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## General Manual for Accreditation Processes for Architecture Programs of ANPADEH 2019



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### INTRODUCTION

The processes of change in the local and global society in the economic, social and political spheres, among others, permanently induce processes of updating in the cognitive and operational frameworks of the organizations; this is with the purpose of attending with greater effectiveness, efficiency and pertinence the diverse aspects related to the institutional tasks. The processes of exchange and relationship between these institutions require normative frameworks that standardize the criteria to evaluate the work through indicators that allow the comparison of inputs, processes, products, results and even the impacts derived from their work.

One of the fields that have suffered most from the effects of this social vision of change is education, which due to its significance in the formation of future professionals, as well as in the substantive activities of research, linking and extension of knowledge, is a fundamental activity of a society. The institutional validation of the accreditation processes is based on criteria agreed upon by collegiate bodies made up of representatives of the agencies interested in the evaluation of education and the effective formation of graduates. In the fields of Architecture and Disciplines of the Habitable Space, the importance of having a validated frame of reference is fundamental to legitimize decisions and issue judgments for recommendations for improvement to the evaluated programs.

The search for quality in education has led the Mexican State to establish an institutional structure that leads to the monitoring, evaluation and accreditation of educational programs imparted in our country from basic to professional levels. The processes of accreditation and certification in Mexico carried out by the accrediting councils under the auspices of the Council for the Accreditation of Higher Education, A. C. (COPAES) seek to measure this quality and recognize it in the face of the organisms related to teaching and professional practice. To begin the processes of evaluation in education, the councils required the design of their normative and operative frameworks, as well as the evaluation instruments and achieve an organic executive conformation. The aspects to be evaluated are related to the ANPADEH's judgment in two categories: a) those related to institutional changes such as the redesign of the educational and pedagogical model, to the adaptation of the institutional regulatory framework, through adjustments in its institutional management systems and the series of infrastructures and equipment necessary for the exercise of teaching, research, linkage and inter-institutional relations; and b: those relating to attributes and their characteristics in the professional profile of graduates of the aforementioned educational programs for the teaching of Architecture and Urban Planning and Urban Planning, Landscape Architecture, Environmental Design, Interior Design , the Restoration of the Heritage, among others related to the Design of the Habitable Space.

In the case of architecture for which this Manual is developed, it is important to point out that ANPADEH belongs as a founding member since April 2008 to the Canberra Accord (CA) whose objective is to facilitate the mobility of credentials



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of architecture education degrees (with evidential documents of completion of studies such as: certificate of studies, professional examination certificate, professional title) between the countries whose accreditation bodies signed the agreement and those that are being accepted with the demonstration of compliance with the substantive equivalence indicated in the document of Rules and Procedures of the CA. To this end, the CA makes a periodic review of its members to verify the conservation of quality of their respective educational systems, with respect to the particular characteristics of each member and whose parameters are based on documents that have been developed by the International Union of Architects (UIA) and the *International Network for Quality Assurance Agencies in Higher Education* (INQAAHE) as relevant organizations worldwide, the first in the discipline of architecture and the second in terms of quality assurance for agencies in higher education.

The ANPADEH, in consistency with the tasks that the Association of Institutions of Architectural Education of the Mexican Republic, A. C. (ASINEA), which approved in 1994 the first group of parameters to measure the conditions in which an educational program was offered in the field of Architecture, has been working permanently on the updating of the parameters, within an integral process of reviewing the regulatory and operational frameworks of the accreditor. In order to combine the contributions and opinions in this regard, ANPADEH carries out a permanent survey on the quality and characteristics of the components of the accreditation and also conducts workshops to detect the opinions of the evaluators and the authorities. These opinions are analyzed by the Technical Committee of the ANPADEH, which works permanently in its compilation and analysis to adapt the normative frameworks to the changes observed in the institutional, national and international conditions. All this revision efforts are part of the guidelines established by the COPAES<sup>1</sup>, which is the immediate reference for the evaluation and accreditation activities of ANPADEH.

Derived from the above, we have the present General Manual for the Accreditation Processes of Architecture Programs of ANPADEH, which outlines the general evaluation criteria for the categories and indicators, trying to preserve the spirit of the COPAES guidelines as well as those of the CA, and interprets these criteria of reference for the case of Architecture specifically.

### ANPADEH PROPOSAL

The formation of architecture professionals is based on eleven categories of indicators associated with the components of the institutional model for the exercise of teaching, research, dissemination and extension of knowledge. Of these components, four are considered basic: in the first place are the education outcomes that are assessed through the work of students, and that must demonstrate the competences and main requirements to practice the profession of architect; in

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<sup>1</sup> COPAES (2015). General Framework for the Accreditation Processes of Higher Level Academic Programs, version 3.0 The following paragraphs are based on the cited document.



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Second place Study Plan or Curriculum is considered which must be pertinent to provide a wide preparation for the professional practice of architecture; and the third and fourth are teachers and students. These four are complemented by different academic, administrative, infrastructure and equipment supports, as well as the cognitive and normative frameworks of the institutions that harbor the study programs. In this order the essential basic requirements are established with which the academic programs in our country will have to comply to achieve accreditation. The primary purpose is to recognize the quality of the programs and encourage its continuous improvement. According to what COPAES establishes, the objectives of the accreditation of academic programs that form architects are, among others, the following:

- Publicly recognize the quality of the academic programs of the institutions and promote their improvement.
- Promote a culture of continuous improvement and quality assurance in these institutions through its academic programs.
- Encourage the performance of academic programs to achieve national and international quality parameters.
- Promote communication and interaction between sectors of society in search of higher quality education and social relevance.
- Promote significant changes in the institutions and in the formation system of architecture professionals in accordance with current and future social needs.
- Encourage institutions and their academic entities to fulfill their mission, vision and objectives.
- Provide society with information on the quality of educational programs in the educational areas of architecture, competence of ANPADEH.
- Contribute to programs on having sufficient resources and the appropriate mechanisms to ensure the realization of their purposes.

### THE ANPADEH ACCREDITATION

The exercise of an accreditation process of ANPADEH is characterized by:

- Voluntary
- Comprehensive (inputs, processes, products, results and impacts of the program)
- Objective, fair and transparent
- External (Product of collegial work of external peers)



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- Ethical, responsible, and respectful of institutional values
- Temporary (valid for five years)
- Trustworthy.

The accreditation process should always be carried out based on the recognition of existing institutional diversity.

For which the ANPADEH is assumed as an organism that will perform its task as:

- External
- Under responsible, clear and ethical principles and rules.
- In search of the trust of those who it serves in particular and of the Mexican society in general.

### EVALUATION CRITERIA

Based on the above, the ANPADEH evaluation model is based on the criteria of COPAES considering the 10 categories of indicators, as well as another category that fulfills the requirements established in the *UNESCO-UIA Charter for Architectural Education* (UNESCO-UIA Charter) and the *UIA Accord on Recommended International Standards of Professionalism in Architectural Practice* (UIA Accord), as established in the Canberra Accord, of which ANPADEH is a founding member, seeking to incorporate parameters that measure the inputs, processes, products, results and impacts derived from the institutional work in the development of the academic program. The categories of indicators are:

1. Academic Staff;
2. Students;
3. Study Plan or Curriculum;
  - 3.1. Learning Products (Student Performance Criteria)
4. Learning Evaluation;
5. Integral Formation;
6. Support services for learning;
7. Linkage – Extension;
8. Research;



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9. Infrastructure and Equipment;
10. Administrative management and financing.

### **BREAKDOWN OF THE CATEGORIES OF INDICATORS AND EVALUATION CRITERIA**

Next are the elaboration of the tables with the indicators and basic criteria for each category.

#### **1.- ACADEMIC STAFF**

The Academic Personnel of the program must integrate capable, ethical and responsible professionals whose academic formation and experience ensure the proper implementation of the curriculum.

The academic, professional and pedagogical criteria for recruitment, selection and permanence must be established institutionally, as well as the contracting mechanisms based on the requirements and needs defined and established in the curriculum, aimed at facilitating learning and comprehensive formation of the students.

The institution must have an educational and disciplinary training program that guarantees the permanent updating of the teachers, as well as the incorporation of an integral evaluation of the teaching performance, based on the institutional policies.

To be able to carry out the specific academic programs, teachers are required to assume the respective curriculum and their programs as their own. In addition, teachers responsible for the formation of future architects must meet the following requirements:

- Possess a professional degree in the disciplines related to Architecture.
- Verify the professional experience in the case of part-time teachers.
- Practice professionally and permanently in any of the areas of Architecture related to the knowledge to be taught, except



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in the case of full-time professors.

- Approve an exam of teaching skills.
- Participate, especially if they do not have postgraduate studies, in teacher training programs and permanent professional career update programs.

### Parameters

The program must comply with the following parameters:

- For institutions with less than 300 students: 1 career teacher (full time) for each academic area (minimum: projects, technology and theoretical-humanistic).
- For institutions with more than 300 students: 1 career teacher (full time) for each academic area or sub-area or equivalent.

The schools or faculties, according to each institution, must have at least:

Las escuelas o facultades, según cada institución, deberán contar, al menos, con:

- 1 subject teacher for every 15 students (architectural projects)
- 1 career teacher for every 45 students
- 1 career teacher for every 15 subject teachers
- 1 researcher, if applicable, for every 3 career teachers.
- All career teachers will maintain a balance between their functions, based on the recommendable minimum and maximum according to the institutional regulations for academic performance according to the labor categories, for example:
  - Teaching, 20-40% of their time
  - Research, if applicable, 10-30% of their time
  - Academic-administrative management, 10-20% of their time, and,
  - Tutoring, 20-40% of their time

It is highly recommendable that no teacher should be initiated as such before completing at least three years of professional activity in Architecture. In addition, they must demonstrate their teaching skills and knowledge in the field of education; likewise, they must participate in basic educational and disciplinary training programs. An adequate ratio of



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students to teacher (supra) must be based on the consistency between the academic profile of the teacher and the subjects to teach, they be theoretical, practical in the workshop, laboratory or field. It is highly recommendable that the first there should be capable and experienced teachers in charge, and the second by trained technicians. Under no circumstances no person may be responsible for a group of students who does not meet the teaching profile described above.

Each institution should implement a system for evaluating the performance of its teachers, including all labor categories, and in permanent updating, that include:

- An annual report of their activities, with the respective evidences.
- Their self-assessment, the opinion of their students.
- the opinion of their peers in a collegiate process
- the opinion of their immediate academic-administrative authority

The above in order to support the practice of the teacher himself, via incentives and scholarships, student formation, and the development of the curriculum in pursuit of academic excellence.

Teacher training and formation should be in accordance with the requirements of teaching-learning activities, so that the teacher educational and professional update programs of the institution must achieve the following conditions:

- Subject teachers: in five years, 50% of these teachers must have obtained evidence of 120 hours in teacher training courses or have a diploma in the subject or with a specialist diploma or teacher or doctor degree, and; in 10 years, 100% of these teachers must have met any of these requirements.
- Career teachers: In five years, 50% of these professors must have a diploma, specialty, masters or doctorate, and; in ten years, 100% of these teachers must have any of the same requirements.

The academic loads of the professors support the formation of the students, reason why each institution will establish the criteria of the balance in the occupations of each one, according to the category and level in the teaching, tutoring, advisory, and in its case, of research and dissemination.

The following table breaks down the indicators considered relevant to measure the aspects related to this category.

