient the non academic personnel of the program

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

5. Training courses are offered to the non academic personnel of the program

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

6. Describe the source of the resources with which the program operates:

<table>
<thead>
<tr>
<th>Source of the resources</th>
<th>Percentage of the total income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional budget</td>
<td></td>
</tr>
<tr>
<td>Extraordinary programs</td>
<td></td>
</tr>
<tr>
<td>Student tuition fees</td>
<td></td>
</tr>
<tr>
<td>Resources or proper income</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>Sale of academic services</td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td></td>
</tr>
<tr>
<td>Convention of entailment and graduates</td>
<td></td>
</tr>
<tr>
<td>Contributions</td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td></td>
</tr>
</tbody>
</table>

7. How is the adequate application of the financial resources demonstrated, to whom are they presented and with what periodicity:

|                                |                                |

8. How is the transparency of the efficiency of the application of the financial resources:

|                                |                                |

Attentively

Responsible(s) in the Academic Organism

Date and place__________________________________________________________
## NATIONAL ACCREDITOR OF ARCHITECTURAL PROGRAMS AND HABITABLE SPACE DISCIPLINES, A. C. (ANPADEH)

### ANNEX 4:

**SELF STUDY INSTRUMENT SECOND CYCLE**

<table>
<thead>
<tr>
<th>IDENTIFICATION INFORMATION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME OF THE INSTITUTION:</td>
<td></td>
</tr>
<tr>
<td>NAME OF THE ACADEMIC UNIT:</td>
<td></td>
</tr>
<tr>
<td>NAME OF THE ACADEMIC PROGRAM:</td>
<td></td>
</tr>
<tr>
<td>ADDRESS:</td>
<td></td>
</tr>
<tr>
<td>PERSON RESPONSIBLE:</td>
<td>ELECTRONIC ADDRESS:</td>
</tr>
<tr>
<td>TELEPHONE/FAX:</td>
<td>DATE</td>
</tr>
</tbody>
</table>

---

1 Interpret the concepts and adjust the answers according to the disciplinary profile of the program to evaluate.

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www.anpadeh.org.mx
Please write in free format the following points:

Message from the Dean or Director about the following concepts:

- Concept on re-accreditation
- Purpose of re-accreditation
- Function of re-accreditation
- Institutional vision about the interest of re-accreditation
- Institutional vision about the challenge of re-accreditation
- Institutional vision about the possible results of this phase of re-accreditation

Attentively

Name and signature of the person responsible

Place and date
CONTENT INDEX

Develop freely according to each entry and integrate in the document according to the paged index.

CHAPTER 1. ACADEMIC PROGRAM AND CURRICULUM

1.1.- Date of the beginning of operations of the Academic Program and its Curriculum ................................................................. 00

1.2.- List the components of the process used to design the Curriculum .......... 00

1.3.- Describe the process for the elaboration of the present Curriculum ........... 00

1.4.- Enunciate who, by academic area or knowledge, participated in the elaboration of the Curricular Model, the Academic Program and the resulting valid Curriculum ........................................................................... 00

1.5.- Enunciate the external collaborators or advisors, that participated en la elaboration of the valid Curriculum ................................................................................................................ 00

1.6.- Describe the procedures used to guarantee the knowledge and application by the academic community and students of the resulting Curriculum ................................................................................................................ 00

1.7.- Describe what was the process of approval of the present Curriculum ...... 00

1.8.- Describe the revisions to the Curriculum, after the beginning of its operation (include dates of the revisions and its results) .......................................................... 00

CONTENTS OF THE ACADEMIC PROGRAM AND CURRICULUM

1.9.- Describe the disciplinary and professional purposes of the creation of the valid Curriculum ................................................................................................................. 00

1.10.- Describe the distinctive characteristics of the types of study, work and dedication required, as well as the expected results of the Academic Program ................................................................................................................. 00

1.11.- Describe the Philosophical, Epistemological, Social, Educational, Academic, Political, Administrative and Management fundamentals of the Curricular Model in which the Curriculum is based on ........................................... 00

1.12 Describe the distinctive characteristics of the Academic Model in which the Curriculum is based on .................................................................................................................. 00

1.13.- Describe the distinctive characteristics of the Academic Model in which the Academic Program is based on and its expression in the Curriculum .................................................................................................................. 00

1.14.- Describe the distinctive characteristics of the Curricular Structure (either dimensions of the Curriculum and its parts) in which the academic
organization of the Curriculum is based (Phases, Stages, Cycles, Development Axis and or Articulation) ........................................................................................................ 00

1.15.- Describe the areas and subareas of knowledge (curricular axis) in which the Curriculum is based and developed .............................................................................. 00

1.16.- Describe the existence, functionality and participants of an instance for the design and Curricular following of the valid Curriculum. ......................................................... 00

1.17.- Demonstrate that the Curriculum contains explicitly: curricular map, number and type of credits; enunciating the procedures for the calculus or quantification of them, if it includes curricular objectives of each part of its structure; the students profiles and professors for admission and permanence in its diverse curricular parts; the programs of the different educational modes used in the Curriculum. .............................................................................. 00

