ANNEX 5:

SELF-STUDY INSTRUMENT [1]

IDENTIFICATIÓN INFORMATION	NAME OF THE INSTITUTIÓN:	
	NAME OF THE ACADEMIC UNIT:	
	NAME OF THE ACADEMIC PROGRAM:	
	ACREDITATION CYCLE:	
	ADRESS:	
	RESPONSIBLE	E MAIL ADRESS:
	TELEPHONE/FAX:	DATE:

[1] Interpret concepts and adjust the answers according to the disciplinary profile of the program to be evaluated.

Please write in free format the following points according to the particular case either a program to be accredited for the first time or a program that requests the reaccreditation.

Message from the Dean or director about:

a) Concept of the Accreditation (or reaccreditation)

b) Purpose of the Accreditation (or reaccreditation)

c) Function of the Accreditation (or reaccreditation)

d) Institutional Vision about the interest of the (accreditation or reaccreditation)

e) Institutional Vision about the challenges of the (accreditation or reaccreditation)

Attentively

Name and signature of responsible

Place and date

TABLE OF CONTENTS

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

In order to respond the self-study document, it is necessary to read the General Manual for Accreditation Processes of ANPADEH thoroughly and carefully which can be found in the supporting documents. Annex 2

CATEGORY /CRITERIA	INDICATOR
1. ACADEMIC STAFF	
1.1.Recruitment	1.1.1. Show the process of recruitment of the teaching staff, according to institutional mechanisms, type of public announcements both internal and external that demonstrate the transparency of the process
1.2 .Selection	1.2.1. Prove that the selection of the academic staff takes into consideration the work, teaching and research experience; showing evidence of the performance of opposition exams, model classes or equivalents, with the purpose that the teaching staff responds to the profiles required by the specific curriculum.
1.3. Contracting	1.3.1. Evidence that the contracting of academic staff covers the requirements of the profiles established in the curriculum and needs of the collegiate bodies or their equivalents.
1.4. Development	1.4.1. Describe the Teacher Training Program, (orientation, modalities, periodicity and degree of requirements and compliance), showing the evidences of the training programs, the attendance list of the professors that participate and the type of evidence supporting it, as well as the information that reports its application to the curriculum. 1.4.2. Describe the Disciplinary Update Program for teachers (orientation, modalities, levels of training, periodicity and degree of demand and compliance), showing evidence of updating programs, attendance list of participating teachers and the type of evidence that it supports, as well as the information that reports its application to the curriculum. 1.4.3. Describe the strategies for incorporating academic staff into postgraduate studies related to the academic program, in programs of excellence.
1.5 Categorization and Level of Studies	1.5.1. Indicate the disciplinary and educational profile that the academic staff must cover within the Academic Structure of the Academic Program and the Study Plan, evidencing with the

	documents that register the necessary degree to cover the profile. 1.5.2. Specify the number and percentage of the type of contractual category of academic staff regarding full-time, half-time, professors by subject and their academic profile (undergraduate, specialty, master's, doctorate) guaranteeing sufficiency according to the requirements of the program. 1.5.3. Show the number of full-time professors who perform substantive functions in higher education institutions: teaching, research, management and extension. 1.5.4. Show the number and percentage of the total number of professors who participate in the Academic Program with a postgraduate level of the discipline or in the educational area: master's degree, doctorate or post-doctorate that impact the curriculum. 1.5.5. Evidence the institutional regulations that allow to appreciate the different categories existing in the institution, according to academic degrees, based on the percentage required by the accrediting body and that covers the profile requested in the selection, showing the documents that guarantee the obtainment of the different degrees.
1.6 Distribution of the workload of the full-time academic staff.	1.6.1. Describe the organization of the academic staff (Academies, areas or sub-areas of knowledge, among others). 1.6.2. Accredit the distribution of the substantive activities of full-time academic staff (teaching, research and linking-extension, tutoring, management), showing the records of these activities.
1.7 Evaluation	1.7.1. Evidence through regulations, programs and procedures, the Performance Evaluation of the academic staff (periodicity, moments, participants, participation forms, and degrees of participation). 1.7.2. Describe the type and degree of dissemination of the results of the application of the Academic Staff Performance Evaluation System, evidencing the transparency of the procedure. 1.7.3. Evidence the results and effects, which have been obtained from the Academic Staff Performance Evaluation System. 1.7.4. Show mechanisms that indicate the participation of collegiate bodies and academic peers, self-evaluation and students.
1.8 Promotion	1.8.1. Evidence the existence of a program to promote academic staff and its respective regulations. 1.8.2. Show the dissemination mechanisms of the academic staff promotion program.

