

CODE OF ETHICS
OF THE ASOCIACIÓN PARA LA ACREDITACIÓN Y
CERTIFICACIÓN EN CIENCIAS SOCIALES, A.C. (ACCECISO)

The purpose of this Code of Ethics is to establish the values and principles to be used as the basis of an evaluation culture that shall govern the performance of all of the staff assigned to the *Asociación para la Acreditación y Certificación en Ciencias Sociales, A.C.*, its Technical Committee and the evaluating peers.

Compliance with the Code of Ethics shall be regulated in terms of the provisions established in the Bylaws of the Association, as well as in the set of rules and regulations issued by CIEES.

The evaluating peers shall fulfill the following principles:

Autonomy. The task of evaluation shall be performed with absolute freedom of mind; the evaluating peer shall avoid any relationship with authorities or academic staff or technical and administrative personnel of the higher learning institution subjected to validation, that could propitiate conflicts of interests or that could be derived from moral, economic or ideological influence or that might interfere in the correct implementation of the evaluation procedures or in the interpretation of its results.

Impartiality. When expressing comments or conclusions related to the results of the evaluation, any proclivity that inures to the benefit of or prejudice to authorities or academic staff of the higher learning institution shall be prevented.

Objectivity. Opinions expressed with respect to the work or performance of the higher learning institution shall be based in actual facts to be documented and proved with sufficient and competent information.

Integrity. The evaluation activities shall have to be carried out with honesty, avoiding unnecessary personal privileges derived from anomalies or irregularities detected during the evaluation.

Confidentiality. The results obtained during the evaluation shall only be disclosed to competent authorities of the *Asociación para la Acreditación y Certificación en Ciencias Sociales*, and they shall not be disclosed without proper authorization.

Discipline. Tasks performed by the evaluating peers shall be carried out pursuant to the enforced set of rules and regulations issued by the *Asociación para la Acreditación y Certificación en Ciencias Sociales* and according to the guidelines governing the performance of the higher learning institution.

Diligence. The evaluation practiced to the higher learning institution shall be carried out comprehensively in time and formally according to the standards established in the evaluation program so as to prevent delays in its completion.

Creativity. The evaluating peers shall commit themselves before the *Asociación para la Acreditación y Certificación en Ciencias Sociales* to contribute with ideas to improve policies, guidelines, systems and procedures related to evaluation and validation as well as to share their knowledge and experience with the committee on evaluation and validation.

Professional proficiency. The evaluating peers of the *Asociación para la Acreditación y Certificación en Ciencias Sociales* shall possess sufficient academic and technical expertise as well as the necessary experience to perform the evaluation activities.

Updating. The evaluating peers of the *Asociación para la Acreditación y Certificación en Ciencias Sociales* shall permanently update their knowledge in topics related to social sciences to be able to apply new methods, systems or procedures that improve and expedite the evaluation activities.

CATEGORIES AND EVALUATION CRITERIA

The evaluation required for validation purposes implies a reviewing process of the academic programs and of their operation with the purpose of improving the academic performance of the institutions and their plans and curricula. Its starting point is not an ideal model of discipline to be fitted to teaching methods of social sciences, but it rather refers to the model that each institution establishes and to its operating process.

The validation process, once the evaluation is completed, refers to the public acknowledgement granted by ACCECISO, to demonstrate that it complies with certain criteria and quality indicators in its structure, organization, functioning, consumables, teaching processes, services and results. It also implies that the curriculum is socially relevant and fulfills the provisions established in its own development plan.

The objectives of the validation process of curricula are listed, among others, as follows:

- To acknowledge the quality of the academic programs of the higher learning institutions and to foster their improvement.
- To promote among higher learning institutions, through their curricula, a culture of continuous improvement.
- To propitiate that the performance of the academic programs achieves Mexican and international quality-related parameters.
- To assist in providing sufficient resources to the academic programs as well as suitable mechanisms to guarantee the achievement of their objectives.
- To propitiate communication and interaction among the various sectors of the community in the search of a higher quality education with social relevance.
- To promote significant changes in the institutions and in the system of higher education compatible with present and future social needs.
- To foster among institutions and their academic entities their compliance with mission and objectives.