OPERATION OF THE CURRICULUM

1.18.- Specify the type of scholar period ............................................................................................................. 00

1.19.- Specify the duration of classes in weeks of each solar period .............................................................. 00

1.20.- Enunciate the shift(s) that the Academic Program offers ........................................................................... 00

1.21.- Describe the flexibility characteristics of the Academic Program in its Curriculum, in its own interior (equivalent subjects) .............................................................................. 00

1.22.- Describe the flexibility characteristics of the Academic Program in its Curriculum, towards the exterior (Recognition, convalidation and curricular equivalencies between Curriculums of Academic Units of the Institution or other institutions, national or international) .............................................................................. 00

1.23.- Expose the reasons for the seriation of the subjects ..................................................................................... 00

1.24.- Describe the educational modes that facilitate and promote the curricular flexibility of the Academic Program and its Curriculum (present, semi present, at a distance) ..................................................................................... 00

1.25.- Precise the absolute and relative percentage of the modes in the Curriculum ................................................................................................................................. 00

1.26.- Describe the existence of a Following System and Curricular Evaluation (methodology, instruments, periodicity, types of evaluation, participants, types of participation and considerations) .............................................................................. 00

CHAPTER 2. TEACHER STAFF

2.1.- Describe the formal process for admission in its phases and stages of the teacher staff .............................................................................................................. 00

2.2.- Indicate the profile (disciplinary and teaching) that professors must cover for their performance inside the Academic Structure (Phases,
Stages, Cycles, Levels, Areas, Subareas, modes of courses, etc.) of the Academic Program and Curriculum. ................................................................. 00

2.3.- Precise the percentage of composition of the teacher staff, regarding the professionalization of teaching (half time, full time, Project teachers) and of subject teachers (partial time, class hours, determined work) ........................................ 00

2.4.- Indicate your point of view regarding the balance or unbalance, between the resulting percentages in the total of the teacher staff. ......................... 00

2.5.- Describe your Teacher Formation Program, orientation, modes, periodicity and level of demand and accomplishment ........................................ 00

2.6.- Describe the disciplinary Update Program for teachers, orientation, modes, levels of formation-update levels, periodicity and level of demand and accomplishment ................................................................. 00

2.7.- Describe the Evaluation System of the Academic Performance of teachers (periodicity, moments, participants, types of participation, and degree of participation). ......................................................................................... 00

2.8.- Describe the type and degree of dissemination of the results of the application of the Evaluation System of the Academic Performance of teachers ........................................................................................................... 00

2.9.- Describe the results, orientations and effects, that have been obtained of the Evaluation System of the Academic Performance of teachers ............ 00

2.10.- Stipulate the list of professors that participate directly (staff base professors of the Academic Program) in the Evaluation System of the Academic Performance of teachers. ........................................................................................................... 00

2.11.- List the number of professors the have the PROMEP category or equivalent. .................................................................................................................. 00

2.12.- Describe the participation of teachers with related disciplinary profile, in relation with the areas or subareas of the Academic Program and its Curriculum ......................................................................................................... 00

2.13.- Provide the list, number and percentage of professors with highest academic degree, including the obtained degree, granting institution and date of obtainment, also specifying if it is disciplinary and/or in an educational area of the total of professors that participate in the Academic Program.................................................................................................................. 00

2.14.- Describe how is the organization of the teacher staff (academic cloister by areas or subareas of knowledge, etc.) ................................................. 00

2.15.- describe the characteristics of the Academic Teacher Mobility Program ....................................................................................................................... 00

CHAPTER 3. STUDENTS ................................................................................................................................. 00
3.1.- Enunciate and demonstrate the criteria for the selection and admission of the applicants to enter the Academic Program. .................................................. 00

3.2.- Precise from which bachelor area do the applicants come from .................. 00

3.3.- Indicate the admission and graduate profile of students for the Academic Program................................................................................................................. 00

3.4.- Indicate the student profile to achieve at each of the curricular moments (Phases, Stages, Cycles, Levels, Areas, Subareas) of the Academic Program .................................................................................................................. 00

3.5.- Rank the criteria and values used for the selection of students.................... 00

3.6.- Indicate the total present population of the Academic Program.................... 00

3.7.- Indicate the present population for each scholar cycle (and shifts, if the case) ......................................................................................................................... 00

3.8.- Indicate the number of students admitted in the last three years.................. 00

3.9.- Indicate if the Program has any maximum limit of admission and the time to achieve it .................................................................................................................. 00

3.10.- Describe the operation, coverage, consulting permits, Academic-Administrative Following Systems of the formation of each student .......................................................... 00

3.11.- Indicate the concepts that are included in the record and index of the Academic-Administrative Following Systems, of the students. ........................................ 00

3.12.- Describe the characteristics of the Student Mobility Program..................... 00

3.13.- Describe the options the graduates have to obtain their degree to demonstrate their competency, knowledge and abilities as an architect. .................. 00