2.0 STUDENTS

2.1 Selection	2.1.1. Describe the criteria for selection and admission of applicants to enter the Academic Program. 2.1.2. Evidence that the academic program has guides that orient the preparation of applicants for admission, both for the procedures, as for the exam or admission mechanisms.
2.2 Admission **(New students)**	2.2.1. Evidence if the Institution has mechanisms and procedures for the induction for entry into the Educational Program. 2.2.2. Show the required entry profile of the students for the academic program. 22.2.3. Specify which high school area applicants come from if it is a requirement for admission. 22.2.4. Show the profile of the students to achieve in each of the curricular moments (Phases, Stages, Cycles, Levels, Areas, and Subareas) of the Academic Program. 2.2.5. Show the criteria and requirements used for the selection and admission of students.
2.3 School Trajectory	2.3.1. Specify the maximum enrollment limit of the program and growth prospects. 2.3.2. Evidence the number of students admitted in the last three years. 2.3.3. Describe the operation, coverage and consultation of the academic-administrative follow-up and school trajectory that shows desertion, failure and the performance of enrollment. 2.3.4. Evidence the existence of a program of attention to school trajectories that allows to implement remedial actions to reduce down the problems of failure and dropout rates. 2.3.5. Describe with what elements the history of the students and their impact on the indexes of the Academic Monitoring System of the academic program is conformed.
2.4 Size of the groups	2.4.1. Show the current total population of the Academic Program. For each school cycle (and per shift, if applicable). 2.4.2. Describe how the quota of the groups is determined in relation to the total enrollment, differentiating the theoretical courses from the practical ones and the physical space for their instrumentation

	(classrooms, workshops, laboratories, among others).
2.5 Academic Degree Titling	2.5.1. Describe the titling options to demonstrate their skills, abilities, aptitudes and values. 2.5.2. State the aspects, academic criteria, indicators and indexes regarding the evaluation of the relevance and quality of the titling dissertation through the different Academic Program Titling Modalities and their Study Plan. 2.5.3. Show the existence of programs to increase the titling indexes.
2.6 School performance indices by Generational Cohort	2.6.1. Evidence if there is a system of efficiency indices that covers the aspects of failure, desertion, terminal efficiency, titling and others. 2.6.2. Evidence in a table the historical rates of behavior of school enrollment (generational cohort), in the last five years (vr.gr. income, desertion, failure, graduation, degree, total enrollment and stages, cycles and / or academic periods "floating" enrollment, failure rates by subject, academic areas and sub-areas. 2.6.3. Evidence the programs and mechanisms to improve the school performance showing the results of the different programs (Tutorials, consultancies, titling seminars, among others). 2.6.4. Evidence the data that conform the updated record of graduates by generation, as well as the purpose and use given to them in relation to the Academic Program.

3. STUDY PLAN (CURRICULUM)

3.1 Foundation of the Study Plan (Curriculum)	3.1.1. Describe the distinctive characteristics (that define) the Educational Model on which the Study Plan is based. 3.1.2. Describe the Philosophical, Epistemological foundations of the Curricular Model on which the Study Plan is based. 3.1.3. Explain the consistency between the mission, vision and strategic objectives of the curriculum in the framework of the mission, vision, and strategic objectives of the institution and the faculty, school, division or department.
3.2 Entry and Graduation Profiles	3.2.1. Enunciate the criteria for selection and admission of applicants to enter the Academic Program. 3.2.2. Describe the graduation profile of the students for the Academic Program.