CRITERIA	INDICATORS	STANDARDS	EVIDENCE
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<p>1.1. Recruitment</p>	<p>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</p>	<p>Standard 1.1.1. Institutional regulation on the recruitment of teaching staff for the attention to the program.</p>	<p>1.1.1. Institutional Regulation In force for the recruitment of teaching staff, Announcements, (Examinations by opposition, promotions, professional portfolio, among others)</p>
<p>1.2. Selection</p>	<p>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.</p>	<p>Standard 1.2.1. 30% of the academic staff must have at least three years of professional experience</p>	<p>1.2.1. Documents that prove the selection process of the academic staff:  Announcement indicating the teaching profile according to the curriculum  Curriculum vitae, where work, teaching and research experience is specified in case the institution requires it.  Proceedings of the opposition exams, Professional Portfolio,  Registration of model or equivalent class, registration of promotions and / or those requested in the announcement.</p>
<p>1.3. Contracting</p>	<p>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</p>	<p>Standard 1.3.1. (a). Institutional Regulation for the contracting of academic staff that indicates that the 100% to be hired must have at least the Licensure's level.  Standard 1.3.1. (b). 100% of the academic staff to be</p>	<p>1.3.1.a. Table showing the recruitment rates of academic staff during the last five years.  Records of the teachers hired: Title, academic degrees, professional portfolio, educational training and disciplinary courses.  1.3.1. b. Minutes of the opposition exams</p>



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	equivalents.	hired must pass an exam of teaching skills.	showing the teaching aptitude.
1.4. Development	<p>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.</p>	<p>Standard 1.4.1. (a). Institutional Regulation for the Training and Updating of Teachers (pedagogical): A course or workshop with minimal pedagogical orientation according to the school periods that indicate orientation, modalities, periodicity, degree of demand and compliance.</p> <p>Standard 1.4.1. (b). 100% of teachers must participate in training processes and pedagogical updating in the times established by the Institution.</p>	<p>1.4.1. (a). Permanent training program and pedagogical teaching update that shows: Attendance list of the participating professors, proof that endorses the activity, as well as the report of the teachers that inform its application to the curriculum.</p> <p>1.4.1. (b). Minutes showing the % of teachers' compliance with the parameter: Recognitions, Content of teacher training courses, indicating orientation, modalities, frequency, degree of demand and compliance.</p>
	<p>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</p>	<p>Standard 1.4.2. (a). Institutional Regulation for the Training and Updating of Teachers (disciplinary): A course or workshop with minimal disciplinary orientation according to the school periods that indicate orientation, modalities, periodicity, degree of requirement and compliance.</p> <p>Standard 1.4.2. (b).</p>	<p>1.4.2. (a). Permanent training and disciplinary update program that shows: Attendance list of the participating professors, proof that endorses the activity, as well as the report of the teacher that inform its application to the curriculum.</p> <p>1.4.2. (b). Minutes showing the % of teachers' compliance with the parameter: Recognitions,, Contents of disciplinary training courses,</p>



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	<p>teachers and the type of evidence that it supports, as well as the information that reports its application to the curriculum.</p>	<p>100% of teachers must participate in training and disciplinary update processes in the times established by the Institution.</p>	<p>indicating orientation, modalities, periodicity, degree of requirement and compliance.</p>
	<p>1.4.3. Describe the strategies for incorporating academic staff into postgraduate studies related to the academic program, in programs of excellence.</p>	<p>Standard 1.4.3. (a). 25% of the basic academic core of the educational program should have postgraduate studies preferably in programs of excellence and in external institutions.</p>	<p>1.4.3. (a). Table showing the percentage of academic staff that has a postgraduate degree and copy of the Specialty, Master or Doctorate Degree and the professional certificate (cédula).</p>
	<p>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.</p>	<p>Standard 1.5.1. 100% of the academic staff must cover the pedagogical and / or disciplinary teaching profile according to the Curriculum of the Academic Program</p>	<p>1.5.1. Table showing the relationship of the academic structure with the teaching and disciplinary profile required by the curriculum.</p>



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<p>1.5 Categorization and Level of Studies</p>	<p>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.</p>	<p>Standard 1.5.2</p> <ul style="list-style-type: none"> <li>• 1 subject teacher for every 15 students (architectural projects)</li> <li>• 1 career teacher for every 45 students</li> <li>• 1 career teacher for every 15 subject teachers</li> <li>• 1 researcher, if applicable, for every 3 career teachers.</li> </ul>	<p>1.5.2 Table showing the sufficiency in number and percentage of the type of contractual category of the teaching staff (full times, half times, professors by subject and their academic profile) with respect to the requirements of the program.</p>
	<p>1.5.3. Show the number of full-time professors who perform substantive functions in higher education institutions: teaching, research, management and extension.</p>	<p>Standard 1.5.3.</p> <ul style="list-style-type: none"> <li>• Regulation and / or collective work contract where appropriate, showing the responsibilities of the teaching staff</li> <li>• Teaching, 20-40% of their time</li> <li>• Research, if applicable, 10-30% of their time</li> <li>• Academic-administrative management, 10-20% of their time, and,</li> <li>• Tutoring, 20-40% of their time.</li> </ul>	<p>1.5.3. Institutional and specific regulation of the entry and permanence program.</p> <p>Table showing the number of full-time professors who perform substantive functions in the institution and, where appropriate, that have the PRODEP category or its institutional equivalent.</p>



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	<p>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.</p>	<p>Standard 1.5.4. 50% Minimum of the academic staff must have a graduate level: disciplinary or educational area</p>	<p>1.5.4. Table showing the number and percentage of professors with a postgraduate level in the discipline or in the educational area: specialty, masters, doctorate, post-doctorate, documenting granting institution and date of its obtainment.</p>
	<p>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.</p>	<p>Standard 1.5.5. Regulation and / or collective work contract where appropriate that shows the labor categorization in relation to the level of studies and dedication of the teachers to the program.</p>	<p>1.5.5. Institutional Regulation and / or collective work contract that shows the institutional regulation of Labor Categorization and Level of Studies that allows to appreciate the different categories existing in the institution, according to academic degrees and that covers the profile requested in the selection.</p>



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<p>1.6 Distribution of the workload of the full-time academic staff.</p>	<p>1.6.1. Describe the organization of the academic staff (Academies, areas or sub-areas of knowledge, among others).</p>	<p>Standard 1.6.1. Institutional regulation that indicates the academic organization of the teaching staff: Academies, areas or sub-areas of knowledge, among others</p>	<p>1.6.1. Table showing the total of the full-time faculty and its organization, as well as its inclusion in: Academies, areas or sub-areas of knowledge, among others.</p>
	<p>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.</p>	<p>Standard: 1.6.2. Balance in the functions performed by full-time professors (career) according to the type of contracting of public or private institutions, recommending the following minimums and maximums:</p> <ul style="list-style-type: none"> <li>• Teaching: 20%-40%</li> <li>• Research (if applicable): 10% -30%</li> <li>• Management: 10%-20%</li> <li>• Tutoring: 20%-40%</li> </ul>	<p>1.6.2. Document showing the type of contracting of teachers to observe the distribution of substantive activities</p> <p>- Table showing the number of full-time teachers - Distribution of substantive activities and their percentage:</p> <p style="padding-left: 20px;">Teaching, Research, Tutoring, Management-linkage-extension</p>
	<p>1.7.1. Evidence through regulations, programs and procedures, the Performance Evaluation of the academic staff (periodicity, moments, participants, participation forms, and degree of</p>	<p>Standard 1.7.1. Program or Institutional System of evaluation of the teaching performance that shows the regulations and procedures for the obtaining of stimuli based on the substantive activities of the institution and the impact on the</p>	<p>1.7.1 Program or system of Evaluation of Teaching Performance based on the substantive activities of the institution that show:</p> <p>Announcements, regulations and procedures that expose :</p> <ul style="list-style-type: none"> <li>• Periodicity</li> <li>• Forms of participation: Database</li> </ul>



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1.7 Evaluation	participation.	academic program.	<p>records, professional practice, certification, among others.</p> <ul style="list-style-type: none"> <li>• Degrees of participation (work category: Full time, part time, class hours that consider evaluation indicators.</li> <li>• Dissemination of results</li> <li>• Impact on the academic program</li> </ul>
	<p>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.</p>	<p>Standard 1.7.2. Institutional Program or System for evaluating teaching performance that shows the mechanisms for disseminating the results of the evaluation.</p>	<p>1.7.2 Program or system of Evaluation of Teaching Performance that shows the mechanisms of dissemination of the results of the evaluation and the impact on the academic program for the benefit of the students.</p> <p>- Table showing the percentage of the participating academic staff and the results obtained in the evaluation.</p>
	<p>1.7.3. Evidence the results and effects, which have been obtained from the Academic Staff Performance Evaluation System.</p>		



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	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.	<p>Standard 1.8.1.</p> <p>Institutional regulation for the promotion of academic staff that considers the substantive functions of the institution: teaching, research, mentoring, management-link-extension and its balance</p>	<p>1.8.1. Institutional regulation for the promotion of academic staff that considers the substantive functions of the institution that show:</p> <p>Announcement, regulations and procedures that expose:</p> <ul style="list-style-type: none"> <li>• Periodicity</li> <li>• Forms of participation: Database records, professional practice, certification, among others</li> <li>• Degrees of participation (work category: Full time, part time, class hours that consider evaluation indicators.</li> <li>• Dissemination of results</li> <li>• Impact on the academic program</li> </ul> <p>Table showing the percentage of participating academic staff and the results obtained in the promotion program (s)</p>
	1.8.2. Show the dissemination mechanisms of the academic staff	<p>Standard 1.8.2.</p> <p>Institutional Program for the promotion of teaching staff that shows the mechanisms for disseminating the results of the</p>	<p>1.8.2. Institutional Program for the promotion of teaching staff that shows the mechanisms of dissemination of results and the impact on the academic program for the benefit of students.</p>



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	promotion program.	promotion (s)	- Table showing the percentage of participating academic staff and the results obtained in the promotion (s)
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**2. STUDENTS**

The student must have personal attributes that allow an attitude and disposition for the formation of a professional profile in accordance with the architecture.

The institution must establish its strategies and mechanisms of entry, permanence and graduation of students, according to the profile of the student population in architecture.

The institution must demonstrate programs and support and monitoring systems to structure activities and manage resources that contribute to the permanence of students in the academic program, establishing the relevant modalities for graduation.

Since students are the reason to be of an academic program and their learning is the reference for its design and application, this program, from its philosophical foundations and its social relevance, it must operate with policies, strategies and mechanisms that offer adequate attention to students and establish a monitoring of their educational development. Therefore the program must:

- Have a complete and automated database of their academic career (of their academic trajectory)
- Show evidence, that the selection of students is done with academic criteria and that their actual entry profile is consistent with the graduation profile established in the curriculum.
- have updated studies of desertion, failure and poor performance in the subjects, or equivalent
- have the remedial programs corresponding to these
- have information on terminal efficiency and titling indices, as well as actions to increase their quality
- have institutional programs of individual and group academic tutoring, as well as services to support the learning and personal development of students

The breakdown of this category is as follows:



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CRITERIA	INDICATORS	STANDARDS	EVIDENCE
2.1 Selection	2.1.1. Describe the criteria for selection and admission of applicants to enter the Academic Program.	Standard 2.1.1. Regulation of selection and admission of applicants to enter the academic program.	2.1.1 Regulations for the selection and admission of applicants to 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.	Standard 2.1.2. Guides that orient the preparation of applicants for entry that consider: admission procedures, exam or admission mechanisms.	2.1.2. Guide (s) for the preparation of applicants for admission that they consider: admission procedures, exam or admission mechanisms.
2.2 Admission	2.2.1. Evidence if the Institution has mechanisms and procedures for the induction for entry into the Educational Program	Standard 2.2.1 Regulation containing the mechanisms and procedures for induction to enter the Educational Program	2.2.1. Regulation that contain the mechanisms and procedures for the induction to enter the Educational Program and the Minutes of the sessions evidencing them
	2.2.2. Show the required entry profile of the students for the academic program.	Standard 2.2.2. Institutional Regulation that contains the profile of entry, permanence and graduation of the students and specifically of the Educational Program	2.2.2. Institutional Regulation that contains the profile of entry, permanence and graduation of the students and specifically of the Educational Program



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	<p>2.2.3. Specify which high school area applicants come from if it is a requirement for admission.</p>	<p>Standard 2.2.3. Regulation of selection and admission of candidates to the academic program, indicating the area of high school of origin in case of being a requirement for admission</p>	<p>2.2.3 Regulation of selection and admission of applicants to the academic program, indicating the area of high school of origin in case of being a necessary requirement for admission.</p>
	<p>2.2.4. 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.</p>	<p>Standard 2.2.4. Study Plan that indicates the profile of the students to obtain in each one of the curricular moments (Stages, Cycles, Levels, among others)</p>	<p>2.2.4. Institutional Regulation that contains the entry profile and the Study Plan that defines and specifies the profile to be obtained by curricular moment</p>
	<p>2.2.5. Show the criteria and requirements used for the selection and admission of students.</p>	<p>Standard 2.2.5. Institutional Regulation that contains and describes the criteria for selection and admission of students to the Academic Program</p>	<p>2.2.5 Institutional Regulation that contains and describes the criteria and requirements for selection and admission of applicants to the academic program according to the mission and vision of the curriculum</p>
2.3 School Trajectory	<p>2.3.1. Specify the maximum enrollment limit of the program and growth prospects.</p>	<p>Standard 2.3.1. Institutional development plan and educational program development plan</p>	<p>2.3.1 Table of enrollment growth per school year in the last five years and growth prospective.</p>
	<p>2.3.2. Evidence the number of students admitted in the last three years.</p>	<p>Standard 2.3.2 Current institutional admission regulations</p>	<p>2.3.2. Current institutional admission regulations Table showing the record of admission of students in the last three years</p>