3.14.- Enunciate the data that conforms the Updated Graduate Register by generation as well as the purpose and use that is given for each one of these in relation to the Academic Program ................................................................. 00

CHAPTER 4. LEARNING EVALUATION METHODS AND INSTRUMENTS ........ 00

4.1.- Describe the Learning Evaluation System of students (methods, academic criteria, moments and types of evaluation) ......................................................... 00

4.2.- Enunciate the institutional indicators that distinguish and orients the evaluation, measurement and qualification. ................................................................. 00

4.3.- Enunciate the aspects to consider, the academic criteria, the indicators and index regarding the learning evaluation by Phases, Stages, Cycles, Levels, Areas, Subareas and course modes, of the Academic Program and Curriculum ................................................................. 00
4.4.- Enunciate the academic and administrative requirements to cover, the academic criteria, the indicators and index regarding the accreditation of learning by Phases, Stages, Cycles, Levels, Areas, Subareas and course Modes of the Academic Program and Curriculum

4.5.- Enunciate the academic and administrative requirements to cover, the academic criteria, the indicators and index regarding the evaluation of the relevance and quality of the works to obtain the degree through the different Modalities for the Degree of the Academic Program and its Curriculum

4.5.1.- Describe the way that the Learning Evaluation System of Students was designed

4.6.- List the person(s) that designed the Learning Evaluation System of Students, including their teaching formation specially in evaluation

4.7.- Stipulate the periodicity for the application of the Learning Evaluation System of Students

4.8.- Enunciate the different actors of the teacher-education process involved in the Learning Evaluation System of Students

4.9.- Describe and explain the types of participation of the actors involved in the Learning Evaluation System of Students

4.10.- Describe the considerations or degree of participation of the actors involved in the Learning Evaluation System of Students

4.11.- Describe and explain the record indexes of the scholar admittance behavior in the last five years (admission, desertion, reprobation, graduation, obtaining of degree, total admittance and by stages, cycles and/or academic periods; floating admittance, reprobation index by subjects, by academic areas and subareas)

CHAPTER 5. INSTITUTIONAL SERVICES FOR THE LEARNING OF STUDENTS

5.1.- Describe the Tutorial Program that supports the quality of the Academic Program

5.2.- Precise the number of students and professors that have participated in the Tutorial Program in the last three years

5.3.- Precise the numeric relation between students and professors that have participated in the Tutorial Program in the last three years

5.4.- Describe the other programs in disciplinary support to the student (Advisory Programs – disciplinary by area of knowledge; Study Circles; Scholarship Program, New Learning Spaces, New Technology of Information and Communication, Information Systems and Data Base, Multimodal Libraries, Computer Centers)
5.5.- Describe the other programs that support the integral development of students (Advisory Programs and accompaniment – psychosocial problems: Ways of taking advantage of studying, new experiences in learning, Project of Life Formulation, Formulation and construction of Curriculum Vitae). ................................................................. 00

5.6.- Describe the Remedial Systems for learning at the disposition of students, to regularize their academic situation ................................................................. 00

5.7.- Precise the number of beneficiaries of the diverse programs in support of the student in the last three years .................................................................................. 00

CHAPTER 6. INFRASTRUCTURE AND EQUIPMENT FOR SUPPORT OF THE DEVELOPMENT OF THE PROGRAM: ................................................................................. 00

6.1.- Describe the total physical infrastructure (substantial and adjective) of spaces with which the Academic Program operates, own or shared ........................................ 00

6.2.- Describe the equipment for didactical support which the Academic Program has .......................................................................................................................... 00

6.3.- Indicate the information on the relevance and sufficiency of the bibliographic asset, in the information center and documentation of the Academic Program ......................................................................................................................... 00

6.4.- Incorporate the institutional conventions for Exchange and use of information of assets from other institutions or entities with which the Academic Program operates ................................................................. 00

6.5.- Indicate the total periodic subscriptions national and international, as well as thematic electronic directories that the information and documentation center of the Academic Program has ......................................................................................................................... 00

6.6.- Indicate the total computer equipment for learning teaching objectives with which the Academic Program operates ................................................................................. 00

6.7.- Indicate the total, type, program license or applications of software with which the Academic Program operates ................................................................................. 00

6.8.- Indicate the type of internet service and coverage of the web with which the Academic Program operates ......................................................................................................................... 00

6.9.- Indicate the type of service of computational technical support with which the Academic Program operates ................................................................................................. 00

6.10.- Indicate the type of service in support of printing and reproduction with which the Academic Program operates ......................................................................................................................... 00
CHAPTER 7. LINES AND ACTIVITIES OF RESEARCH, (IN ITS CASE) 
FOR THE IMPARTITION OF THE PROGRAM ......................................................... 00

7.1.- A Research Program exists in the Academic Unit. .................................... 00

7.2.- How many and which are the lines of generation and application of 
knowledge (LGAC) that are developed by the Academic Unit. ............................ 00

7.3.- Describe the (LGAC) that sustain the Academic Program .............................. 00