To be able to achieve its objectives, the ACCECISO has established a set of evaluation methodologies and criteria based on those that have been widely tried by the CIEES, since this also makes it possible to deal with the evaluations performed by such organization in the past.

The validation process is carried out after taking into account 11 categories and 96 indicators that are listed as follows.

CATEGORIES:

- 1.** Regional and Institutional Context (academic and administrative performance).
- 2.** Planning and organization of the Unit (institutional process of planning and evaluation and setting of internal rules and regulations to manage the operation of the program).
- 3.** Academic staff (academic personnel assigned to the program).
- 4.** Plan and curriculum.
- 5.** Teaching-Learning Process (methods and instruments to evaluate learning abilities and institutional services to educate students)
- 6.** Students.
- 7.** School achievements.
- 8.** Research (lines and activities to deliver the curriculum).
- 9.** Dissemination, Exchange, Affiliation and Continuous Education.
- 10.** Infrastructure and equipping (to support the development of the curriculum).
- 11.** Administration and Financing of the Unit (administrative management and financing).

INDICATORS:

Evaluation referrals or ideal or desirable values of each indicator are established for each category.

A quality academic program should have the following characteristics:

- } Adequate balance between professors with certain seniority in the program and the new staff, with a suitable supporting academic personnel (level of competence, dedicated time and distribution of academic tasks);
- } Production of educational material, publication of books, chapters of books, scientific articles published in magazines with arbitration;
- } Experience in professional activities and suitable relation of them with the teaching profession;
- } Résumé, updated and relevant, to describe in detail and develop the performance of the teaching-learning process, the investigation and dissemination of cultural matters and to be subjected to periodical evaluations;
- } High rates of terminal efficiency, alumni retention, graduation, academic degree;
- } Efficient and timely services of individual and group attention to students;
- } Processes, mechanisms and instruments suitable for the evaluation of learning curves reached in terms of curriculum;
- } Infrastructure to support academic performance of professors and students: modern, available, sufficient and well equipped;
- } Institutional program of communitarian service (*servicio social*), to be relevant and rigorous;
- } A sustainable program, associated to the academic program and to its scope;
- } Results evidencing follow-up of graduate students;
- } Tests proving that graduate students with academic degrees are widely accepted in the labor force and their solid formation is acknowledged;

- } Efficient systems of performance, management, administration and financing; and
- } Currently enforced legal instruments, sufficient and coherent.

I. Regional and institutional context

1. Relevance of the program within a regional context

The program shall take into account the context where it is located, in what relates to its regional and local scope as well as in reference to similar programs offered by other public and private institutions in such environment.

2. Official acknowledgement

The program shall be associated to an institution recognized by federal state educational authorities or, in case of being an autonomous institution it shall have to be recognized by its supreme authority to grant professional titles.

3. Organization of the institution

The program shall have to be conveniently located within the organizational structure of the institution and it shall appoint responsible parties authorized for its commissioning and permanent supervision.

4. Budget and full-time professors

The unit shall be provided with a permanent budget and with powers to propose and assign positions to full-time professors within the scope of an institutional system for professional development.

5. Equity and freedom of speech and investigation

The institution shall grant equal opportunities of admission to students and of employment to professors and it shall allow freedom of speech and investigation.

II. Planning and organization of the unit

6. Regulatory framework

The institution offering the academic program shall operate within an approved regulatory framework, currently enforced and of general compliance that regulates its performance and includes rules such as a Statutory Law and/or General Bylaws, as well as regulations derived from them such as:

- a) Regulations or Bylaws of the Academic Personnel to regulate procedures for employment, promotion and permanence, as well as procedures for review.
- b) Regulations for students to manage their admission, permanence, promotion and graduation.
- c) Regulations, guidelines or instruction manuals for awarding of degrees.
- d) Regulations, guidelines or rules to comply with the communitarian service.
- e) Regulations to award scholarships and incentives to professors and students, as applicable.
- f) Regulations, guidelines or rules to manage institutional finances.
- g) Rules of conduct to govern functions of non academic personnel to support the development of the program.
- h) Code of ethics and rules to live in a community for the academic and support staff and for students.