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	<p>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.</p>	<p>Standard 2.3.3. Academic-administrative follow-up program and institutional school trajectory of the academic program</p>	<p>2.3.3. Academic-administrative follow-up program and institutional school trajectory of the academic program, indicating the dropout, failure and low performance of enrollment</p> <p>- Table of school trajectory of the enrollment that includes desertion and failure in the last five years that reflects the performance of the students</p>
	<p>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.</p>	<p>Standard 2.3.4. (a). Academic-administrative follow-up program and institutional school trajectory and of the academic program</p> <p>Standard 2.3.4 (b). Institutional remedial programs and of the academic program that show strategies to reduce problems of failure and desertion</p>	<p>2.3.4. (a). Academic-administrative follow-up program and institutional school trajectory of the academic program that describes the rates of failure, desertion and, if applicable, underperformance of students in the last five years</p> <p>2.3.4 (b). Program that documents the instruments, strategies and remedial actions to reduce problems of failure and desertion and the results obtained in the last five years</p> <p>- Table that shows the strategies and remedial actions to reduce problems of failure and desertion in the last five years</p>
	<p>2.3.5. Describe with what</p>	<p>Standard 2.3.5. Academic-administrative follow-up program and institutional school trajectory and the</p>	<p>2.3.5. Statistics of the Academic-Administrative Monitoring System that show the elements with which the history of the students is conformed and their impact on the</p>



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	elements the history of the students and their impact on the indexes of the Academic Monitoring System of the academic program is conformed.	academic program that considers the formation of the students' history	academic program: year of admission, credits completed, subjects not approved, resource of subjects, remedial programs, tutoring, professional practices, social service, student mobility, degree modality, registration fees among others in the last five years  - Document that graphically shows the historical indexes of a student
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).	Standard 2.4.1.  Institutional regulation to determine the number of students per group and specific for the academic program	2.4.1. Updated registration records for the Academic Program. Pointing out the population for each school cycle (and per shift, if applicable)  Table showing the historical rates of total enrollment and per school cycle in the last five years
	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).	Standard 2.4.2.  Institutional regulation to determine the number of students per group and specific for the academic program in consistent with the parameters of ANPADEH (COPAES)	2.4.2. Class lists with the number of students enrolled by groups, differentiating the theoretical courses from the practical ones, and the physical space they occupy without exceeding the maximum limit allowed for convenient attention and continuous improvement of the learning process



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2.5 Academic Degree Titling	2.5.1. Describe the titling options to demonstrate their skills, abilities, aptitudes and values.	Standard 2.5.1. Institutional regulation of titling options and specific regulation of the educational program.	2.5.1. Institutional regulation of titling options and specific regulation of the educational program.
	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.	Standard 2.5.2. Institutional regulation of Titling options and specific regulation of the educational program	2.5.2. Institutional regulation of titling options and specific regulations of the educational program, showing the academic criteria, indicators and indexes regarding the evaluation of the relevance and quality of the titling dissertation through the various modalities expressed in the Curriculum.
	2.5.3. Show the existence of programs to increase the titling indexes.	Standard 2.5.3. Institutional regulation of titling options and specific regulation of the educational program	2.5.3. Statistics that show the terminal efficiency and titling indexes, as well as the actions for the increase of the titling indexes of the academic program
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.	Standard 2.6.1. Institutional regulation of titling options and specific regulation for the educational program that defines the generational cohort and its impact on the program	2.6.1. Institutional regulation of titling options and specific regulation for the educational program in which the generational cohort is defined  - Table indicating the updated record showing the quantitative relationship between incoming students and those leaving a cohort, showing the internal institutional efficiency index and its



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			impact on the Program in the last five years
	<p>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.</p>	<p>Standard 2.6.2. Institutional Regulation and specific regulation for the educational program that defines the behavior of school enrollment by generational cohort and its impact on the program.</p>	<p>2.6.2 Institutional Regulation and specific regulation for the educational program in which the behavior of the school enrollment by generational cohort is defined.</p> <ul style="list-style-type: none"> <li>- Table indicating the updated record of school enrollment by generational cohort: income, dropout, failure, graduation, degree in the last five years and its impact on the Program in the last five years.</li> </ul>
	<p>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).</p>	<p>Standard 2.6.3. Institutional Regulation and program that define the mechanisms to improve school performance by generational cohort and its impact on the program</p>	<p>2.6.3. Statistics that show the mechanisms to improve the scholastic performance and the results of the programs of Tutorials, consultancies, titling seminars, if the case, and that allow to fulfill with the index by generational cohort</p> <ul style="list-style-type: none"> <li>- Table indicating the updated record of the school performance programs: tutoring, consultancies, titling seminars, and their impact on the Program in the last five years</li> </ul>



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	<p>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.</p>	<p>Standard 2.6.4. Institutional program for monitoring graduates and specific of the educational program</p>	<p>2.6.4. Graduate follow-up program that shows the follow-up and updated record of graduates by generation.  - Table showing updated record of graduates by generation of the last five years</p>
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**3. STUDY PLAN - CURRICULUM**

The study program of studies must maintain a permanent assessment, coherent, consistent with the recognition and human and social transcendence of its specific context, product of its monitoring and curricular research.

It must clearly specify its epistemological, pedagogical and didactic basis, as well as its orientation defined by its indicative curricular structure that also allows its capacity of flexibility to be shown.

It should encourage the formation of persons to exercise their competencies that contribute to the solution of problems through the scientific, technological, humanistic and project knowledge of architecture, focused on collaboration to respond to the requirements of the context.

It must clearly express its intentions, focus, emphasis, goals and usefulness, through the programs and planning of the learning strategies.

The curriculum of every academic program should be in permanent update, to be coherent, consistent and socially valid. It must also clearly explain its objectives (terminal, by stages, by areas of knowledge, by subject or its equivalent), content and direction of teaching-learning experiences coherent, articulated and relevant to the professional field and for the purposes that the academic program has been proposed. In addition, it must consider that the Mexican architect must be able to design, build and reflect the spaces that meet the needs of the humankind in his physical and spiritual duality, as an individual and in society, based on architectural research that considers the aspects that integrate the architectural program, technological-constructive development, structural elements and environmental control systems, in their local context, and regional, in their physical, ecological-environmental, social, economic and



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cultural fields, in accordance with current regulations.

The diagnosis that supports any academic program should be adequate, relevant and updated in response to the needs of the habitat where it is located and the development and evolution of the discipline in its multiple context; local, regional, national and international. In the same way, it must respond to the understandable and achievable requirements of each institution, its orientation and ideology that guarantee its individuality in the unity of the discipline.

The entry profile that must be met by those who wish to access the educational institutions of architects in Mexico include the following requirements of schooling, administrative and knowledge, skills, attitudes and values that respond to a comprehensive formative profile of the future professional.

- Have a high school education certificate, preferably oriented to the discipline or at least to the humanities and the arts,
- Comply with the institutional regulations for admission and registration,
- Present, preferably, the entrance exam, as a diagnosis, proposed by the National Center for Evaluation of Higher Education (CENEVAL), or some other that guarantees the established requirements,
- It is recommended that when starting their professional training, the student understands a foreign language, English preferably, and manages the computer in its basic programs as a fundamental tool in their formation.
- In the same way, each institution will clearly establish the permanency requirements that specify the maximum time that a student can remain enrolled as regular in the institution, and that, preferably, should not exceed 50% in addition to the official duration indicated in the respective curriculum.

Upon completion of the training process, the graduate must demonstrate<sup>2</sup>:

- Have knowledge of the history of architecture and urbanism, as well as fine arts and socio-cultural aspects that allow the understanding of the relationships that exist between the individual, architectural creations, and environment, in the past and present, to demonstrate the ability to formulate ideas and transform them into architectural creations that reflect the awareness of the social function of architecture.
- Have knowledge of the theories of architecture and urban planning that allow understanding and reflection to demonstrate the ability to formulate ideas and transform them into architectural creations that reflect the awareness of the social function of architecture.

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<sup>2</sup> The reference is the *UNESCO - UIA Charter for Architectural Education* (2011), which establishes the objectives, generic competences of the architect as well as the professional profile, which are reinforced in the *UIA Accord on Recommended International Standards of Professionalism in Architectural Practice* (2014). Both documents are considered essential for the preparation of study plans and the accreditation of architecture programs by the Canberra Accord, of which ANPADEH is a founding member since 2008.



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- Demonstrate the development of skills in basic knowledge and its application through research techniques aimed at the perception, conception and management of architectural and urban space.
- Have the awareness and basic knowledge about urbanism, urban planning, urban design, the environment and the conservation of natural and cultural heritage, which allows the understanding and ability to apply them properly in architectural and urban projects.
- Be aware of the social function of architecture and the behavior of society, and be able to assume its role in society as a generator of ideas to improve the habitat, proposing projects that take into account social, human, cultural and urban factors of architecture and the environment.
- Ability to value, respect and maintain the natural and built heritage, as well as the cultural aspects of its context.
- Ability to perceive, conceive and manage space in its three dimensions and at different scales, by defining the volume, spatial characteristics and formal qualities of a design object or architectural project, considering the relationships that exist, on the one hand, between people and architectural creations and on the other between them and their surroundings.
- Have knowledge that allows them to identify and handle typological and morphological aspects in the design process.
- Consider adequately the conditioning factors of the physical and social habitat, where the architectural project will be located, as well as propose in a creative way the constructive techniques, based on the knowledge of the disciplines and construction methods related to architecture, maintaining a responsible attitude towards environmental issues and the values of urban and architectural heritage.
- Efficiently structure the development of a creative capacity as a complete architectural production process that includes the ability to perceive, conceive and manage space, considering the moments of: research, habitability, architectural program, initial project, executive project, planning, building, construction, and management; of an architectural project for the integral solution to concrete problems.
- Skill in the mastery of the means and tools to communicate orally, written, graphically and / or volumetrically ideas and projects, both urban and architectural.
- Apply knowledge and creative abilities product of geometry to meet the needs of building space and construction, based on bioclimatic, landscape and topographic conditions that solve specific problems of a given region.
- Apply knowledge and skills to solve problems of analysis and design of structures, supported by general criteria regarding materials, techniques and procedures, constructive systems and soil in situations of risk with a sustainable vision that guarantees the conservation of heritage.
- Apply the skills developed for the management of facilities for the construction of architectural and urban objects that consider the various physical and / or natural elements, based on the natural / or built environment.
- Adequate knowledge of technological alternatives for construction that allows students to link to the projects of buildings that they carry out in workshop, at the same time that allows them to develop their creative capacity in constructive techniques, the skill of the use of construction materials, the use of eco-constructive technologies, cost factors and regulations for construction.



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- Ability to manage financing systems of public and private institutions for the promotion and financing of urban and architectural executive projects.
- Ability to train, coordinate and lead interdisciplinary work applying the legal and technical regulations that regulate the realization of the execution of the urban and architectural project.
- Know and manage the normative system of land use, construction, urban development, among others, in force in the area where the architectural project will be carried out, maintaining the responsibilities towards the environment and the values of the urban and architectural heritage.
- Optional or selective Learning Units that the institution offers to students, which allows them to select either to complement or reinforce knowledge that suits them according to their personal academic and professional interests, and which can be: specializing in other academic areas, or complementary to their professional education, either because of the characteristics of their region, the economic, cultural or environmental conditions.
- Learning Units that give a particular stamp to the academic program or the educational institution that offers them, and that do not necessarily have to do with any of the above academic areas, but that for this reason are considered complementary to their professional education.

The foundation of the curricular structure should clearly specify its sources (epistemological, pedagogical, psychological, basically), as well as the particular orientation desired for the curriculum. It must be the equivalent of 5 (five) years of duration and 400 credits of a study plan to train architects in Mexico, with the option of including the thesis work or final academic project. It is recommended to clearly state the level of flexibility of the curriculum proposal and conditions and options in other professional academic programs of the same institution, of other institutions, or of possible academic networks that allow expanding the possibility of student training. In addition, given the particular conditions of the different regions in the country and the wide range of academic, ideological and professional orientations, an indicative curricular structure is proposed that allows different options within a generic framework for the formation of architects in Mexico.

Coherent with the curricular structure, the learning units or equivalent in the teaching and learning process should indicate, at least, the following elements:

- Terminal objective, consistent with the objectives of higher levels
- Particular objectives, including their content
- Basic knowledge that the student must acquire to pass the course
- The disciplinary competences that the student must demonstrate.
- The generic competences that the student must demonstrate.