7.4.- Which are the Academic Bodies (or equivalent) that participate en the 
Educational Program ............................................................................................... 00

7.5.- Which LGAC cultivates the Academic Bodies of the Academic 
Program .................................................................................................................. 00

7.5.1.- Enunciate with how many Researchers (with or without appointment) 
does the Program have ........................................................................................... 00

7.5.2.- How many researchers belong to the National System of 
Investigators (SNI) (annex list). .............................................................................. 00

7.6.- Show the types and results of the link between Research and the 
professional formation at the degree level .............................................................. 00

7.7.- Show the types, didactic-pedagogical procedures and results of the 
promotion of the development of abilities and skills for research in the 
Academic Program .................................................................................................. 00

7.8.- Describe in which research programs, internal and external do 
students participate of the Academic Program ...................................................... 00

7.9.- Show the results of the participation of students at the degree level in 
research stays ............................................................................................................ 00

7.10.- Describe the type of academic production, resulting from the 
research program that is generated in the Academic Unit (annex list) .................. 00

7.11.- Show the research results that are generated in the Academic Unit. .......... 00

CHAPTER 8. ACADEMIC LINKS .............................................................................. 00

8.1.- If a Student and Teacher Academic Mobility Program exists, 
interinstitutional or transinstitutional a the national or international level, 
describe it .................................................................................................................. 00

8.2.- Show how the Educational Program links with each of the sectors: 
social, public and private ....................................................................................... 00

8.3.- Present the types, procedures and results of how the professional 
association of local architects, participate in the activities of the program ......... 00
8.4.- Present the types, procedures and results of the Supervised Professional Practice Program .................................................................00

8.5.- Describe the mechanisms that the Academic Program has to verify the relevance of the Supervised Professional Practice Program with the professional formation of the student .................................................................00

8.6.- Describe the options that the student has to fulfill the Constitutional Social Service .............................................................................................................................................................................00

8.7.- Describe the mechanisms that the Academic Program has to verify the relevance that the Social Service has with the professional formation of the student .............................................................................................................................................................................00

8.8.- Specify the existence and operation of a University Extension Program (at an Academic Program and/or Institutional level) .............................................................................................................................................................................00

8.9.- Describe the usefulness of this program in the formation of the student .............................................................................................................................................................................00

8.10.- If a Community Social Development Program operates .............................................................................................................................................................................00

8.11.- Describe the usefulness in the formation of the student .............................................................................................................................................................................00

8.12.- Describe the characteristics of design, operation and results of the Continuing Education Program of the Academic Program .............................................................................................................................................................................00

8.13.- Describe the characteristics of design, operation and results of the Graduate Following Program .............................................................................................................................................................................00

8.14.- Describe the results of the relation between the experiences in matters of Continuing Education, with the Academic Program .............................................................................................................................................................................00

8.15.- Describe the characteristics, procedures and results of the disclosure Program of the academic activities .............................................................................................................................................................................00

8.16.- Describe the characteristics of design, operation and results of the Editorial Production Program of the Academic Unit, linked to the Academic Program .............................................................................................................................................................................00

CHAPTER 9. REGULATIONS

9.1.- Mention to what system and/or subsystem is the Academic Program incorporated .............................................................................................................................................................................00

9.2.- What is the register number of the Recognition of Validity of Studies (RVOE) or equivalent of the Academic Program .............................................................................................................................................................................00

9.3.- What is the validity of the register of the Academic Program .............................................................................................................................................................................00

9.4.- Does the Institution have a Regulation frame .............................................................................................................................................................................00
9.5.- Does Regulation of the Academic Program exist................................. 00

9.6.- The Academic Program for its regulations must account, at least, with the support of the following valid documents: Admission Regulations, Permanence and graduation Regulations, Social Service Regulations, Scholarship Regulations, Supervised Professional Practice Regulations, Center of Information and Documentation or Multimodal Libraries Regulations, Regulations of the Center of support of Computer Technical Services, Entitlement Regulations, Thesis Regulations, Tutorial Regulations, Advisory Regulations, Regulations for the Supervision of Teachers Work, Interior Regulations of work, Regulations for the Selection and Contract of Teachers Personnel, Position Catalogue, Procedure Manuals, (Curricular Design, Revision and approval of subject programs, Service Request, Formulation of Institutional Development Plan, Formulation for the Institutional Development of the Academic Unit, Formulation for the Development of the Academic Program, among others), describe the system. ........................................................................................................ 00

9.7.- Does a particular regulation exists for the Academic Program for the assignment of student Scholarships ............................................................................................... 00

CHAPTER 10. ACADEMIC-ADMINISTRATIVE CONDUCCION

10.1.- Describe, plot and explain with clarity the academic organization, the administrative and the academic administrative of the program (annex organizational chart)........................................................................................................ 00

10.2.- Explain the suitability of the administrative and academic administrative organization with the curricular structure................................................................. 00

10.2.1.- Do collegiate academic organisms exist that incise in the plantation and administrative operation of the program .................................................................................. 00