7. Development plan

Management of both the institution and the unit and of the academic program shall be supported by development plans as a guideline and to provide an assurance of and an improvement of their quality on a continuous basis. Their respective plans shall have to be contained in documents incorporating the guidelines for the development of the program in the short term (3 years) and in the long term and they shall have to include: their mission, vision, strengths and weaknesses, contributions to the institutional development, the approach to be applied to execute the actions outlined, their human, financial and infrastructure-related requirements and their strategies, as well as the financing or affiliation sources as necessary, the responsible parties for their implementation and the follow-up and evaluation mechanisms.

8. Information system

The academic program shall have available and operate an updated institutional information system to serve as backup for decision making. It is convenient to have mechanisms to notify the community about the activities of the institution, the unit and the program.

9. Participation

The process of planning and evaluation of the academic program should be carried out with the participation of its community and of its collegiate entities.

10. Collegiate entities

Management of the academic program shall consider collegiate team work with the participation of professors, students and authority of the academic unit. The operation of these entities shall have to be governed by regulations to define their integration, authority, functions and work procedures. The election of members of the collegiate entities shall have to be executed pursuant to adequate procedures. Procedures for decision making shall have to be performed within their jurisdiction, with a suitable periodicity to allow the timely releasing of matters related to the academic unit. Collegiate authorities shall have available mechanisms to serve appeals and objections from their communities.

11. Self-evaluation

The academic program shall have to include periodical exercises of self-evaluation to back up the planning process and to lead to a permanent improvement of the program management.

III. Academic staff (Faculty)

Policies and sets of rules and regulations

12. Personnel policies

The academic program shall comply with the institutional policies established for recruiting, selection, improvement and consolidation of its academic staff, and such policies should be compatible with the mission and with the objectives of the unit and of the institution.

13. Planning the development of the academic staff

The enrollment, formation and professional development of the academic staff shall be the result of a planning process.

Admission

14. Admission, permanence and promotion

Processes and decisions on admission, permanence and promotion of the academic staff shall be regulated in terms of the established requirements. It is recommended that these processes become the responsibility of the collegiate entities constituted by academicians of the program and/or of related programs and by evaluating peers external to the unit.

The mechanisms and the results of these processes shall be notified to the academic community.

15. Rules and regulations for the full-time staff

Full-time professors shall have a regulated participation in the academic program according to criteria of ethics and productivity, and academic efficiency and effectiveness, under conditions that guarantee them permanence in their activity, the realization of their teaching and research assignments and a fair compensation compatible with the performance of their tasks.

16. Academic background, experience and teaching development

Those who deliver courses at undergraduate and graduate levels shall possess a professional title or the corresponding degree. It is convenient to have a balance among professors with academic degrees awarded by the institution itself and by other Mexican and foreign institutions. In addition, it is also suggested that some members of the academic staff have been awarded external recognitions such as those offered by the *Sistema Nacional de Investigadores* (National Board of Researchers). In the case of practical programs it is valid to have an equivalent of professional development and prestige in the specific area of expertise.

17. Advancement of the academic staff

It is important for the academic staff to pursue studies to strengthen their schooling either by seeking a master degree or a doctorate, or through continuing education courses or diplomas. It is suggested that the proportion of full-time professors assigned to the program and of those with graduate studies be compatible with the type and level of the program, following criteria issued by PROMEP (ANUIES, 1999).

18. Mobility

It is desirable to have an exchange of professors with other institutions. Additionally, professors of the program should be provided with support to have academic and research leaves in other institutions.

19. Academic staff at graduate level

Academicians assigned to programs oriented to a master degree or a doctorate, in addition to having the corresponding degree need to have published books or research papers in books or journals with academic prestige, or otherwise show proof of an equivalent activity in what refers to research or professional work.

20. Work experience in the area

It is convenient that subjects related to professional practice be delivered by professors with work experience in the corresponding area.

21. Orientation for newly admitted professors

It is relevant for the institution to offer orientation programs for recently hired professors to adapt them to the institution objectives and to provide them with sufficient learning tools to deliver the course.

22. Integration of the work force

It is recommended for the program to have a work force constituted by full-time professors preferably with graduate studies. The group shall have a minimum number of regular professors with professional experience or degrees specifically in the one or more disciplines involved in the program. It is also advisable to develop a balance between the number of new professors and those with seniority at the institution.

Academic activities

23. Production of educational material

It is desirable for the professors to produce supporting educational material.