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- Level of teacher participation, particularly in the practical courses as well as the requirements of academic formation and professional experience of the same.
- Recommendations for learning activities and strategies
- Methods and ways of evaluating learning
- Basic and supportive bibliography

The revision of the curriculum is a process that implies permanent monitoring and a periodic evaluation, so that each institution should have a collegiate body for the program that is in charge of such a function. As such, no study plan to form architects in Mexico should be in operation more than twice its normal duration.

The collegiate bodies in charge of monitoring should understand that the curricular evaluation is a continuous process of educational research that has for its object the knowledge of the curriculum and its relation with academic improvement. Its purpose is to analyze, in the institutional framework, the social, economic and cultural determinants and contradictions with the corresponding academic formation process to carry out the necessary modifications to the current plan and, if necessary, to generate a new one that responds to the new conditions. Part of these are the repercussions that the implementation of agreements and recommendations of an international nature should be contemplated and assumed for the best academic formation as a first step towards a better professional practice for the purpose of healthy competition. The criterion in this circumstance is not to homologate educational systems or models, but to establish the equivalency that each country and region requires having as a basis and reference the aforementioned regulations.

CRITERIA	INDICATORS	STANDARDS	EVIDENCE
	3.1.1. Describe the distinctive characteristics (that define) the Educational Model on which the Study Plan is based.	3.1.1. The study Plan must be based on an institutional educational model	3.1.1. Document that describes the distinctive characteristics (that define) the educational model on which the Study Plan is based.



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3.1 Foundation of the Study Plan (Curriculum)	3.1.2. Describe the Philosophical, Epistemological foundations of the Curricular Model on which the Study Plan is based.	Standard 3.1.2. All Study Plan should be based on a Curricular Model that includes Philosophical and Epistemological foundations.	3.1.2. Document describing the foundation proposed in the structure of the Study Plan of the program.
	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.	Standard 3.1.3. The mission, vision and objectives of the curriculum must be consistent with the mission, vision, and strategic objectives of the institution and the faculty, school, division or department.	3.1.3. Document that explains the consistency between the mission, vision and strategic objectives of the curriculum, within the framework of the institution, 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.	Standard 3.2.1. Criteria for selection and admission of the Institution	3.2.1. Institutional document that states the selection and admission criteria to enter the Academic Program.
	3.2.2. Describe the graduation profile of the students for the Academic Program.	Standard 3.2.2. The curriculum must specify the graduation profile.	3.2.2. Document describing the graduation profile in relation to the specific objectives of the curriculum



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	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.	<p>Standard 3.3.1.</p> <p>Institutional regulations of requirements of:</p> <ul style="list-style-type: none"> <li>•permanence</li> <li>•equivalence</li> <li>•revalidation</li> <li>•graduation</li> </ul> <p>to ensure its dissemination to the program community</p>	<p>3.3.1. Documents that describe the institutional and specific regulations of the requirements of:</p> <ul style="list-style-type: none"> <li>•permanence</li> <li>•equivalence</li> <li>•revalidation</li> <li>•graduation</li> </ul> <p>to ensure its dissemination to the program community</p>



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3.4 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.	<p>Standard 3.4.1.</p> <p>An organized curricular structure that indicates:</p> <ul style="list-style-type: none"> <li>•Curricular Map</li> <li>•Stages</li> <li>•Levels</li> <li>•Cycles</li> <li>•Development axes and/or Articulation</li> <li>•Others, if such the case</li> <li>• Of the Study Plan in consistent with the institutional.</li> </ul>	3.4.1. Document that describes the curricular structure of the curriculum that indicates: stages, cycles, development and / or articulation axes and others according to the type of institution supported graphically, specifying the desired profile of the students in the curricular moments of the structure of the study plan.
	3.4.2. Graphically show the content of the Study Plan (Curricular map)	<p>Standard 3.4.2. A Study Plan that specifies:</p> <ul style="list-style-type: none"> <li>•Number and types of credits</li> <li>• Procedure for calculation or quantification of credits,</li> <li>• Objectives of stages, cycles, axes of development and / or articulation and others where appropriate</li> <li>• Profiles of entry, permanence and graduation</li> </ul>	<p>3.4.2. Document that describes the content of the curriculum of:</p> <p>Number and type of credits;</p> <p>Procedure for calculation or quantification of credits;</p> <p>Objectives of stages, cycles, axes of development and / or articulation and others where appropriate;</p> <p>Profiles of entry, permanence and graduation.</p>



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	<p>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.</p>	<p>Standard 3.4.3. Collegial participation in the preparation of the curriculum of the Program with the contribution of external collaborators.</p>	<p>3.4.3.(a) List of internal and external participants in the curricular design indicating degree of collaboration</p> <p>3.4.3 (b) Official documentation that reflects the existence of a curricular design commission.</p>
	<p>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).</p>	<p>Standard 3.4.4. (a) Permanent process of revision and updating of the curriculum.</p> <p>Standard 3.4.4. (b) Twice the normal operating time of a curriculum</p>	<p>3.4.4. (a) Minutes of work meetings aimed at reviewing the curriculum with the supervision of the curricular design committee.</p> <p>3.4.4. (b) Follow-up of agreements of work meetings for the revision and, where appropriate, updating of the curriculum</p> <p>3.4.4. (c) Products endorsed by the corresponding instances (plans reviewed, evaluated and updated, among others).</p>
<p>3.5. Contents that include disciplinary competences, Theoretical - Humanistic -</p> <p>(Annex table with Learning Units (LU) that contemplate them)</p>	<p>3.5.1. 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.</p>	<p>Standard 3.5.1. The study plan will ensure the inclusion of theoretical -humanistic LUs, which denote contents that allow the student to understand the relationships that exist between the individual, architectural creations, and environment.</p> <p>Consider: Credits 36 and / or 9% of the total</p>	<p>3.5.1. Contents of the programs of the learning units that include objective and / or competences of the area and academic sub-areas of history of architecture and urbanism.</p>



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		hours or credits assigned in the curriculum.	
	3.5.2. Demonstrate that a knowledge, understanding and reflection are generated of the theories that explain the phenomenon of space or architectural object, deduced from observation, experience and logical reasoning.	Standard 3.5.2.  Consider:  Credits 24 and / or 6% of the total hours or credits assigned in the curriculum.	3.5.2. Content of the programs of the learning units that include objective and / or competences of the area and academic sub-areas, of architecture and urban theory.
	3.5.3. To know research techniques for understanding the endeavor of architecture and urbanism.	Standard 3.5.3. Demonstrate in the curriculum the existence of LUs in which their objectives and / or competencies show the application of research techniques aimed at the perception, conception and management of the architectural urban space.  Consider: Credits 6 and / or 1.5% of the total hours or credits assigned in the curriculum.	3.5.3. Demonstrate, based on the objectives and competences of the LUs, the research techniques aimed at the perception, conception and management of the architectural urban space.  Content of the programs of the learning units of the academic research sub-area that include objective and / or competences



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<p>3.6. Contents that include disciplinary competences, Urbanism - Environmental</p> <p>(Annex table with Learning Units (LU) that contemplate them)</p>	<p>3.6.1. 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.</p>	<p>Standard 3.6.1.</p> <p>Consider:</p> <p>Credits 24 and / or 6% of the total hours or credits assigned in the curriculum.</p>	<p>3.6.1. Content of the programs of the learning units of the academic sub-area of urbanism that include objective and / or competences, as well as workshop practices.</p>
	<p>3.6.2. Understand the social function of architecture and urbanism, in relation to habitat improvement.</p>	<p>Standard 3.6.2. Develop papers and exams of the LUs, indicating the workload and the theoretical-practical credits applied in the LUs</p> <p>Consider the sum of indicators 3.6.2. and 3.6.3. :</p> <p>Credits 6 and / or 1.5% of the total hours or credits assigned in the curriculum.</p>	<p>3.6.2. Present the minimum contents and basic bibliography and instruments and techniques of evaluation of the teaching in the LUs.</p> <p>Contents of the programs of the learning units of the academic social responsibility sub-area that include objective and / or competences, as well as workshop practices</p>
	<p>3.6.3. Show the requirement of contents or of LU that guarantee the knowledge tending to the appreciation of the natural, cultural and built heritage.</p>	<p>Standard 3.6.3. Guarantee the understanding of the importance of knowing the landscape and environment in which the architectural and urban project is carried out.</p> <p>Consider the sum of indicators 3.6.2. and 3.6.3.:</p> <p>Credits 6 and / or 1.5% of the total hours or credits assigned in the curriculum.</p>	<p>3.6.3. Identify in the LUs of the area, the contents, bibliography and system of evaluation of knowledge, the teaching of the natural, cultural and built landscape of the architectural and urban project.</p> <p>Contents of the programs of the learning units of the academic social responsibility sub-area that include objective and / or competences, as well as workshop practices.</p>



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<p>3.7. Contents that include disciplinary competences, Architectural Project</p> <p>(Annex table with Learning Units (LU) that contemplate them)</p>	<p>3.7.1. 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.</p>	<p>Standard 3.7.1. Consider the sum of indicators 3.7.1, 3.7.2., 3.7.3., And 3.7.4:</p> <p>Credits100 and / or 25% of the total hours or credits assigned in the curriculum.</p>	<p>3.7.1. Content of the programs of the learning units of the academic sub-area of the Design Workshop at the level of architectural composition, including objective and / or competences, as well as workshop practices.</p>
	<p>3.7.2. 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.</p>	<p>Standard 3.7.2. Exhibit and present that in the contents of the LU content and information are exposed for the formation of knowledge in urban and architectural typologies and morphologies</p> <p>Consider the sum of indicators 3.7.1, 3.7.2., 3.7.3., And 3.7.4:</p> <p>Credits100 and / or 25% of the total hours or credits assigned in the curriculum.</p>	<p>3.7.2. Present the minimum contents, basic bibliography, instruments and techniques of learning evaluation of the LUs.</p> <p>Content of the programs of the learning units of the academic sub-area of Design Workshop of simple spaces, at the level of architectural design, which include objective and / or competences, as well as workshop practices.</p>
	<p>3.7.3. 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.</p>	<p>Standard 3.7.3. To demonstrate that the design developed by the students has the knowledge for the interpretation of the physical and social habitat, as well as the adequate use of the technical, constructive and normative systems for the development of the architectural and urban project.</p> <p>Consider the sum of indicators 3.7.1, 3.7.2., 3.7.3., And 3.7.4:</p>	<p>3.7.3. Show the objectives and / or competences of the LUs of the project area, where it is possible to observe learning for the interpretation of the physical and social habitat, as well as, of the systems for construction and its regulations.</p> <p>Content of the programs of the learning units of the academic sub-area of Design Workshop complex spaces, at the level of architectural</p>



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		Credits 100 and / or 25% of the total hours or credits assigned in the curriculum.	design, which include objective and / or competences, as well as workshop practices.
	3.7.4. 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.	Standard 3.7.4. The student demonstrates the skills acquired in the LUs in their objectives and / or competencies to integrate an executive project that considers the planning, building, construction, and management; of an architectural project for the integral solution of concrete problems.  Consider the sum of indicators 3.7.1, 3.7.2., 3.7.3., And 3.7.4:  Credits 100 and / or 25% of the total hours or credits assigned in the curriculum.	3.7.4. Seminar of the conclusion of professional studies in architecture.  Contents of the programs of the learning units of the academic sub-area of Integral Design Workshop, at the level of architectural design, which include objective and / or competences, as well as workshop practices.
	3.7.5. Develop skills for mastering the media and tools to communicate orally, written, graphically and / or volumetrically the ideas and projects both urban and architectural.	Standard 3.7.5.  Consider:  Credits 20 and / or 5% of the total hours or credits assigned in the curriculum.	3.7.5. Content of the programs of the learning units of the academic sub-area of architectural expression, in the area of architectural design, including objective and / or competences, as well as workshop practices.