10.3.- Describe which of these organisms and types, procedures and results of their participation .................................................................................................................. 00

10.4.- Does an academic-administrative Process exist for the revision and evaluation of the substantial functions of the Academic Program ........................................ 00

CHAPTER 11- PLANNING AND EVALUATION PROCESS

11. PROCESO DE PLANEACIÓN Y EVALUACIÓN

11.1.- Does the institution have a Development Plan ....................................... 00

11.2.- What is the term of the Institutional Development Plan (validity). ............ 00

11.3.- Does the Academic Program have a Development Plan ............................ 00

11.4.- Describe the type, procedures and results for the elaboration of the Development Plan of the Academic Program .................................................................................. 00
11.5.- What is the period of the Development Plan of the Academic Program (validity) ................................................................. 00

11.6.- Describe the type, procedures and results of the dissemination to the community of the Academic Program, the content of the Development Plan, its instrumentation and achievements obtained ........................................ 00

11.7.- Describe the type, procedures and results of the evaluation processes in which the Academic Program has been submitted. ...................... 00

CHAPTER 12. ADMINISTRATIVE AND FINANCING MANAGEMENT

12.1.- Indicate the person that is the authority responsible of the Academic Program stipulating the degree of knowledge about the academic and administrative processes ........................................................................ 00

12.2.- Of which authority directly depend the non academic personnel that supports the Educational Program ...................................................................... 00

12.3.- What is the number of non-academic personnel that supports the program directly ............................................................................... 00

12.4.- Is it sufficient, adequate and efficient the non academic personnel of the Academic Program ........................................................................ 00

12.5.- Describe how is its relevance and efficiency evaluated ................... 00

12.6.- Is an Academic Administrative Continuing Education Program offered, to train the non academic personnel of the Academic Program, according to the needs of one and the other ......................................................................... 00

12.7.- Describe the source(s) of the resources with which the program operates ......................................................................................... 00

12.8.- Enunciate to which competent authority are the administrative reports presented and with what periodicity ....................................................... 00

12.8.1.- Describe how is the transparency of the efficiency of the application of the financial resources ............................................................... 00

Attentively

Responsible(s) in the Academic Organism

Date and place ____________________________________________________________

Acuditadora Nacional de Programas de Arquitectura y Disciplinas del Espacio Habitable, A.C.
Emiliano Zapata37 | Centro Histórico, Ciudad de México | C.P. 06000 | Tel. / Fax: 55 42 66 05
www.anpadeh.org.mx
Appendix I (eye)

Canberra Accord Secretariat;

Through this conduct, I provide the list of:

REGISTER OF ACADEMIC PROGRAMS THAT PARTICIPATED
IN THE ACCREDITATION PROCESS OF 2011

ARCHITECTURE
INSTITUTION

<table>
<thead>
<tr>
<th>2nd. Cycle</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Instituto Politécnico Nacional, ESIA Tecamachalco</td>
</tr>
<tr>
<td>2</td>
<td>Instituto Tecnológico de Durango</td>
</tr>
<tr>
<td>3</td>
<td>Instituto Tecnológico y de Estudios Superiores de Monterrey, Campus Estado de México</td>
</tr>
<tr>
<td>4</td>
<td>Instituto Tecnológico y de Estudios Superiores de Monterrey, Campus Guadalajara</td>
</tr>
<tr>
<td>5</td>
<td>Instituto Tecnológico y de Estudios Superiores de Monterrey, Campus Monterrey</td>
</tr>
<tr>
<td>6</td>
<td>Universidad de Guadalajara (Lic. Architecture)</td>
</tr>
<tr>
<td>7</td>
<td>Universidad del Valle de México, Campus Tlahpan</td>
</tr>
<tr>
<td>8</td>
<td>Universidad Marista de Mérida</td>
</tr>
<tr>
<td>9</td>
<td>Universidad Nacional Autónoma de México / Landscape Architecture</td>
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</table>

<table>
<thead>
<tr>
<th>1st. Cycle</th>
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</thead>
<tbody>
<tr>
<td>10</td>
<td>Universidad Autonoma Benito Juárez de Oaxaca, Faculty of Architecture C.U.</td>
</tr>
<tr>
<td>11</td>
<td>Universidad de Guadalajara (Lic of Interior Design and Ambient)</td>
</tr>
<tr>
<td>12</td>
<td>Universidad de Guanajuato</td>
</tr>
<tr>
<td>13</td>
<td>Universidad del Valle de México, Campus Villahermosa</td>
</tr>
<tr>
<td>14</td>
<td>Universidad Mariano Gálvez</td>
</tr>
<tr>
<td>15</td>
<td>Universidad Michoacana de San Nicolás de Hidalgo</td>
</tr>
<tr>
<td>16</td>
<td>Universidad Modelo de Mérida</td>
</tr>
<tr>
<td>17</td>
<td>Universidad Veracruzana Unidad Xalapa.</td>
</tr>
</tbody>
</table>