	3.2.3. Indicate the profile of the students to achieve in each of the curricular moments (Phases, Stages, Cycles, Levels, Areas, Sub-areas) of the Academic Program.
3.3 Regulations for the permanence, graduation and revalidation.	3.3.1. Describe the institutional regulations that clearly establish the requirements of permanence, equivalence, revalidation and graduation of the academic program and its dissemination among the program community.
3.4 Subject programs **(Structure of the Study Plan)**	3.4.1. Describe the Curricular Structure of the Study Plan that indicates: stages, cycles, development axes and / or articulation and others. 3.4.2. Graphically show the content of the Study Plan (Curricular map). 3.4.3. Enunciate the existence of a curriculum design committee and the participants in the development of the Study Plan (valid in case of having two programs), describing their type of contribution. 3.4.4. Evidence the revisions to the Study Plan, after the start of its operation (include the dates of the reviews and show the results obtained).
3.5. Contents that include generic competences	3.5.1. Show the Programs of LUs or subjects that conform the curriculum that evidence in its contents the inclusion of generic competences (commitments, skills, strategies to learn to learn, development of thinking skills) • Ethical commitment and social responsibility. • Commitment to the quality of learning. • Environmental commitment • Competence in learning and updating permanently • Critical and self-critical capacity. • Capacity for abstraction, analysis and synthesis. • Capacity for teamwork. • Oral and written communication skills. • Skills for communication in a second language. • Skills aimed at creativity • Research skills • Abilities in the use of ICT. • Abilities to search, process and analyze information from various sources

3.6. Curricular Flexibility	3.6.1. Describe the flexibility characteristics of the Study Plan within. 3.6.2. Describe the flexibility characteristics of the Study Plan, to the outside.
3.7. Evaluation and Updating	3.7.1. Describe the existence of the Curricular Monitoring and Evaluation System (methodology, instruments, periodicity, type of evaluation, participants, participation forms and weightings). 3.7.2. Describe the diagnostic and prospective studies, based on the social demand and the scientific-technological advances that support the curricular update or modification of the curriculum.
3.8. Dissemination	3.8.1. Describe the procedures and means used to disseminate the curriculum to society, the academic community and students.

SUBCATEGORY 3.A. STRUCTURE OF ARCHITECTURE STUDY PLAN

3.A.1. Humanistic – Theoretical Academic Area **(Contents that include Theoretical – Humanistic disciplinary competences,.)** **(Annex table with Learning Units (LU) that contemplate them)**	3.A.1.1. Demonstrate that a knowledge is generated that allows the understanding, reflection and criticism of the relationships that exist between the individual, the habitable space and the socio-cultural and natural environment in the past and present. 3.A.1.2. Demonstrate that a knowledge, understanding and reflection is generated of the theories that explain the phenomenon of space or architectural object, deduced from observation, experience and logical reasoning. 3.A.1.3. To know research techniques for understanding the endeavor of architecture and urbanism.
3.A.2. Urban – Environmental Academic Area **(Contents that include Urban – Environmental disciplinary competences,)** **(Annex table with Learning Units (LU)**	3.A.2.1. Demonstrate that knowledge, understanding and reflection is generated with respect to urbanism, urban planning, urban design, the environment and the conservation of natural and cultural heritage, which allows its proper application in architectural and urban projects. 3.A.2.2. Understand the social function of architecture and urbanism, in relation to habitat improvement. 3.A.2.3. Show the requirement of contents or of LU that guarantee the knowledge tending to the appreciation of the natural, cultural and built heritage.