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<p>3.8. Contents that include disciplinary competences, Technology</p> <p>(Annex table with Learning Units (LU) that contemplate them)</p>	<p>3.8.1. Apply geometry as knowledge and creative abilities to meet spatial and building needs.</p>	<p>Standard 3.8.1.</p> <p>Consider:</p> <p>Credits 16 and / or 4% of the total hours or credits assigned in the curriculum.</p>	<p>3.8.1. Content of the programs of the learning units of the geometry academic sub-area of the technology area, including objective and / or competences, as well as model workshop practices.</p>
	<p>3.8.2. 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.</p>	<p>Standard 3.8.2. That the LUs of the curriculum have contents that guarantee the teaching of sustainable needs based on a structurally stable construction of an architectural and urban object.</p> <p>Consider:</p> <p>Credits 40 and / or 10% of the total hours or credits assigned in the curriculum.</p>	<p>3.8.2. Content of the programs of the learning units of the academic sub-area of structure of the technology area, including objective and / or competences, which allow to observe the analysis and structural design from the quantitative methods.</p>
	<p>3.8.3. Apply the skills developed in the management of bioclimatic facilities for the construction of urban-architectural objects that consider the elements of the environment.</p>	<p>Standard 3.8.3. Show in LUs the contents, minimum bibliography in objectives and / or competences for the teaching of environmental comfort through the knowledge of systems of traditional, passive and special facilities with a sustainable approach.</p> <p>Consider:</p> <p>Credits 18 and / or 4.5% of the total hours or credits assigned in the curriculum.</p>	<p>3.8.3. Demonstrate and show that LUs contain objectives and / or competences related to knowledge to address environmental comfort under a system of traditional, passive and / or special facilities with a sustainable approach.</p> <p>Content of the programs of the learning units of the academic sub-area of technology area facilities, including objective and / or competences, showing the workshop practices.</p>



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	3.8.4. Apply knowledge of appropriate and appropriable technological alternatives for urban-architectural buildings and the sustainable care of the landscape and ecosystems.	Standard 3.8.4.  Consider:  Credits 24 and / or 6% of the total hours or credits assigned in the curriculum.	3.8.4. Content of the programs of the learning units of the academic sub-area of construction of the technology area, including objective and / or competences, showing the practices of the workshop and / or laboratory.
3.9. Contents that include disciplinary competences, Management  (Annex table with Learning Units (LU) that contemplate them	3.9.1. 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.	Standard 3.9.1.  Consider the sum of indicators 3.9.1 and 3.9.2.:  Credits 16 and / or 4% of the total hours or credits assigned in the curriculum.	3.9.1. Content of the program of the learning units of the academic sub-area of Administration of the area of Management, including objective and / or competences, showing the practices of the workshop and / or laboratory.
	3.9.2. Develop entrepreneurship skills to coordinate and lead interdisciplinary work applying the legal and technical regulations that regulate urban and architectural project management.	Standard 3.9.2.  Consider the sum of indicators 3.9.1 and 3.9.2.:  Credits 16 and / or 4% of the total hours or credits assigned in the curriculum.	3.9.2. Content of the programs of the learning units of the academic sub-area of Administration subarea Management, including objective and / or competences, showing the workshop and / or laboratory practices.
	3.9.3. 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.	Standard 3.9.3.  Consider:  Credits 10 and / or 2.5% of the total hours or credits assigned in the curriculum.	3.9.3. Content of the program of the learning units of the normative and regulatory academic sub-area of the management area, including objective and / or competences, showing the workshop and / or laboratory practices.

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<p>3.10. Contents that include disciplinary competences, Complementary (Annex table with Learning Units (LU) that contemplate them</p>	<p>3.10.1. 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.</p>	<p>Standard 3.10.1. Consider: Credits 48 and / or 12% of the total hours or credits assigned in the curriculum.</p>	<p>3.10.1. Content of the program of learning units in the complementary academic area - optional / selective, including objectives and / or competences.</p>
	<p>3.10.2. Knowledge obtained through LUs that the institution offers to students, which give a particular stamp to the academic program or the educational institution.</p>	<p>Standard 3.10.2. Consider: Credits 12 and / or 2% of the total hours or credits assigned in the curriculum.</p>	<p>3.10.2. Content of the program of the learning units of the complementary academic area - institutional, which include objective and / or competences.</p>
<p>3.11. Contents that include generic competences</p>	<p>3.11.1. 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)</p>	<p>Standard 3.11.1. Generic Competences:</p> <ul style="list-style-type: none"> <li>• Ethical commitment and social responsibility.</li> <li>• Commitment to the quality of learning.</li> <li>• Environmental commitment</li> <li>• Competence in learning and updating permanently</li> <li>• Critical and self-critical capacity.</li> <li>• Capacity for abstraction, analysis and synthesis.</li> <li>• Capacity for teamwork.</li> </ul>	<p>3.11.1. Programs of LUs or subjects that make up the curriculum in which generic competences are included (commitments, skills, strategies to learn to learn, development of</p>



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		<ul style="list-style-type: none"> <li>• Oral and written communication skills.</li> <li>• Skills for communication in a second language.</li> <li>• Skills aimed at creativity</li> <li>• Research skills</li> <li>• Abilities in the use of ICT.</li> <li>• Abilities to search, process and analyze information from various sources</li> </ul>	thinking skills).
3.12. Curricular Flexibility	3.12.1. Describe the flexibility characteristics of the Study Plan within.	<p>Standard 3.12.1. Elements that define its flexibility to the interior, such as:</p> <ul style="list-style-type: none"> <li>• Lateral academic exits</li> <li>• Optional LUs among others</li> </ul>	3.12.1. Document that describes the elements that allow observing the flexibility of the study plan within.
	3.12.2. Describe the flexibility characteristics of the Study Plan, to the outside.	<p>Standard 3.12.2. Elements that define its flexibility abroad such as:</p> <ul style="list-style-type: none"> <li>• Equivalences between Study Plans of Institutional units or other institutions: national or international.</li> </ul>	<p>3.12.2. Document that shows the institutional normativity that defines the external flexibility of the program.</p> <ul style="list-style-type: none"> <li>- Existing interinstitutional agreements</li> <li>- Educational modalities (face-to-face, semi-face-to-face or distance learning).</li> </ul>



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3.13 Evaluation and Updating	<p>3.13.1. Describe the existence of the Curricular Monitoring and Evaluation System (methodology, instruments, periodicity, type of evaluation, participants, participation forms and weightings).</p>	<p>Standard 3.13.1. Institutional Curricular Monitoring and Evaluation System that contains:</p> <ul style="list-style-type: none"> <li>• Methodology, instruments, periodicity, type of evaluation, participants, forms of participation and weightings.</li> </ul>	<p>3.13.1. Institutional Curriculum Monitoring and Evaluation Program that shows evidence of:</p> <ul style="list-style-type: none"> <li>• Periodicity</li> <li>• Methodology</li> <li>• Type of evaluation</li> <li>• Instruments</li> <li>• Forms of participation and weightings.</li> <li>• Participants</li> </ul>
	<p>3.13.2. 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.</p>	<p>Standard 3.13.2. Diagnostic and institutional prospective that bases the evaluation processes of the curriculum.</p>	<p>3.13.2. Document that shows the diagnostic and prospective studies that have been carried out in the last three years that support the curricular update or modification of the curriculum.</p>
3.14 Dissemination	<p>3.14.1. Describe the procedures and means used to disseminate the curriculum to society, the academic community and students.</p>	<p>Standard 3.14.1. Program of institutional dissemination to the society, academic and student community of the curriculum.</p>	<p>3.14.1 Document describing the procedures and means used for the dissemination of the curriculum of the program.</p>

**3.1. Student Performance Criteria (Learning Outcomes)**

The objective of this category is to examine that the student performance generated in the academic program are coherent with the competences specified in the learning units of the Architecture Career Curriculum, according to the areas that make up the Indicative Curriculum of the ANPADEH and that meet the quality parameters expressed in documents that have been developed by the International Union of Architects (UIA) and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE), in addition to the national criteria established by COPAES.

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The criteria described below will be verified in outcomes resulting from the different stages of the learning process and in the professional practice of the graduate:

### 3.1.1. Conceptualization of the design object in the different stages of formation.

In this criterion, it should be evidenced in student performance:

- The adequate use of qualitative, quantitative and mixed research methods on the variables and components of the architectural system to be solved and their social, environmental, cultural, economic and technical contextualization. The foregoing should be evidenced in various learning outcomes in both written and graphic-visual documents.
- Case study and formulation of design problems from a careful review of similar architectural and urban objects, either from physical visits and / or documentary consultation.
- Simulations, situational and emerging experiences that foster creativity and knowledge of space, duly evidenced in volumetric products, written reports and graphics, reports of study visits, trips, multidisciplinary conference reports, participation in contests and meetings, among others.
- Analysis, abstraction and critical judgments to formulate action strategies that should generate conceptual maps, schemes, diagrams, among other learning outcomes.
- Prefiguration on possible design solutions duly evidenced in diagrams, drawings, physical models, virtual models, among other products.
- Argumentation of the principles of composition and the decision making of design that should be evidenced in argumentative texts, drawings, schemes, diagrams, among others.
- The process of conceptualization of the design object should be specified in the work log, portfolio, physical and virtual exploration models, among other products.

### 3.1.2. Graphic, Oral and Written Communication

The indicators of this criterion should make it possible to corroborate:

- The proper use of graphic representation techniques that express ideas, processes and relationships between the parts that make up the object and the architectural system.
- Ability and skill in oral communication evidenced in concise, orderly and comprehensive verbal presentations with body language and eye contact.
- Ability and skill 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 natural, socioeconomic, cultural and urban environment in which it is immersed.

### 3.1.3. Technical Knowledge

In this criterion, the indicators should allow to evaluate through student performance, the learning outcomes the processes and results of the technical knowledge developed in the different learning units and stages of the architect's training, as well as in the professional

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practice of the graduate.

- Contextual, legal viabilities and technical and economic feasibility for the development and materialization of an architectural project.
- Descriptions of the characteristics of the site, including the urban context, historical fabric, soil and topography, ecology, climate, infrastructures and regulations for the development of an architectural design.
- Criteria and strategies for the selection of structural systems, elements and construction procedures.
- Appropriate selection of materials, components, systems and assemblies based on sustainability.
- Criteria and strategies for the design of environmental systems according to the geographical context.
- Evaluations and simulations of environmental systems according to the geographical context.
- Evaluations and simulations of the proposed structural systems.
- Adequate selection of systems of facilities for the sustainable architectural project.
- Technical documentation of the architectural project and its approved specifications, in accordance with applicable standards and documentation standards.
- Construction costs, project financing, work scheduling, life cycle costs.
- Strategies for putting into operation, management and maintenance considering life cycles, standards and energy saving strategies in buildings.
- Strategies for reuse, conservation or revitalization of the built heritage.

3.1.4. Knowledge of the theories, histories and disciplines of social sciences and humanities linked to architecture.

This criterion contemplates indicators that allow to observe student performance through the learning outcomes the application of interdisciplinary methodologies in the knowledge and generation of the habitable space:

- Methodologies and practices of theoretical and applied research used during the design process.
- Historical, socioeconomic research, of global and local culture, art and aesthetics.
- Methodologies and theories about the production and criticism of the artistic, architectural and urban object.
- Studies on cultural diversity and social equity applicable to architectural and urban design (accessibility, equity, security).
- Social and multidisciplinary studies on the context and built space applicable to the design process.
- Integrated architectural solutions based on interdisciplinary research and collaborative design and construction.

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### 3.1.5. Management and production of the architectural object

The criterion includes indicators that allow the evaluation of student performance through learning outcomes the effective link with the professional practice of the architect:

- Commercial and business strategies for the practice of architecture, including management, promotion, as well as legal aspects and public works bidding.
- Project management for planning, execution, supervision and control of work as well as the processes of closure, delivery and putting into operation of buildings.
- Financing and real estate investment, legal aspects related to real estate products.
- Social responsibility, environmental, ethical and human principles of the profession.

All of these criterion and indicators are based on criteria noted in international agreements, mainly the UNESCO / UIA Charter and the Canberra Accord.