Universidad Autónoma Benito Juárez de Oaxaca, Faculty of Architecture C.U.
On the 25 of November visit for accreditation was realized.
**OTHER HABITABLE SPACE DISCIPLINES**

<table>
<thead>
<tr>
<th>2nd. Cycle</th>
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<tbody>
<tr>
<td>1</td>
<td>Universidad autónoma de Aguascalientes / Urbanism</td>
</tr>
<tr>
<td>2</td>
<td>Universidad autónoma del Estado de México / Territorial (Regional) Planning</td>
</tr>
<tr>
<td>3</td>
<td>Universidad Nacional Autónoma de México / Urbanism</td>
</tr>
<tr>
<td>4</td>
<td>Universidad de Guadalajara / Urbanism and Environment</td>
</tr>
<tr>
<td>5</td>
<td>Universidad Autónoma de México - Xoch. / Territorial (Regional) Planning</td>
</tr>
<tr>
<td>6</td>
<td>Benemérita Universidad Autónoma de Puebla / Environmental Urban Design</td>
</tr>
</tbody>
</table>

Attentively

Mtro. Arq. Agustín Parodi Ureña
President
Appendix J

1. What are the mission statement, goals, and objectives of your accreditation agency? Please share a short statement of how objectivity and integrity are assured in your accreditation system.

The Objectives Statement from the GENERAL FRAMEWORK FOR THE ACCREDITATION PROCESESS OF ACADEMIC PROGRAMS OF ARCHITECTURE AND LIVING SPACES DISCIPLINES, ANPADEH

“The fundamental objective of accreditation in Mexico is to acknowledge the quality of the program and propitiate its enhancement”. In accordance to what this official organism for higher education in Mexico states, the objectives of the accreditation of an academic programs of architectural education in Mexico are, among others, the following:

- Publicly recognize the quality of academic programs at institutions of higher education and promote their improvements.
- Encourage higher education institutions, through its programs, a culture of continuous improvement.
- To ensure that the academic programs performance reach national and international quality parameters.
- To help programs have adequate resources and mechanisms to ensure the fulfillment of its purposes.
- To promote communication and interaction between sectors of society in search of higher education in line with current and future social needs.
- Encourage institutions and its academic entities to fulfill their mission and goals.
- Provide information to society about the quality of educational programs at higher levels.

2. How do you achieve effectiveness in accreditation without unduly burdening the institution under review (issues of costs, time, and complexity)?

The process of evaluation for accreditation in higher education in Mexico is a rather new official policy that begins at the end of the 20th century. The general guidelines are defined by COPAES in 12 different criteria / chapters. The specific content of each is specified by each accreditation board. The effectiveness of ANPADEH’s accreditation process is achieved by:

---

1 Accreditation council for Higher Education, COPAES, p.4, is Mexico’s governmental agency that oversees higher education accreditation boards. The quotation is direct from the General Framework for the accreditation processes of the higher education academic programs, Mexico.

2 ANPADEH, General Framework For The Accreditation Process Of Architecture Programs, p. 3
1. Signature of ANPADEH’s Code of Ethics is required by all participants in each visit.
2. Special funding as an official policy to convince all universities to participate includes different types of incentives be used by the programs to be accredited
3. Allowing the accredited programs to publicly inform their communities and society at large of their achievements when accredited.
4. Divulging all pertinent information regarding the accreditation process, criteria, timetables, against which they will be assessed, by way of web page, and distribution of a Guide to Performance Criteria to all programs.
5. Promoting induction workshops held at any institution who solicits it
6. Promoting a yearly workshop to support the self-study process held at ANPADEH’s headquarters.
7. Maintaining one general calendar for all processes, from November thru June.
8. Maintaining identical program and duration for each visit, Sunday thru Wednesday, for all visits, indistinct of the cycle
9. Negotiating final Visit Agendas between the visiting team coordinator and the director of the program within the four-day limit.
10. Celebrating a yearly Reflection and Analysis Encounter (August - September) for all visiting team members who participated in said year, invited by ANPADEH as a means of an exchange of experiences and training.

3. **How do you respect diversity of culture and mission of institutions under review while maintaining minimum standards for the profession?**

   All architecture programs in Mexico are required to demonstrate compliance of the 12 general criteria established by COPAES; faculty, curriculum, students, methods and instruments for evaluation learning, institutional services for student learning, infrastructure, research, association, institutional regulation, academic administrative conduction, planning and evaluation process, administrative and financing management. The specific content, the criteria is developed by each board. ANPADEH’s criteria are originally based on UIA’s (International Union of Architects) Architectural Education Charter, ASINEA’s (Asociación de Instituciones de Enseñanza de la Arquitectura-Mexico, Association of institutions and Schools of Architecture) basic criteria for architectural education in Mexico and the recommendations by FCARM (the Mexican Federation of Colleges of Architecture - professional). Since all architecture programs in Mexico will lead to a Professional Degree and a Cedula (License), ANPADEH is required to ensure that all accredited programs comply with a basic “indicative curriculum”, five year full time professional education, theory and practice, sufficient to demonstrate the knowledge and abilities and capabilities to practice as architect. Up to now, programs from large and small schools mature and new programs, public and private institutions, religious or lay oriented, all have been able to demonstrate the quality of the study program. No two study programs are alike.
4. **How does your agency inform itself about the needs of the profession, worldwide developments in the discipline of accreditation, and developments in education?**