that contemplate them)	
3.A.3. Architectural Design Academic Area **(Contents that include Architectural Design disciplinary competences)** **(Annex table with Learning Units (LU) that contemplate them)**	3.A.3.1. Develop the ability for composition from the management of space in its three dimensions in the different scales of a design object, where the development is shown based on volume, spatial characteristics and formal qualities. 3.A.3.2. Apply typological and morphological knowledge in the design process, appropriate to the character and needs of the environment in which the architectural project is carried out. 3.A.3.3. Apply in a responsible manner the conditioning factors of the physical and social habitat, where the architectural project will be located, and the proposals for necessary and appropriate construction techniques. 3.A.3.4. Develop the skills to integrate in an executive project: planning, building, construction, and management; of an architectural project for an integral solution to concrete problems, which involve the oral, written, graphic and / or volumetric communication capacities of urban-architectural ideas and projects. 3.A.3.5. Develop skills for mastering the media and tools to communicate orally, written, graphically and / or volumetrically the ideas and projects both urban and architectural.
3.A.4. Technology Academic Area **Contents that include Technology disciplinary competences)** **(Annex table with Learning Units (LU) that contemplate them)**	3.A.4.1. Apply geometry as knowledge and creative abilities to meet spatial and building needs. 3.A.4.2. Apply knowledge and skills to solve problems of analysis and design of structures, in relation to materials, techniques and procedures, constructive systems and soil in situations of risk with a sustainable vision that guarantees the conservation of heritage. 3.A.4.3. Apply the skills developed in the management of bioclimatic facilities for the construction of urban-architectural objects that consider the elements of the environment. 3.A.4.4. Apply knowledge of appropriate and appropriable technological alternatives for urban-architectural buildings and the sustainable care of the landscape and ecosystems.
3.A.5. Management Academic Area **Contents that include Management disciplinary competences)**	3.A.5.1. Develop skill for the management of control systems and management of the building that allows the promotion and financing of urban and architectural executive projects and their operation. 3.A.5.2. Develop entrepreneurship skills to coordinate and lead interdisciplinary work applying the legal and technical regulations that regulate urban and architectural project management.

(Annex table with Learning Units (LU) that contemplate them)	3.A.5.3. Manage the current regulatory system: land use, building, urban, among others. With the use of a research methodology for application in urban and architectural projects.
3.A.6. Complementary Academic Area **Contents that include Complementary disciplinary competences)** **(Annex table with Learning Units (LU) that contemplate them)**	3.A.6.1. Knowledge and skills obtained through optional or selective LUs that the institution offers to students, which allows them to complement or reinforce knowledge that suits them according to their personal academic and professional interests. 3.A.6.2. Knowledge obtained through LUs that the institution offers to students, which give a particular stamp to the academic program or the educational institution.

SUBCATEGORY 3.B. STUDENT PERFORMANCE (LEARNING OUTCOMES)

3.B.1 Conceptualization of the design object in the different stages of formation and graduation.	3.B.1.1. Give evidence of the adequate use of methods and processes of qualitative, quantitative and mixed research on the variables and components of the architectural system to be solved and their social, environmental, cultural, economic and technical contextualization for the argumentation of their projects. 3.B.1.2 Show that the design exercises are solved from case studies and careful reviews of similar architectural and urban objects. 3.B.1.3 Demonstrate that simulation activities, situational and emerging experiences that foster creativity and knowledge of the architectural and urban space are carried out. 3.B.1.4 Demonstrate ability for analysis, abstraction and critical judgment to formulate action strategies in the conceptualization of the design object. 3.B.1.5 Give evidence of the use of prefiguration for possible architectural and urban design solutions. 3.B.1.6 Show argumentations and principles of composition in the decision making of design.

3.B.2 Graphic, oral and written communication	3.B.2.1 Give evidence of the proper use of methods and techniques of graphic representation that express ideas, processes and relationships between the parts that make up the object and the architectural system. 3.B.2.1. Demonstrate skill and dexterity in oral communication. 3.B.2.3 Demonstrate skill and dexterity in written communication using the appropriate terminology based on the architectural object designed or built, including the built cultural heritage, the context in different stages of the history of architecture and the cultural and urban environment in which it is immersed.

3.B.3 Technical knowledge	3.B.3.1 Show evidence of the preparation of contextual and legal viability studies as well as technical and economic feasibility for the development and materialization of an architectural project. 3.B.3.2 Demonstrate that for the development of architectural design the characteristics of the site are analyzed, including the urban context, historical fabric, soil and topography, ecology, climate, infrastructures and regulations. 3.B.3.3 Demonstrate the application of criteria and strategies for the selection of structural systems, elements and construction procedures. 3.B.3.4 Demonstrate the appropriate selection of materials, components, systems and assemblies based on sustainability. 3.B.3.5 Demonstrate the application of criteria and strategies for the design and evaluation of environmental systems according to the geographical context. 3.B.3.6 Give evidence of evaluations and simulations of the proposed structural systems. 3.B.3.7 Demonstrate the appropriate selection of systems of facilities for the architectural project. 3.B.3.8 Give evidence that the architectural projects have a technical documentation and approved specifications according to applicable norms and standards of documentation. 3.B.3.9 Give evidence of the use and application of operationalization, management and maintenance strategies, considering life cycles, standards and energy saving strategies in buildings. 3.B.3.10 Give evidence of the use and application of strategies for reuse, conservation or revitalization of the built heritage.