CRITERIA	INDICATORS	STANDARDS	EVIDENCE
3.1.1 Conceptualization of the design object in the different stages of formation and graduation	3.1.1.1. 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.	Standard 3.1.1.1 Architectural projects that meet aesthetic and technical demands, prepared from qualitative, quantitative and mixed research methods and processes.	3.1.1.1 Descriptive, analytical, interpretative texts. Sheets, infographics, infographic models as arguments for the conceptualization of the design object, among others.
	3.1.1.2 Show that the design exercises are solved from case studies and careful reviews of similar architectural and urban objects.	Standard 3.1.1.2 The physical visits and / or documentary consultations are part of the processes of solving problems of architectural and urban design.	3.1.1.2 Case analysis, urban diagnoses, monographs, descriptive texts, among others
	3.1.1.3 Demonstrate that	Standard 3.1.1.3 Program of	3.1.1.3 Volumetric products of



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	simulation activities, situational and emerging experiences that foster creativity and knowledge of the architectural and urban space are carried out.	curricular and extracurricular learning activities to promote creativity and knowledge of the architectural and urban space, including participation in internal and external design competitions.	creative experimentation workshops, digital products, written reports and graphics of trips and study visits, reports of multidisciplinary conferences, attendance to cultural events, one day projects, vertical and horizontal workshops, ENEA, PANI, among others.
	3.1.1.4 Demonstrate ability for analysis, abstraction and critical judgment to formulate action strategies in the conceptualization of the design object.	Standard 3.1.1.4 Application of metacognition strategies and critical thinking in the solution of design problems.	3.1.1.4 Mental and conceptual maps, schemes, diagrams, anthropometric studies, among other learning products.
	3.1.1.5 Give evidence of the use of prefiguration for possible architectural and urban design solutions.	Standard 3.1.1.5 Effective use and development of graphic systems to describe, understand and communicate architectural ideas, both physical and virtual.	3.1.1.5 Diagrams, registers, mappings, trajectories, drawings, physical models, virtual models, among other analogous and digital products.
	3.1.1.6 Show argumentations and principles of composition in the decision making of design.	Standard 3.1.1.6 Elaboration of arguments and use of principles of composition derived from experimentation, understanding and abstraction of reality or imagination, for the ideation and conceptualization of the design object	3.1.1.6 Argumentative texts, drawings, diagrams, 2D and 3D diagrams, physical and virtual models, portfolios and work logs, among others
3.1.2 Graphic, oral and written communication	3.1.2.1 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	Standard 3.1.2.1 Graphic presentations that express, according to the level of the training process or activity of the graduate, ideas, processes and relationships between the parts that make up the object and the	3.1.2.1 Geometric diagrams made by hand. Sketch, hand sketches. Geometric drawings made in digital media. 2D and 3D diagrams Technical drawings by hand and digital. Notebooks of representation. Infographics



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	architectural system.	architectural system.	Portfolios of academic and professional works.  Projects made with BIM technology
	3.1.2.1. Demonstrate skill and dexterity in oral communication.	Standard 3.1.2.1 Concise verbal presentations, orderly and comprehensive with body language and visual contact where the student or graduate has incorporated the disciplinary language.	3.1.2.2 Oral presentation of products and / or photographic evidences and videos of oral exhibitions. Participation in congresses, disciplinary symposiums
	3.1.2.3 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.	Standard 3.1.2.3 Written products that respond to presentation methodologies depending on the type of academic or professional document required, where the use of the appropriate terminology is demonstrated according to the architectural object designed or constructed, 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.	3.1.2.3 Journals, essays, portfolio of works, report of readings, report of visits to urban and architectural environments, written exams.  Research reports, scientific articles, book chapters, technical reports, among others.  Descriptive reports, technical opinions, among others.
3.1.3 Technical knowledge	3.1.3.1 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.	Standard 3.1.3.1 The architectural and construction projects of the different scales must have contextual and legal viability studies as well as technical and economic feasibility that support them.	3.1.3.1 Contextual and legal viability studies. Technical and economic feasibility studies.
	3.1.3.2 Demonstrate that for the	Standard 3.1.3.2 Contextual and	3.1.3.2 Research reports. Project



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	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.	normative analysis, systematization of the characteristics of the site, including the urban context, historical fabric, soil and topography, ecology, climate, infrastructures and regulations	evolution journal. Reports of site visits. Topographic plans. Drawings of the site. Mapping of land uses and infrastructure.
	3.1.3.3 Demonstrate the application of criteria and strategies for the selection of structural systems, elements and construction procedures.	Standard 3.1.3.3 Appropriate use of criteria and strategies in the selection of structural systems, elements and construction procedures.	3.1.3.3 Class notes. Exams. Models and models with manual and digital techniques. Plans of constructive details. Structural plans. Observation reports of constructions in process
	3.1.3.4 Demonstrate the appropriate selection of materials, components, systems and assemblies based on sustainability.	Standard 3.1.3.4 Adequate specification of materials, components, systems and assemblies based on sustainability for the solution of architectural spaces.	3.1.3.4 Specification catalog. Plans of complements, like finishes, iron work, carpentry among others. Observation reports of constructions in process
	3.1.3.5 Demonstrate the application of criteria and strategies for the design and evaluation of environmental systems according to the geographical context.	Standard 3.1.3.5 Appropriate use of criteria and design strategies through methodologies that consider environmental analysis, diagnosis and assessment tools.	3.1.3.5 Class notes. Written exams, resolution of application exercises. Models and models of bioclimatic adaptation with manual and digital techniques. Planimetric and altimetric analysis of the physical context. Digital simulations. Reports of environmental analysis practices. Proposals for environmental control devices. Architectural and urban projects



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			sustained and integrated.
	3.1.3.6 Give evidence of evaluations and simulations of the proposed structural systems.	Standard 3.1.3.6 Appropriate use of architectural design criteria and strategies, using methodologies that consider structural analysis tools for the stability, efficiency and safety of buildings.	3.1.3.6 Construction details, structural analysis. Physical and virtual three-dimensional models of structures and their behavior.  Mathematical models for the analysis of structural behavior.  Report of visits to constructions. Structural solutions applied to the design of architectural spaces.
	3.1.3.7 Demonstrate the appropriate selection of systems of facilities for the architectural project.	Standard 3.1.3.7 Appropriate use of criteria and strategies for selecting systems of facilities for the architectural project that considers environmental impact mitigation provisions and energy saving codes and standards.	3.1.3.7 Report of visits to constructions in process.  Manual and digital drawing, details of installation systems.  Basic facilities Project.  Criteria for the solution of special installations systems, calculation, descriptive memories, adhered to applicable standards, codes and standards  Calculation and memories of lighting, electrical and communication project. Integrated projects, among others
	3.1.3.8 Give evidence that the architectural projects have a technical documentation and approved specifications according to applicable norms	Standard 3.1.3.8 Approved and standardized technical documentation according to documentation standards and technical specifications for the	3.1.3.8 Plans of architectural and urban projects, descriptive memories, graphic documents, catalogs of technical



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	and standards of documentation.	presentation of plans for architectural and urban projects.	specifications, among others.
	3.1.3.9 Give evidence of the use and application of operationalization, management and maintenance strategies, considering life cycles, standards and energy saving strategies in buildings.	Standard 3.1.3.9 Appropriate use and implementation of operationalization, management and maintenance strategies, considering life cycles, standards and energy saving strategies that ensure the operation and correct functioning of a building	3.1.3.9 Virtual simulations, case study reports. Reports of visits to buildings and analysis of their operation, management and maintenance systems. Descriptive memories. Memories of calculation.
	3.1.3.10 Give evidence of the use and application of strategies for reuse, conservation or revitalization of the built heritage.	Standard 3.1.3.10 Appropriate use and application of strategies for reuse, conservation or revitalization of the built heritage.	3.1.3.10 Reports of visits to buildings. Case study reports.  Projects of reuse, conservation and revitalization of the built heritage.
3.1.4 Knowledge of the theories, histories and disciplines of social sciences and humanities linked to architecture.	3.1.4.1 Evidence the use of methodologies and practices of theoretical and applied research in the design process.	Standard 3.1.4.1 Appropriate use of methodologies and practices of theoretical and applied research in the design process.	3.1.4.1 Research reports regarding the application of architectural concepts, theories and methodologies. Reading reports. Essays. Project description report
	3.1.4.2 Demonstrate the realization of historical research, global and local culture, art and aesthetics.	Standard 3.1.4.2. Realization of historical research, global and local culture, art and aesthetics with methodological rigor.	3.1.4.2 Reading reports. Essays and investigations. Analysis exercises of architectural and urban objects. Exams. Presentations. Models Guided visits. Travel reports to know different environments from the local ones. Assistance to congresses, conferences and



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			exhibitions
	3.1.4.3 Demonstrate the use of methodologies and theories about the production and criticism of the artistic, architectural and urban object.	Standard 3.1.4.3 Appropriate use of methodologies and theories about the production and criticism of the artistic, architectural and urban object.	3.1.4.3 Reading reports. Essays and investigations. Analysis exercises of architectural and urban objects. Exams. Presentations. Models Guided visits. Travel reports to know different environments from the local ones. Assistance to congresses, conferences and exhibitions
	3.1.4.4 Preparation of studies on cultural diversity and social equity applicable to architectural and urban design (accessibility, equity, security).	Standard 3.1.4.4 Projective strategies that consider cultural diversity and social equity, including the application of accessibility and security criteria and standards.	3.1.4.4 Reading reports. Research Reports. Essays on the application of selected methodological strategies. Exercises of practical application of methodologies. Attendance reports to congresses and conferences. Scientific posters  Architectural projects that include criteria and standards of accessibility, equity and security.
	3.1.4.5 Preparation of social and multidisciplinary studies on the context and built space, applicable to the design process.	Standard 3.1.4.5 Project strategies resulting from the preparation of social and multidisciplinary studies on the context and space.	3.1.4.5 Reading reports. Multidisciplinary research reports. Essays. Visits reports. Attendance reports to congresses and conferences. Exhibitions.  Architectural and urban projects solved from real situations, supported by social and multidisciplinary studies on the



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			context and the built space.
	3.1.4.6 Demonstrate the ability to find integrated architectural solutions based on interdisciplinary research and collaborative design and construction.	Standard 3.1.4.6 Integrated architectural solutions based on interdisciplinary research and collaborative design and construction.	3.1.4.6 Project evolution logbook. Projects of integrated architectural and construction design. Portfolio Descriptive memory. Project publication. One day projects. Models. Project theses. Exhibitions, among others
3.1.5 Management and production of the architectural object	3.1.5.1 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.	Standard 3.1.5.1 Appropriate use of commercial and business strategies for the practice of architecture, including management, promotion, legal aspects, public works biddings, under local, regional or international regulations.	3.1.5.1 Business plans, market studies, commercial strategies. Contracts, development of unit price cards, quantifications, catalog of concepts and integrated budget, among others. Technical and economic proposals for bidding.
	3.1.5.2 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.	Standard 3.1.5.2 Appropriate use of methodologies and tools for project management.	3.1.5.2 Project planning shown through descriptive reports, business plan, Gantt charts, critical path, task breakdown, assignments, work teams, milestone plan, delivery plan, risk plan, closure, as built documentation, closing , delivery and operationalization among others.



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	3.1.5.3 Demonstrate knowledge about financing and real estate investment, legal aspects related to real estate products.	Standard 3.1.5.3 Effective application of business plans and strategies for architecture.	3.1.5.3 Case studies, research reports Real estate business plan Real estate consulting and real estate marketing strategies.
	3.1.5.4 Demonstrate knowledge about social responsibility and ethical principles of the profession.	Standard 3.1.5.4 Proposals of solution to problems of the discipline attached to ethical principles and social responsibility	3.1.5.4 Essays. Research reports. Case studies that involve ethical principles to address problems in constructed and environmental contexts (natural and social risks) Evidence of professional experience linked to social responsibility activities

It is suggested to use an Estimative Scale (Lickert scale) to evaluate learning and graduation products, as well as a checklist

**4. LEARNING ASSESSMENT**

Systems, programs and instruments must be available to carry out the evaluation of student learning in program implementations that include the operation, mechanisms, periods, methods and consistent.

The lessons learned during the trajectory of the student in the different stages, levels and graduation of the program must be evaluated.

- Application by teachers of evaluation strategies that allow to verify the fulfillment of the learning objectives in a continuous manner.
- In consistency with the study plan, establish the evaluation strategies in the programs of the learning units.
- Dissemination of evaluation results to the academic and student community.

Note: It is necessary to review the methods for the elaboration and qualification of exams according to the subjects, the didactic instrumentation of the LU programs, the teachers' logs, the evidence portfolios and the work of the individual students and by team, where the pertinence among the evaluation methods applied in its three types can be observed: diagnostic, formative and summative and the curricular objectives of the study plan.

Each school must have the organizational structure that allows it to develop the activities envisaged in its curricula, including the operation of mechanisms, periods, methods and appropriate instruments for evaluating student learning, which must be adequate, sufficient and pertinent.