**Needs of the profession;**

In general, ANPADEH has to ensure that it stays current regarding the needs of the profession. To do so, representatives of the FCARM (Federation of Colleges of Architects of Mexico, officially organized practitioners) are active members of ANPADEH’s General Assembly and meet at least twice yearly. After seven years of operating, the president of the General Assembly called for a total evaluation of ANPADEH, calling accredited schools, professional practitioners, evaluators, members of related professions, as well as members of the public to participate in the process.

**Worldwide developments in the discipline of accreditation;**

Representatives of ANPADEH have participated in UNESCO-UIA Education Commission, in the Washington Accord Reunions, in three international Conferences organized by The Center for Quality Assurance in International Education, held in Mexico City, San José, Costa Rica, and Santiago de Chile, as well as supporting Central American architectural educators in five Forums leading to the establishment of the Central American accreditation Board for Architecture and Engineering. In Mexico, our Board organizes every February, since 2005, an “Encounter of Architectural Programs Accredited by ANPADEH”, to exchange experiences, share new education models and be updated in the discipline.

**and developments in education;**

ANPADEH is one of the 27 Accreditation Boards recognized by COPAES, and the only one dedicated to work with the professional education of architecture and similar professions. Every year it has to inform on its work and every five years has to go through a process of renewed recognition. Twice yearly, ANPADEH participates in the educators nationwide ASINEA Assembly.

5. **In addition to the assessment of institutional resources and how they are allocated with respect to the institutional mission, how does your agency assess student performance outcomes?**

As part of its Requirements for Accreditation, ANPADEH has defined a list of 23 Basic Academic Quality Criteria that Students must demonstrate as a must to be met either at a level of “awareness”, “understanding” or of “ability” for all programs seeking first cycle accreditation or maintaining accreditation in further cycles.
An important event in the preparation to the accreditation visit, is the assembly of an exposition of student work from all required courses of all semesters of the current school period. Exhibits must include examples of minimum pass, average and high achievement, be of sufficient quantity to ensure that all students are meeting the performance criteria, ANPADEH provides a “technical index card” where specific information on each work is provided, including the objective of the exercise and the opinion of the faculty, to aid the evaluators appreciation of the work exposed.

In the Visiting Team Evaluation Report the criteria is either “met” or “not met” based on the work exhibited at the time of the visit. The Basic Academic Quality Criteria reflect the needs of the profession nationally and internationally and is review yearly.

6. **How are your governance and secretariat functions organized to assure integrity and professionalism in the conduct of their operations?**

The organizations that have authority for setting standards and accrediting professional programs of education are officially recognized Boards. In Mexico, accreditation is voluntary, and in the case of architectural education, carried out by the Acreditadora Nacional de Programas de Arquitectura y Disciplinas del Espacio Habitable (ANPADEH) an autonomous non governmental organization recognized officially April 2011, (previously as COMAEA - Consejo Mexicano de Acreditacion de Enseñanza de la Arquitectura, Mexican Accreditation Board for the Teaching of Architecture, October 9, 2002, November 5, 2007), by the Consejo para la Acreditación de la Educación Superior, A. C., COPAES (National Council for the Accreditation of Higher Education- governmental). The reviews must be undertaken every five years.

ANPADEH is an autonomous self supported organization that is structured in three levels; A General Assembly, composed of representatives of academia, practicing architects and open society; ASINA (60%), FCARM (30%) and the Civil Society (National Architect Academy, National Schools of Urbanism Association, among others, 10%); A Directive Council and; A Technical Committee. This Committee is composed of 9 academic members and the Executive Director and is in charge of the evaluation process. Each member of this committee coordinates the visiting team along with two other academics from a region different of the school, a practicing architect and one representative from the Institution’s past students, both from the same locality.

The budget for the ANPADEH is met by the service fee charged to the education programs to be evaluated, and reviewed yearly. It requires the approval of COPAES. No one, with the exception of office administrative personnel, receives fee or payment. All, directives and evaluators have all their travel and lodging expenses covered. All evaluators receive a “Diploma of Participation” for each process, duly recognized both by the educators and the practitioners for their personal certification evaluations with credit-hours accordingly. At the end of
The accreditation, each program evaluates the whole process and its participants. The information is used to better the service.

7. What are your mechanisms to insure that expertise and experience in the applications of standards, procedures, and values are present in members of visiting teams, commissions, and staff (please supply an organization chart)?