3.B.4 Knowledge of the theories, histories and disciplines of social sciences and humanities linked to architecture.	3.B.4.1 Evidence the use of methodologies and practices of theoretical and applied research in the design process. 3.B.4.2 Demonstrate the realization of historical research, global and local culture, art and aesthetics. 3.B.4.3 Demonstrate the use of methodologies and theories about the production and criticism of the artistic, architectural and urban object. 3.B.4.4 Preparation of studies on cultural diversity and social equity applicable to architectural and urban design (accessibility, equity, security). 3.B.4.5 Preparation of social and multidisciplinary studies on the context and built space, applicable to the design process. 3.B.4.6 Demonstrate the ability to find integrated architectural solutions based on interdisciplinary research and collaborative design and construction.
3.B.5 Management and production of the architectural object	3.B.5.1. Give evidence of the use of commercial and business strategies for the practice of architecture, including management, promotion, as well as legal aspects and bidding for public works. 3.B.5.2 Show knowledge about the management of projects for the planning, execution, supervision and control of the construction, as well as the processes of closing, delivery and putting into operation of the buildings. 3.B.5.3 Demonstrate knowledge about financing and real estate investment, legal aspects related to real estate products. 3.B.5.4 Demonstrate knowledge about social responsibility and ethical principles of the profession.

4. LEARNIG EVALUATION

4.1. Methodology of continuous evaluation	4.1.1. Describe the Learning Evaluation System in relation to its periodicity, evaluation strategies, types of evaluation and academic criteria. 4.1.2. Show the evaluation strategies established in the LU programs

	and their consistency with the study plan. 4.1.3. Demonstrate the strategies that support the types of evaluation in relation to the objectives of the different LU programs. 4.1.4. Show the forms of dissemination to the academic community of the different strategies for evaluating student learning.
4.2 Stimulus to academic performance	4.2.1. Evidence the existence of institutional scholarship programs as incentives for students with high academic performance and / or low resources for the retention of young people at risk of dropping out of school. 4.2.2. Describe the operation of the scholarship system granted by public sector organizations (PRONABES and / or others) and private (TELMEX and / or others) as support to high performance students of the academic program. 4.2.3. Describe the types of dissemination to grant scholarships by the institution and public and private sector agencies to the student community of the academic program. 4.2.4. Describe the regulations for the granting and allocation of scholarships and incentives of the Academic Program for high performance students. 4.2.5. Evidence the periodicity and the number of students benefited with the stimulus programs granted by the institution and by public and private sector agencies in the last three years. 4.2.6. Describe the operation and dissemination of the stimulus and recognition program (awards events).

5. INTEGRAL FORMATION

5.1 Entrepreneurs Development	5.1.1. Describe if an entrepreneurial attitude is fostered through the operation of Entrepreneurs Development Programs, Business Incubators or similar. 5.1.2. Show how many students and teachers participate in the program, as well as the number of companies promoted and events organized inside the campus. 5.1.3. Mention to what events organized by other educational institutions or the business sector is attended, and if recognitions have been obtained.