In addition, they must allow, in particular, the evaluation of the real learning achieved by the students in each LU or equivalent,



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throughout the educational trajectory and to the graduate from the study program.			
CRITERIA	INDICATORS	STANDARDS	EVIDENCE
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.	<p>Standard 4.1.1. Institutional Learning Evaluation System that contains:</p> <ul style="list-style-type: none"> <li>• Periodicity</li> <li>• Strategies</li> <li>• Types of evaluation</li> <li>• Academic Criteria</li> </ul>	4.1.1. Evidence that shows the system of evaluation of learning that contains the periodicity, strategies, types of evaluation in relation to the type of subjects included in the curriculum.
	4.1.2. Show the evaluation strategies established in the LU programs and their consistency with the study plan.	Standard 4.1.2. Total and partial institutional evaluation strategies specific to architecture applied in the programs of the LUs.	4.1.2. Program of the LUs that show the evaluation strategies evidencing consistency with the Curriculum.
	4.1.3. Demonstrate the strategies that support the types of evaluation in relation to the objectives of the different LU programs.	Standard 4.1.3. Two learning strategies at least derived from the objectives expressed in the different LUs or equivalents.	<p>4.1.3.</p> <p>Exam formats</p> <p>Logs of the teachers activities</p> <p>Portfolio with evidence</p> <p>Exhibitions of individual and team academic Works</p> <p>Rubrics to verify student learning.</p>



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			Others
	4.1.4. Show the forms of dissemination to the academic community of the different strategies for evaluating student learning.	Standard 4.1.4. Institutional dissemination means that shows the evaluation strategies of the students of the program for their knowledge by the student community.	4.1.4. Description of the means and forms of dissemination evidencing the evaluation strategies of 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.	Standard 4.2.1. Institutional programs of incentives for students with high academic performance and / or low resources for the retention of young people at risk of dropping out of school.	4.2.1. Document that shows the institutional scholarship program, its operation and its dissemination forms; also expressed graphically in a concentrate of three years.



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	<p>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.</p>	<p>Standard 4.2.2. Institutional support programs by public and / or private organizations to high performance students.</p>	<p>4.2.2. Document that describes the operation of the scholarship system that institutions of the public and private sector grant as support to the high performance students of the academic program.</p>
	<p>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.</p>	<p>Standard 4.2.3. Institutional programs to disseminate support to the student community.</p>	<p>4.2.3. Document describing the program of dissemination of scholarships awarded by public and private sector organizations to the student community of the academic program.</p>
	<p>4.2.4. Describe the regulations for the granting and allocation of scholarships and incentives of the Academic Program for high performance students.</p>	<p>Standard 4.2.4. Institutional regulation for the granting of scholarships and incentives to high performance students.</p>	<p>4.2.4. Regulation that specifies the normative system for granting scholarships and incentives to students of the academic program.</p>
	<p>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.</p>	<p>Standard 4.2.5 Institutional regulation for the granting of scholarships and incentives to the student community.</p>	<p>4.2.5. Statistical register that shows the periodicity and number of students benefited with the stimulus programs granted by the institution and by public and private sector agencies in the last three years.</p>



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	4.2.6. Describe the operation and dissemination of the stimulus and recognition program (awards events).	Standard 4.2.6. Institutional program of stimuli and dissemination for recognitions to the student community.	4.2.6. Document that describes the evidence of the operation and dissemination of the program of stimuli and recognitions and its statistical registry in the last 3 years.
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<b>5. INTEGRAL FORMATION</b>			
<p>The integral formation must contemplate the development of the student that promotes disciplinary aspects and other formative scopes such as: collaborative attitude, proactive, propoitive; physical and mental health, responsibility with its social, natural and cultural environment.</p> <p>The formative process should be made clear in terms of knowledge, skills, attitudes and the formation of character, intelligence, imagination, feelings, creativity and freedom, immersed in a system of universal values.</p>			
CRITERIA	INDICATORS	STANDARDS	EVIDENCE
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.	Standard 5.1.1. Institutional program for the development of entrepreneurs, business incubators or similar and the educational program.	5.1.1.(a) Program for the development of entrepreneurs, business incubators or similar.  5.1.1.(b) Evidence of program operability.
	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.		5.1.2. (a) List of participation of students and teachers participating in the program.  5.1.2. (b) Number of companies promoted and events organized inside the campus.



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	5.1.3. Mention to what events organized by other educational institutions or the business sector is attended, and if recognitions have been obtained.		5.1.3. (a) Number and type of events organized by other educational institutions or the business sector. 5.1.3. (b) Acknowledgments of participation
5.2 Artistic and Cultural Activities	5.2.1. Evidence in what cultural activities students actively participate (cultural workshops, competitions and exhibitions, among others).	Standard 5.2.1. Students of the academic program must participate in cultural activities (workshops, contests and exhibitions, among others) at least once per semester or equivalent.	5.2.1. (a) Number and type of cultural activities in which students participate actively. 5.2.1.(b) Certificates and distinctions of participation.
	5.2.2. Show the list of participating students and events organized inside and outside the campus.		5.2.2.(a) List of events organized inside and outside the campus, noting the participants. 5.2.2. (b) Certificates of participation
5.3 Physical and sports activities	5.3.1. Show the Program of sports activities of the Institution, school or program.	Standard 5.3.1. There must have a program of sports activities, this can be institutional, school or program.	5.3.1. (a) Number and type of sports activities in which students participate actively. 5.3.1. (b) Certificates and distinctions of participation.
	5.3.2. Accredite the sports activities in which the students participate, in a massive way or forming part of the		5.3.2. (a) Number and type of sports activities in which students participate actively. 5.3.2. (b) Certificates and



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	selections, in different disciplines.		distinctions of participation.
5.4 Professional Orientation	5.4.1. Show the professional orientation program for the student that result in an adequate preparation for professional insertion.	<p>Standard 5.4.1. Professional orientation program for students, which includes various modalities such as:</p> <ul style="list-style-type: none"> <li>• Conferences for CV preparation</li> <li>• Conferences for job interviews</li> <li>• Job fairs</li> </ul>	5.4.1. Professional orientation program for students, indicating the modalities of information on work opportunities, and professionals based on the interests and personal aptitudes of the student.
	5.4.2. Describe the program of Scientific and Technological events in curricular training. Events organized by students by student associations, intramural and extramural.		<p>5.4.2. (c) Program of Scientific and Technological events in curricular training.</p> <p>5.4.2. (b) Number and type of events organized by students by student associations, intramural and extramural.</p>
5.5 Psychological Orientation	5.5.1. Show the programs of accompaniment and attention to the psychosocial problems.	Standard 5.5.1. At least one program of accompaniment and attention to the psychosocial problems of the students.	<p>5.5.1. (a) Accompaniment program and attention to the psychosocial problems of the students.</p> <p>5.5.1. (b) List of students participating in the Program.</p>

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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).	Standard 5.6.1. All students must have participated in at least one activity of this nature before concluding their studies	5.6.1. (a) Catalog of Healthcare Services 5.6.1. (b) Evidence of operation and list of students. 5.6.1. (c) Program of risk prevention activities 5.6.1. (d) Type of resource (campaigns, courses, workshops, printed material).
	5.6.2. Accredit the health care services provided to the community when requested and the persons served.	Standard 5.6.2. Have a preventive medical attention program and emergency services on campus.	5.6.2. (a) List of participants 5.6.2. (b) Results obtained in such a case.
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).	Standard 5.7.1. At least one event of this nature per semester	5.7.1. (a) Human development program 5.7.1.(b) Indicate its operation
	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).	Standard 5.7.2. At least one event of this nature per semester	5.7.2. (a) Registration of attention to risk situations. 5.7.2. (b) Type of resource (campaigns, courses, workshops, printed material). 5.7.2. (c) List of participant 5.7.2. (d) Results obtained in such a case.



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### 6. SUPPORT SERVICES FOR LEARNING

Must have a tutoring and counseling program and evidence the guarantees of having dedicated teachers for students, in addition to have the monitoring and records of its operation and their impact.

Any educational program for architects in Mexico should have agile and sufficient mechanisms so that students can have access to programs of: tutoring, counseling, study support and extracurricular activities that complement their training; the corresponding program must specify the adequacy between the number of students and the responsible teacher (no more than 15 per semester), the sum of these and the enrollment of the program. The implementation of these programs should be encouraged through inter-institutional networks, which in addition to optimizing resources, multiply the possibilities of options for students.

CRITERIA	INDICATORS	STANDARDS	EVIDENCE
6.1. 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.	Standard 6.1.1. Institutional Program of Tutorials that guarantees the support to the quality of the academic program in the dimensions: individual, social, affective, cognitive and physical	6.1.1. Institutional tutoring program and document for the creation of a tutoring program.
	6.1.2. Accredite 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.	Standard 6.1.2. Institutional Tutoring Program that defines the percentage of full-time and subject teachers participating in it.	6.1.2. Document that shows the planning in relation to the activities developed in the last three years of the program based on the dimensions: individual, social, affective, cognitive and physical.  - Table showing planning process in the last three years



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	6.1.3. Mention the numerical relationship between students and tutors who have participated in the Tutoring Program in the last three years.	Standard 6.1.3. Institutional tutorial program that establishes the appropriate relationship of tutor-students, for each dimension.	6.1.3. List of students and teachers participating in the program, planning in which the periods and activities carried out are established.  - Table showing the relationship in the last three years
	6.1.4. Describe the tutor training and evaluation program.	Standard 6.1.4.  Institutional program for training and evaluation of tutors.	6.1.4. List of courses taken in the last three years for the training of tutors  - Table showing the relationship of courses in the last three years
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.	Standard 6.2.1.  Institutional Program and the program of academic consulting to students.	6.2.1. (a) Document that shows the program of extra class counseling for students of the program duly endorsed by the institutional responsible assigned.  6.2.1. (b). Document that shows the relation of the LUs professor-student for the extra-class counseling in which the assigned hours for each case are defined.  6.2.1. (c). Document that shows the results of the evaluation of the program and of the impact generated in the student, if it exists.
6.3. Library and Access to	6.3.1. Demonstrate that the space, furniture and accessibility	Standard 6.3.1.	6.3.1. Relationship of the increase of the librarian system of



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information	capacity of the library is appropriate to the program.	Capacity of space, furniture and accessibility should be sufficient and adequate for the delivery of the educational program.	consultation, furniture, accessibility, the collection as well as of the TIC's that allow the adequate qualification of the student - Tables and graphics to visualize the changes reached by period in the last three years.
	6.3.2. Demonstrate that the collection has the titles and volumes updated and organized according to the needs of the program.	Standard 6.3.2. The collection must have the titles and volumes updated and organized according to the needs of the current curriculum.	6.3.2. Present the relationship of the bibliographic collection, which considers videos, films, transparencies, presentations, plans and digital maps and in printed matter with which the program has in relation to the LUs that are contemplated in the Study Plan.
	6.3.3. Describe the program of book acquisition and subscriptions to databases, as well as printed and electronic journals.	Standard 6.3.3. Institutional program of book acquisition and subscriptions to printed and electronic journals.	6.3.3. Program of acquisitions in the last three years and by period of bibliography, subscriptions to printed and electronic magazines and data banks in tables and graphics.
	6.3.4. Show the services of digital libraries, newspaper library, internet and of external loans and inter librarian.	Standard 6.3.4. Mechanisms of operation of library services: <ul style="list-style-type: none"> <li>• Digital libraries</li> <li>• Newspaper library</li> <li>• Internet</li> <li>• External loans</li> <li>• Inter librarian loans</li> </ul>	6.3.4. Document that shows the mechanisms with which the library system operates for the internal consultation and the external and inter-librarian loan, that favor the learning of the students of the program.  - Table that graphically shows the mechanisms with which the library system and users of the service operate in the last three years.



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### 7. LINKAGE-EXTENSIÓN

The activities of linkage-extension should allow the student new learning environments and externally place learning activities and experiences to contrast exchange and apply to their knowledge.

The academic program will give an account of the relationships it has with other academic programs and with the scientific, social, public, civil and private sectors of its context, be they regional, national or international.

Graduate monitoring studies should show results of the relevance of the program, the recognition and acceptance of graduates in the labor market and the need to strengthen or reorient the curriculum.

The program must have the possibilities of exchange and mobility of students and teachers with other national and international institutions, for their growth and integral formation; also of researchers who participate individually or in collaborative networks contributing to the strengthening of the academic program.

Graduates of the program must have access to a system of job placement and support for entrepreneurship that facilitates their insertion and professional exercise.