24. Distribution of work load among full-time staff

It is convenient for the whole staff of full-time professors to have a balanced distribution of the following activities: delivery of courses, attention to students, tutoring, research, institutional involvement, updating and advancement.

25. Academic work load for part-time professors

Part-time professors shall teach courses for up to 18 hours a week as a maximum.

Evaluation and incentives

26. Policies to evaluate performance

Policies shall be available to periodically verify compliance with the responsibilities of the academic staff. The results shall be valid for purposes of permanence, promotion and rehiring.

27. Performance evaluation mechanisms

Mechanisms to evaluate performance of the academic staff shall contemplate the participation of collegiate entities and of students and they shall be familiar to the academic community.

28. Incentive system

The incentive system applicable to the academic staff shall be based in a qualified collegiate-type evaluation of the faculty members.

29. External incentives

It is recommended to promote the participation of the academic staff in incentive systems external to the unit or institution, such as the *Sistema Nacional de Investigadores* (National Researchers System).

IV. School plans and curricula

The quality of an academic program resides in the existence of an updated curriculum that is relevant, compatible and consistent with the mission and objectives of the latter and in the academic institution to which it belongs. The curriculum should define the organization and orientation of the teaching-learning process that has been proposed by the program, the research to be developed and the dissemination of the culture; in addition, it shall be subjected to periodical reviews. The results of this process should be reflected in high rates of terminal efficiency, retention of students, graduation, degree awarding, and efficient and timely services to provide individual and collective attention to students. The curriculum shall include as a minimum some of the following components:

30. Term of the Curriculum

The curriculum should have to be prepared pursuant to the established set of internal rules and regulations and have been approved by the respective authorities. It should be periodically amended or modified.

31. Contents of the curriculum

The curriculum should contemplate explicitly objectives, contents and teaching-learning activities. The objectives shall clearly define the purposes, goals and convenience of the academic program. In addition, the curriculum shall also be coherent, consistent, articulated and relevant with the purposes of the academic program.

32. Diagnosis of the discipline

The curriculum and any amendments shall be based in a diagnosis of the social, economic and political needs and of the scientific and technological developments at local, regional and national levels, as well as on the advancement of the discipline in the world. The diagnosis should be suitable, relevant and updated.

33. The profile of admission

The curriculum should incorporate an admission profile specifying knowledge, abilities and attitudes to be complied by potential students enrolled as well as scholar and administrative requirements.

34. The profile of graduation

The curriculum should include a profile of graduation containing knowledge, abilities, attitudes, aptitudes and values to be acquired by the students upon completion of the studies covered by the academic program.

35. Curricular structure

The curriculum shall indicate the organization of knowledge, the hierarchy of topics and contents and the orientation of the teaching-learning process that has been proposed by the program. It is convenient to specify the horizontal and vertical articulation, the binding effect, electivity and selectivity of the subjects or equivalent, serial order, pondering in terms of credits, as well as the proportion and assignment of the theoretical, practical and theoretical-practical hours.

36. Programs of the subjects

All programs or equivalents of each of the subjects constituting the curriculum shall be available and they shall contain as a minimum the following elements:

- General objective, compatible with the purposes of the curriculum,
- Description of the subject,
- List of topics with the particular objectives of each subject and their corresponding sections,
- Recommendations of the teaching-learning activities,
- Method and procedure for the evaluation of the learning system, and
- Basic and support bibliography.

37. Degree awarding procedures

The curriculum should clearly establish the requirements for graduates degree awarding. There should be an adequate number of options for degree awarding and, if applicable, a description of the procedures and mechanisms to present an exam or to defend a paper. In those cases where the awarding of a title considers the submission of a specific type of written document, well-defined criteria should be available to have an assurance of the quality and creativity of the paper.

Options for degree awarding shall have to be compatible with the mission, nature and objectives of the curriculum and their purpose shall be that students demonstrate their ability to think, to integrate and to interpret a concrete reality based in the knowledge and capabilities acquired during training. To achieve high rates of titled students the contents of the curriculum shall include knowledge and activities that provide students with the abilities to fulfill such options.

38. Periodical evaluation of the curriculum

The review of the curriculum should be carried out periodically and collegiate supported.