5.2 Artistic and Cultural Activities	5.2.1. Evidence in what cultural activities students actively participate (cultural workshops, competitions and exhibitions, among others). 5.2.2. Show the list of participating students and events organized inside and outside the campus.
5.3 Physical and sports activities	5.3.1. Show the Program of sports activities of the Institution, school or program. 5.3.2. Accredit the sports activities in which the students participate, in a massive way or forming part of the selections, in different disciplines.
5.4 Professional Orientation	5.4.1. Show the professional orientation program for the student that result in an adequate preparation for professional insertion. 5.4.2. Describe the program of Scientific and Technological events in curricular training. Events organized by students by student associations, intramural and extramural.
5.5 Psychological Orientation	5.5.1. Show the programs of accompaniment and attention to the psychosocial problems. .
5.6 5.6 Medical Services	5.6.1. Show the program of risk prevention activities and instill a healthy lifestyle in students and the general community (campaigns, courses, workshops, printed material). 5.6.2. Accredit the health care services provided to the community when requested and the persons served.
5.7 Link Family - School **Human Development (human relations)**	5.7.1. Show the human development program that favors the family school connection (facilities, events, and operating mechanisms). 5.7.2. Show the forms of attention to the risk situation faced by the different groups of students in the scope of the program (social and natural risk through: courses, workshops, practices and simulation).

6. SUPPORT SERVICES FOR LEARNING

6.1. Tutoring **(Institutional Tutoring Program)**	6.1.1. Describe the functionality of the Institutional Program of Tutorials that supports the quality of the Academic Program in the dimensions: individual, social, affective, cognitive and physical. 6.1.2. Accredit the number of students and teachers who have participated in the Tutoring Program in the last three years and the percentage of full-time professors who participate in the tutoring

	program. 6.1.3. Mention the numerical relationship between students and tutors who have participated in the Tutoring Program in the last three years. 6.1.4. Describe the tutor training and evaluation program.
6.2. Academic consultancy	6.2.1. Show the records of students, attended in academic consultancies by full-time teachers and, where appropriate subject teachers.
6.3. Library and Access to Information	6.3.1. Demonstrate that the space, furniture and accessibility capacity of the library is appropriate to the program. 6.3.2. Demonstrate that the collection has the titles and volumes updated and organized according to the needs of the program. 6.3.3. Describe the program of book acquisition and subscriptions to databases, as well as printed and electronic journals. 6.3.4. Show the services of digital libraries, newspaper library, internet and of external loans and inter librarian.

7. LINKAGE – EXTENSION

7.1 Linkage with the Public, Private and Social Sectors	7.1.1. Show agreements with public, private and social sector organizations for students and teachers to make technical visits, school practices, professional practices and stays; 7.1.2. Show the regulations to carry out the operation of the agreements: list of participants, students and teachers and responsible for participation in these activities.
7.2. Monitoring of Graduates	7.2.1. Show the results of the relevance of the program of monitoring of graduates, of their recognition and acceptance in the labor market with the purpose of contributing to the curricular development and, where appropriate, modifying the curriculum and contributing to studies of continuing education.

7.3. Academic Exchange	7.3.1. Describe the characteristics of the Mobility Program of students, teachers and researchers who participate individually or in collaboration with networks and agreements. 7.3.2. Describe the characteristics of the Student Mobility Program, stating that the products and results obtained contribute to their integral formation.
7.4 Social Service **(Social Service and Professional Practice)**	7.4.1. Describe the supervised professional practice program and its relevance. 7.4.2. Indicate the regulations that establish the compulsory nature, control mechanisms and objectives of the professional practice program. 7.4.3. Describe the options that the program offers to students to carry out the Constitutional Social Service, indicating the lists of dependencies and providers, as well as the registration and compliance forms. 7.4.4. Describe if a Community Social Development Program operates.
7.5 Job Bank (Employment Exchange)	7.5.1 Evidence if there is a job bank that facilitates the insertion into the labor market of students and graduates, with the number of students and graduates attended, providing companies, as well as those who are in charge of them.
7.6 Extension	7.6.1. Demonstrate that the program has a specialized area to attend professional continuing education that offers courses and diplomas open to the community in general in different modalities (face-to-face, distance or virtual). 7.6.2. Evidence that the program has an external service office where technical advice is provided. 7.6.3. Show that the institution has a program of community services that provides advice and training for free in events of cultural dissemination, help in case of disasters and is responsible for the editorial work to disseminate science and culture. 7.6.4. Show the Editorial Production Program of the Academic Unit, linked to the academic program.