To become one of ANPADEH's evaluators several conditions have to be met:

- Be proposed and recommended by an architecture education program (Dean or President)
- Have a Master or Doctorate degree in architecture or related fields
- Have at least 15 years experience in the academic field and at least 10 in the program that makes the proposal
- In 2011 ANPADEH made an open Summon inviting professors who had the above conditions, to become an evaluator that included a letter of support from the Dean or Director of an architecture education program, of which 24 were accepted by the Technical Committee.
- Must be acknowledged and included in the National Register of COPAES Evaluators (PECO).
- ANPADEH has 62 evaluators, 42 of them in PECO, the other under revision to be accepted by COPAES.

To become eligible to be part of the technical committee

- Must have participated in at least 5 evaluation visits and received excellent performance evaluations
- Must have participated in at least 4 yearly “Encounters of Reflection and Analysis” for evaluators

The characteristics of the visiting team are established in the ANPADEH’s Accreditation Code. This latter establishes that there will be five official members appointed by the ANPADEH; three belonging to the academic field (who should be included in the ANPADEH’s Evaluators’ Register, acknowledged by the COPAES and included in the National Register of COPAES Evaluators - PECO), and pertaining to a different geographical region different from that of the institution where the Academic Program is being assessed; one member of the local Architectural Professional Organization and one more member representative of the past students of the institution to be assessed, neither of them shall have a current link with the institution. Once the team has been appointed, its members shall be introduced to the institution that will be assessed; this latter may object the participation of one of the members due to a possible conflict of interests.

One of the academic representatives designated by the ANPADEH, a member of
the Technical Committee, will lead the team; he/she will be responsible for the complete procedure of the visit and will act as the liaison with the ANPADEH’s Technical Committee.

To avoid conflict of interests among the members of the visiting evaluation team, the following shall be complied:

- None of the academic members shall belong to the geographic entity of the institution where the Academic Program is under accreditation process;
- None of the members shall have any records that suggest prejudice in favor or against the institution,
- None of the members shall maintain a current liaison with the institution,
- The local members, the one belonging to the Architectural Professional Organization and the Past Student representative, will be acknowledged in their community for their professional work, for their proceedings in benefit of the local society and for their good standing.

In order to exercise disagreement to a member of the visiting team, the institution shall show accurate proof of the possible conflict of interests.

Upon invitation of the ANPADEH, each visiting team will be able to add a local or international observer.

**Integration of the visiting team**

The ANPADEH requires that all members and observers participate in an integration and orientation session prior to the visit, at the site of the evaluation, carried out the first day of activities. In this session the team will get to know each other and will review: the Accreditation Process General Framework, the ANPADEH’s Code of Ethics, the complete file of each Academic Program and the preliminary comments made by the Technical Committee. During this first session prior to the visit, the visiting team will clearly understand its function, the work extent and the visit’s nature.

To this effect, each member of the team will sign a confidentiality and conduct letter in accordance to the ANPADEH’s Code of Ethics before starting the visit’s work. The team chief will attach these documents to the visit’s complete file. The members of the visiting team commit themselves to participate in all the activities of the visit without having any other engagement that distracts their participation. It is desirable that the whole team is settled before starting the team’s integration and orientation sessions.

It is required that the Executive Director of the ANPADEH have experience as an educator and academic administrator, with awareness in international education systems, as well as a professional manager. Staff has appropriate work and experience for the positions they fill. Staff responsibilities are documented for each position and are reviewed annually.

**ANPADEH**

*Old Academy of San Carlos, Emiliano Zapata No. 37, Historical Center, City of*
Dear Mike

We are sending all the documentation and answers that you requested for the comparative analyses of Dale Taylor and Jim Low, with the following:

1. The answer about the first question regarding the rationale of the accreditation bodies, there never was a change from one to another, The process was a transformation from COMAEKA to ANPADEH with the following stages.
   • According to the regulations of COMAEKA, Agustin Parodi Ureña was elected as President on 27 of November of 2010.
   • Agustin Parodi Ureña took charge of the Presidency of COMAEKA in January of 2011.
   • Due to the number of requests of other disciplines related to habitable spaces other than Architecture such as Urbanism, Interior Design, among others, Agustin Parodi as President of COMAEKA requested approval from COPAES, to accredit these programs in March 2011.
   • COPAES’s answer was positive, but with the recommendation to modify its name.
   • Taking this into account, COMAEKA is transformed into ANPADEH, to be able to accredit not only Architecture but other disciplines adding other regulations for these.
   • With this process over, COPAES recognizes ANPADEH in April of 2011 as the only accrediting body for Architecture (and will not accept any other), having a similar structure as before but with necessary improvements in areas such as transparency, among others.

2. We are including the translated version of ANPADEH’s General Framework for the Accreditation Processes of Architectural
Programmes.

3. We are including ANPADEH's Canberra Accord Comparative Analysis proforma, according to CA's website.

4. We are including the Self-Study Instruments, first and second cycles in English, being very similar to the ones used as COMAEA, although the procedure of the visiting teams remain the same. In another mail we will include ANPADEH's Spanish version of these and the General Framework.

5. The information about the Technical Committee is included in the Comparative Analysis, having some changes as it was done before in the means of transparency in the procedures for recruitment.

Please let us know if you should need any other material or answers.

Best regards

Fernando Mora Mora