Specifics for graduate studies

39. Requirements for admission

Curricula applicable to graduate students shall specify requirements for admission, permanence and awarding of degree or diploma, as well as the relationships with academic activities and the compulsory and optional subjects of theoretical and practical nature to be studied by alumni, such as attendance to courses, participation in seminars, colloquia of PhD candidates or extracurricular activities. The programs for the various subjects shall comply with requirements similar to those for bachelor degrees.

40. Academic work load for doctorate degrees

It is recommended that for doctoral studies the institutions eliminate progressively the need for a specific number of credits. This implies for the curriculum to acquire an individualized character based on the academic background of the student and on the research topic agreed between tutor and student.

41. Diploma of specialization

To be awarded a diploma of specialization it shall be necessary to have achieved the objectives set forth in the respective curriculum and to approve the exams and term papers the guidelines of which shall be issued by the collegiate staff.

42. Master Degree

To be awarded a Master Degree it shall be necessary to have achieved the objectives stipulated in the respective curriculum, to deliver a thesis or its equivalent and to approve the degree exam.

43. Doctorate Degree

To be awarded a Doctorate Degree it shall be necessary to have developed satisfactorily the activities assigned by the tutor or by the tutorial committee, as well as to deliver a thesis of an original research and defend it during an oral exam.

V-Teaching-learning process

The operational mechanisms, periods, methods and instruments to evaluate learning, in addition to be appropriate and relevant, shall promote a constructive and educational character of the teaching-learning process and shall enhance the quality of learning. At the same time, they shall assist in the awarding of school grades to the degrees of learning achieved by students throughout their academic development and upon graduation from the academic program. They shall also constitute indicative elements to be able to make decisions on the curricular development.

44. Learning methods

Teaching methods oriented to improve learning should be used and they shall be associated explicitly to the curriculum. It is desirable that such methods incorporate the use of new technologies (videos, Internet, etc.) and that team work is encouraged as well as the daily use of computer equipment.

45. Tutoring and academic-professional orientation

It is very important to implement a tutoring program to orient students since the first years of college. In the case of graduate studies, it is necessary to establish the position of tutor to supervise the education of students and their permanent orientation in research activities.

46. Creativity and critical thought

Besides information, the students should be encouraged to develop self thought, criticism and controversy.

47. Research methods and techniques

It is desirable that the various research methods and techniques, either field- oriented or documentary, be applied in the course of college studies and be used permanently. The direct involvement of students in diverse academic projects conducted by professors is highly recommendable.

48. Field practice and professional practice

In the programs of study that require so, it is convenient to conduct field visits or field practices supervise by the corresponding professors of the various areas. In addition, it is also recommendable that students engage in professional practices in public or private institutions where their knowledge acquired can be applied.

49. Extracurricular activities

Teaching at the classroom should be complemented with extracurricular activities such as, among others, attendance to colloquia, conferences and discussion panels.

50. Permanent learning

It is important that habits are imbued in students so as to encourage them to keep continuous upgrading of their knowledge.

51. Learning evaluation

The academic program shall incorporate mechanisms, periods, methods and instruments to evaluate learning at the beginning, during and completion of the studies of the alumni that will depend on the profiles of the graduates and on the objectives of the curriculum. These elements shall become part of an official set of internal rules and regulations that establish as a minimum evaluation mechanisms, periodicity, minimum approval grades, number of opportunities to pass a subject, maximum time to comply with the number of credits, disciplinary sanctions, parties

responsible for the control of the evaluation (departments, schools, academies, etc.) and participation of the professorship in the development of the instruments, their application and grading, supervision and evaluation of the process, as well as the review and permanent upgrading of the methods and instruments. This document shall have to be compatible with the set of rules and regulations enforced by the institution.

52. Character of the evaluation

The mechanisms, periods, methods and instruments to evaluate learning, in addition to being suitable and relevant, shall promote a constructive and educational character of the teaching-learning process and shall improve the quality of teaching. At the same time, they shall support the awarding of school grades to the learning processes throughout the academic education of the students and they shall also constitute an indicative element to be able to make decisions about the curricular performance.

53. Diagnosis or departmental exams

In case of existing departmental exams, it shall be necessary for them to be prepared pursuant to a clearly implemented policy to expedite the learning process and to contribute to the creation of conviction in the student.

54. Compliance with individual subject programs

Mechanisms should be available to verify full compliance with the programs of study of the subjects included in the curricular program.