8. RESEARCH

8.1. Lines and Research Projects	8.1.1. Mention if there is a Research Program in the academic unit linked to the public, private and social sectors. 8.1.2. Describe the mechanisms and strategies to structure the research and / or research groups of the academic program. 8.1.3. Describe which are the Research Groups or Academic Bodies (BA's) that support the academic program and the requirements and mechanisms for its formation. 8.1.4. Describe the Lines of Generation and Application of Knowledge (LGAK) that cultivate the academic program and the academic unit and that support the Academic Program. 8.1.5. Show the approval mechanisms of research projects derived from the research lines. 8.1.6. Evidence the number of registered and approved research projects with verifiable results in the last five years.
8.2. Resources for research	8.2.1. Evidence the obtaining of resources to develop the investigation, showing the type of financing according to the cases.
8.3. Dissemination of Research **(Dissemination of Research results)**	8.3.1. Evidence how research results are disseminated in national or foreign publications. 8.3.2. Evidence the presentation of research results in national and / or international congresses and publications. 8.3.3. Describe the type of academic product, result of the research program generated by the academic program.
8.4. Impact of Research	8.4.1. Show how the results of the research have an impact on the improvement of the program, with the participation of the researchers in the curricular design and in the generation of educational innovations. 8.4.2. Mention how the transfer of research results has contributed to technological progress and the social improvement of the environment.

9. INFRASTRUCTURE AND EQUIPMENT

9.1 Infrastructure	9.1.1. Describe the characteristics of the physical infrastructure of spaces with which the academic program operates, own and shared (Classrooms, laboratories and workshops, according to the school enrollment, the area of knowledge, the didactic modality and the type of subjects). 9.1.2. Describe the characteristics and number of Cubicles of work and coexistence for teachers. 9.1.3. Describe the characteristics of Spaces for the development of cultural and sport events and activities of the academic program. 9.1.4. Describe adaptations to infrastructure for people with disabilities (universal accessibility. 9.1.5. Show the Preventive Maintenance Programs and the efficiency with which the requirements for the proper functioning of the educational spaces of the educational program are met. 9.1.6. Show the Programs of Security, Hygiene and Civil Protection, to prevent risk factors in the facilities and institutional spaces.
9.2 Equipment	9.2.1. Evidence adequate, pertinent, updated and sufficient computer equipment to perform efficiently the academic, administrative and student habilitation tasks. 9.2.2. Indicate the number, type and licenses of pertinent software programs or applications, current and sufficient for the operation of the Academic Program. 9.2.3. Describe the type of Internet service and the coverage of the network with which the academic program operates (wired and wireless). 9.2.4. Describe the relevant didactic support equipment, current and sufficient that the academic program has (video players, digital projectors, electronic boards, contacts, among others).

10. ADMINISTRATIVE MANAGEMENT AND FINANCING

10.1 Planning, Evaluation and Organization	10.1.1. Show the Institutional Development Plan. 10.1.2. Show the Development Plan of the Academic Program. 10.1.3. Show the progress of compliance with the Academic Program development plan through achievements. 10.1.4. Evidence the increase of the infrastructure tending to strengthen the Academic Program. 10.1.5. Evidence the processes of institutional evaluation and the internal and external program of assurance of educational quality, such as accreditation and application of ISO 9000 among others.
10.2. Administrative Human Resources, Support and Services	10.2.1. Define which authority directly depends the non-academic staff that supports the Educational Program. 10.2.2. Mention the number of non-academic personnel that directly support the Program, if it is sufficient, adequate and efficient. 10.2.3. Mention if a Continuing Academic Administrative Education Program is offered, which trains non-academic staff of the Academic Program, according to the needs of each other. 10.2.4. Demonstrate which are the Academic Bodies or Groups that participate in the Educational Program that promote collegial work for decision making and the participation of teachers in associations, professional associations, committees and collaboration networks, among others.
10.3 Financial Resources **(Financial Resources and Institutional Regulations)**	10.3.1. Show the academic-administrative normative structure of the academic program. 10.3.2. Evidence the source or sources of funding for the Academic program. 10.3.3. Evidence the periodicity and authority to which the academic - administrative reports of the academic program are presented. 10.3.4. Evidence the accountability mechanisms of the exercise of the resources with which the program operates.