55. Remedial programs

It is desirable for the academic program to incorporate mechanisms to solve, by means of supporting courses, tutoring, etc., problems of permanence, desertion and subjects with higher rates of failure.

VI. Students

Students are the reason of being of academic programs and their learning becomes the referral for their development and implementation. This is why the program, from its philosophical roots and its social relevance, shall have to apply policies, strategies and mechanisms to provide an adequate attention to students and to follow up their educational progress.

The academic program shall include complete and automated data on the academic status of each student: of the academic background (high school, college or master degree), the higher learning institution and its

character (public, state or private) and the social and economic rating of his (her) family, so as to be able to notify on a clear, timely and truthful manner at all times any aspect related to the student. It is required to have available the properly integrated file of the students enrolled since the very beginning of the program as well as regulations to manage the availability of such information.

56. Selection of students

The academic program shall make a selection of the prospective students based on academic criteria to be sure that the real admission profile is compatible with the graduation profile established in the curriculum.

57. Admission exam

It is desirable that, besides the listing of admission requirements, the admission to the academic program be based on the application of a selection exam to 100% of the applicants so as to assess, among other aspects, the aptitude to study, the logic reasoning, language proficiency and minimum knowledge expected from any of the applicants. The admission exam shall be valid and reliable. The results of the exam shall be not only applicable for admission purposes but they shall have to be processed to detect needs for scholar support or psychological and pedagogic help to students.

58. Procedures to validate and evaluate student performance

Students shall be well aware about validation and performance evaluation procedures. In addition, they shall be provided with sufficient information about the requirements to opt for professional or degree exams, the options for degree awarding, the cases where the right to be awarded a title are forfeited and the maximum time period to receive a degree once the credits of the curriculum have been completed.

59. Attendance and performance

The academic program shall be provided with mechanisms to verify the regular attendance to classes of the students and the compliance of the contents of each course.

The most desirable feature of a top-quality academic program is to perform with: less than 10% of annual student desertion; more than 80% of attendance to classes by students; a maximum of 10% of the students passing with the minimum regulatory grade; a maximum of 10% failed to pass; less than 10% of full -time students spends the maximum time allowed to cover the credits or courses of the curriculum; maintains high rates of student retention at the end of the first school cycle; has a balanced proportion between the number of students admitted and the number of those who graduate; and at undergraduate

level, at least 80% of full-time students. These minimal performance indices of the students shall be associated to an automated information system that provides timely, truthful and systematized information on historic series of the last five years from the moment of evaluation.

60. Acknowledgement of the academic performance

The program should operate with mechanisms of motivation and recognition applicable to good students so they can maintain or improve their academic status based on institutional policies and in the explicit mechanisms and academic criteria established on this respect by the collegiate entities responsible for the curriculum.

61. Size of the groups

The groups shall not be too numerous. The size shall be governed by variable criteria depending on the requirements of the subject taught.

62. School orientation

The students shall rely on orientation for the optimum benefit of the curriculum and of the resources of the academic program.

63. Student mobility

It is desirable for the students to have the possibility of pursuing courses or full school periods in other academic programs and in other Mexican or foreign institutions.

64. Student participation

It is desirable for the students to have channels and mechanisms of institutional participation.

VII. Academic record

65. Graduation

The curriculum shall achieve satisfactory results in what refers to the number of graduate alumni, titled and/or with degree, in each class.

66. Degree awarding

The institution shall offer statistics of communitarian service (*servicio social*), number of alumni with title or with a degree from the curriculum and it shall carry out actions aimed at increasing the corresponding indices.

67. Internal rules and regulations

To be considered as an alumnus, either with a title or with a degree, the student shall have to comply with all requirements established for each particular case by the set of internal rules and regulations of the curriculum.

VIII. Research

A top-quality curriculum operates under the basis of institutional research policies and programs associated to *ad hoc* academic entities and to regulations. In addition, it should hire sufficient academic staff having a master degree as a minimum so as to be able to achieve quality results. It shall also have sufficient and suitable infrastructure and modern equipment to support research as well as sufficient funding for project development.

68. Institutional research programs

It is desirable that, because of their nature, curricula in Social Sciences incorporate institutional research programs to strengthen the areas of knowledge, to update the academic development of the professors and to contribute to the education of the students, particularly when the graduation profile of an academic program stipulates the development of abilities or skills oriented to research.

69. Relevance of research activities

Research activities shall have to be relevant in what refers to their contribution to the development and application of knowledge in the particular area and to social improvement of the environment.

70. Regulation of research

If possible, research activities shall be provided with work schemes associated to projects with a responsible party, particular regulations for project development, sufficient support personnel and allocation of funds dedicated to each project.

71. Products of research

Research activities carried out as part of the program shall lead to results to be expressed as published papers or as other products of applied research. It is important that the published works be subjected to previous arbitration prior to their publication.

IX. Dissemination, exchange, affiliation and continuous education

Each quality-rated academic program shall provide information about the mechanisms to reach its objectives, to strengthen and feed back its academic process with results derived from its relations with other curricula applied to middle and higher education and with related scientific, social, public, civil and private sectors, either Mexican or foreign. The efficiency and effectiveness of the relationships depends on the existence of a party responsible for their organization, planning, supervising and evaluating and for promoting the participation of professors and students of this activity. A regulation is necessary to manage the affiliation to be negotiated by means of enforced and sufficient contracts, agreements, plans and projects, associated to expeditious and timely mechanisms.

The academic program shall inform about its relations with the various public, private and social sectors inherent to it and, if applicable, with related programs offered by other Mexican and foreign institutions of higher learning, with the purpose of complying with the objectives of the program and to incorporate and feed back the educational endeavor.

72. Dissemination

It is important for the program to include strategies and mechanisms through which the characteristics of its educational offer and the academic activities being carried out are disclosed to the public in general.

73. Extension activities

The program shall periodically organize lectures, courses, seminars and other events open to the public to disclose the work being carried out and to link students and professors with new ideas.

74. Programs of academic exchange

The program shall have validated agreements of exchange and academic collaboration with Mexican and foreign universities with the purpose of promoting mobility among students and exchange of professors by means of short-term academic leaves to be able to acquire complementary abilities and practices to expand their horizon, to learn new organizational techniques and to exchange experience.

75. Affiliation to social sectors

It is important for the program to establish diverse relationships with public or private institutions with similar graduation profiles for their students, to disclose the professional development offered by the program, to take into account the opinion of future employers and to establish joint collaboration schemes.

76. Services to external sectors

The program shall seek an affiliation with external sectors through the delivery of services to associate the requirements of the community with potential activities of the program, to help the development of human resources, to be relevant and consistent with the curricular contents and, if applicable, bring together supplementary resources.

77. Communitarian service (Servicio Social)

It is convenient for the institutional program of communitarian service to operate under academic and socially beneficial criteria, to be related to the local needs, to have a relationship with the curriculum and to have activities overseen by academic supervision and follow up from the program itself.

78. Employment referral service

It is desirable for the program to have established labor relationships with prospective employers to facilitate hiring of its alumni through a reliable employment referral service.

79. Affiliation with alumni

Follow up studies of alumni should be available to periodically monitor the relevance of the program, the acceptance of alumni in the labor market and the needs to reorient the curriculum, if any. Additionally, it is important for the program to maintain contact with its alumni and to promote their affiliation. Opinions issued by alumni shall be taken into consideration when reviewing the curricular contents.

80. Continuous education

It is recommendable for the academic program to have access to a continuous education program (courses and diploma awarding courses) so as to strengthen and update the professional development of its alumni and professors and to allow interested parties to approach to the type of knowledge provided by the curriculum.

X. Infrastructure and equipping

The infrastructure and equipping should be accessible, adequate and upgraded, but always compatible with the number of students and of the academic staff as well as with the needs of the curriculum. The academic program shall be provided with expeditious mechanisms to be applied to facilities and equipping –classrooms, laboratories, shops, tutoring centers, libraries, language centers, computers, etc.- for their proper operation and implementation of the teaching-learning process. Additionally, a preventive maintenance program of the equipment and facilities shall be implemented to safeguard the institutional assets.

81. *Classrooms*

The program shall be provided with a sufficient number of classrooms to attend the students enrolled in each school period and these areas shall have the necessary space and furnishings to accommodate the students, suitable lighting, ventilation, temperature, noise insulation, tidiness and cleanliness, as well as the equipment required by the teaching-learning methods established for each course work.

82. *Laboratories and equipment*

The institution shall be provided with suitable laboratories, shops and equipment, modern and in sufficient quantity, with enough and adequate supplies to promote a real and significant teaching-learning process and at the same time to provide facilities for research activities. To be able to support learning experiences among students and professors, a quality-rated academic program may share its laboratories, shops and equipment with other educational entities internal or external to the institution as well as with public, social, civil and private organizations based on cooperation agreements with clearly defined objectives.

83. *Library*

The academic program shall include a library governed by regulations of general observance, with a bibliographic collection and subscriptions to periodical publications that are sufficient and compatible with the objectives of the curriculum. The academic staff should be involved in the process for the acquisition of the bibliographic material and of newspapers and periodicals. The library shall operate with specialized personnel. It shall have sufficient reading halls, with rooms for providing other services such as photocopies and cubicles for study teams and automated consulting services, as well as a periodical registry of the existing material and new acquisitions and updated records of services rendered. The area covered by the library shall have suitable conditions of lighting, ventilation, temperature, noise insulation, tidiness, cleanliness and appropriate furnishings to allow an efficient use of the room.

84. Documentary referral services

It is desirable for the program to be provided with a documentary referral service (or center) with modern equipment and linked to various databases related to the area, as well as with electronic journal referrals and other similar services for consultation by the academic community.

85. Computers area

A computer area shall be available with modern and efficient equipment to provide supporting services to the program. This area shall be provided with regulations to manage its work and the use of the equipment. The equipment shall be accessible in wide and flexible operating hours to attend the demand, operate with qualified supporting personnel, facilitate the use of manuals, have a program for preventive and corrective maintenance and plan their upgrading in terms of technological advances.

86. Cubicles for professors

The program shall be provided with adequate cubicles in sufficient number for full-time and part-time professors with suitable conditions of ventilation, lighting, and noise insulation, functional furnishings in good working conditions and permanent maintenance. Additionally, areas shall be available for the team work of professors. Professors working on an hourly basis an appropriate area shall exist to develop activities related to tutoring and/or preparation of material. It is important that full-time and part-time professors have ample access to the computer equipment.

87. Facilities for cultural and sports activities

Facilities to promote sports, recreational and cultural activities shall be provided for professors and students enrolled in the program.

XI. Administration and financing of the unit

88. Regulatory framework

The unit (center, coordination or department) to which the program is assigned shall be provided with an enforced regulatory framework for purposes of administrative operation and with an organizational chart to depict the administrative structure.

89. School administration

The academic program shall have available a file containing complete and automated data on the academic record of each student: the previous school record (high school, college or master degree), the institution of middle and higher learning and its character (public, state or private) and the social and economic status of his (her) family, so as to be able to inform on a clear, timely and truthful manner any aspect related to each student at all times.

90. Budget

The academic program shall be assigned a sufficient and timely budget to satisfy its economic needs; this budget shall be defined from a previous planning work. It is convenient for the program to have its own financial resources derived from courses, tuition fees, services, etc.

91. Assignment of resources

The unit shall be provided with clear and transparent mechanisms for the assignment and spending of the resources of external (subsidies and others) and internal (financial products, extraordinary income, educational services and others) nature.

92. Collegiate development of the budget

It is convenient for the unit to prepare the annual budget and to assign entries with the participation of collegiate entities that work in collaboration with the administrative authorities.

93. Information systems

The unit shall be provided with timely information (files, archives, statistics, results of evaluations, etc.) so as to be able to efficiently apply the resources and pay attention to the needs of the program.

94. Management control

It is convenient for the administration of the program to operate with efficient systems for internal management control and for performance evaluation to provide the unit with immediate feedback for the continuous improvement of its operations.

95. Administrative, and procurement and/or maintenance personnel

The unit shall have suitable administrative personnel for the tasks assigned and with sufficient procurement and/or maintenance personnel to guarantee the cleanliness and conservation of its various areas.

96. *Civil protection*

The unit shall be provided with a civil protection system with adequate signaling and with safety standards to decrease to a minimum the incidences of risk to the community and to properties and at the same time to favor conservation of the environment.

97. Performance incentives

It is convenient for the unit to have a system of performance incentives applicable to the administrative personnel.