The academic program will give an account of the relations it has with other academic programs of secondary and higher education, and with the scientific, social, public, civil and private sectors of its context, be they regional, national or international. All academic programs must have at least the following linking mechanisms:

- Monitoring studies of graduates showing results of the relevance of the program, of the recognition and acceptance of graduates in the labor market and the need, if necessary, to reorient the curriculum.
- Participation of the professional association in professional practice, in the planning and updating of study plans and in the revision of curricular contents.
- Supervised Pre-Professional Practice Programs that involve stays of teachers and students in the sources of work, which allow acquiring skills and complementary practices, in order to expand the horizons, learn new forms of organization and exchange experiences.
- A relevant and adequate social service program that operates with academic criteria, has regular academic supervision and is articulated to the academic program and its context.
- A permanent program of academic exchange where every year at least one exchange action (students and teachers) is carried out with another teaching institution, in order to enrich its development.
- A university extension program for the provision of services to external sectors in order to link the requirements of society with the potential of the program, contribute to the training of human resources, adapt curricular content and, where appropriate, obtain complementary resources.
- Continuing education services aimed at graduates of the academic program and the general public where at least one course

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must be offered annually. In case of offering graduates, they must specify the hours / class, be organized in modules and have permanent evaluation mechanisms for their improvement.

- It is recommended that all academic programs have a dissemination program that promotes activities such as conferences, exhibitions and publications that highlight the importance of the participation of architects upon society. Preferably, this should be made public through a web page.
- Regarding editorial production, each academic program must periodically publish a publication that accounts for its daily academic activities as well as at least one publication annually of any of its academic areas.

CRITERIA	INDICATORS	STANDARDS	EVIDENCE
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;	<p>Standard 7.1.1.</p> <p>Institutional regulations for the official recognition of public, private and social agreements. Technical visits.</p> <p>School practice and professional practice,</p> <p>Stays of students and teachers product of the agreements.</p>	<p>7.1.1. Summary table that concentrates the information of the agreements.</p> <p>Summary of technical visits, school and professional practices. Accompanied by information and reports.</p> <p>List of agreements for exchanges and stays of teachers and students.</p>
	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	<p>Standard 7.1.2.</p> <p>Institutional regulations for the official recognition of public, private and social agreements for their operation.</p>	<p>7.1.2. Summary table that concentrates the regulations for the operation of the agreements: list of participants, students and teachers and responsible for participation in these activities.</p>



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<p>7.2. Monitoring of Graduates</p>	<p>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.</p>	<p>Standard 7.2.1. Institutional monitoring program for graduates of the specific Study Plan.</p>	<p>7.2.1. a Updated data bases of graduates of the Academic Program that includes the:  Concentrate of the results of applied surveys or consultation instruments that contribute to the evaluation of the curriculum and its relevance</p> <p>7.2.1. b Systematized information in which the interest of professionals to continue their training in continuing education courses is shown.</p> <p>7.2.1. c Tables of the concentrated statistical analysis with the information obtained from the work with graduates, showing the impact on the curriculum based on the activity they develop in their professional lives.</p>
<p>7.3 Academic Exchange</p>	<p>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.</p>	<p>Standard 7.3.1. Institutional mobility program for teachers and researchers</p>	<p>7.3.1. Concentrate that includes the number of individual programs and in networks with their characteristics and results, strengthening areas, and obtained products linked to the educational program</p>



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			<p>Copies of the agreements or list of agreements in operation signed by the responsible authorities.</p> <p>Lists of students and participating teachers.</p> <p>The documents of initiation and termination of the exchange and the products obtained.</p>
	<p>7.3.2. Describe the characteristics of the Student Mobility Program, stating that the products and results obtained contribute to their integral formation.</p>	<p>Standard 7.3.2 Institutional program of student mobility.</p>	<p>7.3.2 Concentrate that shows the mechanisms of dissemination for the exchange of student mobility evidenced with records, evaluation of results and documentary evidences that show the impact on their integral formation.</p>
<p>7.4 Social Service and Professional Practice</p>	<p>7.4.1. Describe the supervised professional practice program and its relevance.</p>	<p>Standard 7.4.1 Institutional professional practice program</p>	<p>7.4.1. Documents evidencing the results and responsibilities of the professional practice program and its final evaluation showing the participation of the responsible bodies and institutions where the supervised professional practice is carried out, as well as the evidences of the campaigns and dissemination mechanisms.</p>



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	<p>7.4.2. Indicate the regulations that establish the compulsory nature, control mechanisms and objectives of the professional practice program.</p>	<p>Standard 7.4.2. Institutional program of professional practice that evidences the existing norms and regulations</p>	<p>7.4.2. Document that evidences the existence of norms and regulations to regulate the actions of the institution and its different applications in social service and linkage.</p>
	<p>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.</p>	<p>Standard 7.4.3. Constitutional Social Service Program.</p>	<p>7.4.3. Document that evidences the mechanisms of dissemination of the options of service providers in public and private sites, and the conditions for their registration and compliance.</p>
	<p>7.4.4. Describe if a Community Social Development Program operates.</p>	<p>Standard 7.4.4. Institutional Program for Community Social Development.</p>	<p>7.4.4. Concentration that includes: agreements, projects, advisories, consultancies, residences and supervision of construction, based on the agreements for the development of a community service as part of professional practice.</p>
<p>7.5 Job Bank (Employment Exchange)</p>	<p>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</p>	<p>Standard 7.5.1. Institutional mechanisms for opening to the labor market or, where appropriate, a university extension program for the provision of services linked to society.</p>	<p>7.5.1. Table evidencing the number of agreements with companies, institutions and firms with which a job bank has been established, indicating the institutional responsible.  Table of events organized and promoted by the academic</p>



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	who are in charge of them.		program, such as: fairs, exhibitions, and events for the promotion of the educational program.
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).	Standard 7.6.1. A minimum of one course of Continuing Education annually.	7.6.1. Concentrate that evidences the courses of graduates and / or, continuing education specialties, that indicate: credits, duration, place of delivery, dates, and participants.
	7.6.2. Evidence that the program has an external service office where technical advice is provided.	Standard 7.6.2. External Service institutional program: Number of persons Hours/services/persons.	7.6.2. Evidence of the Agreement with a Chamber of Construction, professional associations, advisory services among others, indicating the number of participants, types of services and time of dedication.
	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.	Standard 7.6.3. Institutional program of community services	7.6.3. Document that evidences the number and type of programs of dissemination of advice to the community. Participation in community events, such as workshops, courses, publications, that favor culture in architecture.



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	7.6.4. Show the Editorial Production Program of the Academic Unit, linked to the academic program.	Standard 7.6.4. Institutional Program of Editorial Production that includes the types of dissemination (gazettes, magazines, books) specifically those of the Academic Unit.	7.6.4. Present the publications of the academic production of the academic unit, with the number of: books, gazettes magazines and notes, notebooks among others, digital or on paper.
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<p><b>8. RESEARCH</b></p> <p>The research activities must offer the possibility and development of approximation to the solution of the real problems from methodological and systematic processes as an instrument of learning.</p> <p>The program should be enriched with research activities for the generation and application of knowledge that are linked to the public, private and social sectors, with development programs and with the study plan, including educational innovation.</p> <p>In the case of applied research that links architecture with social needs and community demands, it should demonstrate the dissemination of research linked to teaching.</p> <p>Given the importance and the benefit it represents for the training of architects, it is advisable to link the undergraduate studies with research.</p> <p>Therefore, when the graduation profile of an academic program stipulates the development of skills or skills for research, it must show mechanisms, a program and its corresponding regulation, which evidences the activities that are carried out for this purpose; It should give an account of the lines of generation and application of the knowledge that supports the program, of the works and research products that teachers and students perform, and of the ways in which teaching and research are linked.</p>			
CRITERIA	INDICATORS	STANDARDS	EVIDENCE
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.	Standard 8.1.1. Institutional Research Program linked to the public, private and social sectors.	8.1.1. Document the Institutional Research Program and the specific Academic Program in which the lines of research are identified, defining the products and their



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			relationship with 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.	Standard 8.1.2. Specific research program in relation to the Institutional Research Program.	8.1.2. Document the mechanisms and strategies for organizing research and research groups according to the specific Research Program  - List of research conducted in the period of and / or linked to the academic program.  - Document the degree or level of development of the research groups:  - Academic Bodies (AB): in formation, in consolidation or consolidated for public Universities  - Or equivalent in other types of public or private institutions
	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.	Standard 8.1.3. Specific research program in relation to the Institutional Research Program.	8.1.3.  Present by academic body or research group the status of the research level: in formation, in consolidation or consolidated in the case of BA's, or equivalent, documenting the requirements and mechanisms for its



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			conformation
	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.	Standard 8.1.4. Institutional and specific research program that shows the cultivation of the LGAK and its link with the Educational Program	8.1.4. Document the production generated by the cultivation of the LGAK and its link with the academic program in the contents of the LUs where the inclusion and participation of the students is reflected.
	8.1.5. Show the approval mechanisms of research projects derived from the research lines.	Standard 8.1.5. Institutional and specific research program. Institutional rules and regulations.	8.1.5. Document the approval mechanisms of research projects accepted according to institutional norms and regulations
	8.1.6. Evidence the number of registered and approved research projects with verifiable results in the last five years.	Standard 8.1.6. Institutional and specific research program. Institutional rules and regulations.	8.1.6. Document the number of research projects registered and approved according to institutional norms in the last five years presenting their status.



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<p>8.2. Resources for research</p>	<p>8.2.1. Evidence the obtaining of resources to develop the investigation, showing the type of financing according to the cases.</p>	<p>Standard 8.2.1.            Rules of operation and Guidelines for granting institutional resources, PRODEP in case of BAs, Program for Strengthening Quality in Educational Institutions (PIFI), CICS ST - National Polytechnic Institute (IPN) among others            Direction of material resources and services</p>	<p>8.2.1. Document the form of obtaining resources to develop the research, the type of financing according to the nature of the institution and in what actions it is applied evidencing the operation rules and guidelines for granting institutional resources:             Publications, Congresses, Stays, Student Mobility, Titleling Scholarships and / or Research Support, Research Networks</p>
<p>8.3. Dissemination of the results of Research</p>	<p>8.3.1. Evidence how research results are disseminated in national or foreign publications.</p>	<p>Standard 8.3.1.            Extension and institutional dissemination program.             An annual publication of results of any of the academic areas.</p>	<p>8.3.1. Document the programs of institutional dissemination and the specific research program for the dissemination of research results in printed and digital publications.</p>
	<p>8.3.2. Evidence the presentation of research results in national and / or international congresses and publications.</p>	<p>Standard 8.3.2.            Annual participation in a local, national or international academic event in any of the academic areas.</p>	<p>8.3.2. Enlist the participation of professors-researchers in local, national and international congresses and academic events in which the advances and results of research are exposed and the inclusion and participation of students as human resource training.</p>



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	8.3.3. Describe the type of academic product, result of the research program generated by the academic program.	Standard 8.3.3. An annual publication in some printed or digital media.	8.3.3. Document the research products resulting from the cultivation of the LGAK of the academic program: Books, Book chapters, Indexed articles, refereed articles, articles of divulgation, extensive memoirs.
8.4. Impact of the 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.	Standard 8.4.1. Institutional development plan, Study Plan of the Program that shows the interrelationships of research products that contribute to the improvement of the Academic program.	8.4.1. Document the participation of researchers in the curricular design and in the generation of educational innovations that show the interrelationships of the research results with the improvement of the contents of the study program.  - Table indicating the participation of researchers and areas in which they contributed to the improvement of the program in the last three years
	8.4.2. Mention how the transfer of research results has contributed to technological progress and the social improvement of the environment.	Standard 8.4.2. Institutional development plan, Program curriculum. Agreements that benefit the university environment.	8.4.2. Demonstrate the agreements that show the transfer of the results of research for technological advance in the last five years that exposes the social improvement of the environment

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### 9. INFRASTRUCTURE AND EQUIPMENT

All academic programs must have adequate infrastructure and sufficient equipment to meet the program's quality objectives and be consistent with their graduation profile.

It must check the time allocation of spaces such as classrooms, workshops and laboratories.

It must guarantee access to information through specific bibliographic material, databases and internet services.

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

It must also have exhibition areas, model workshops, auditoriums, meeting rooms, and spaces for extracurricular activities. In addition, have security, hygiene, maintenance and accessibility programs for mobility of persons with disabilities.

All academic programs to form architects in Mexico must have adequate and sufficient infrastructure and up-to-date equipment that contributes to the achievement of their objectives, to the development of the teaching-learning process, to raise the quality of the graduate and support the academic work of teachers and students. The achievement of these concepts will follow the following references:

- Classrooms and workshops:
  - In general, students in these disciplines are considered to spend part of their time in classrooms and half time in workshops, so the minimum surface area should be 1.8 m<sup>2</sup> per student (0.60 m<sup>2</sup> in classrooms and 1.2 m<sup>2</sup> in workshops). If there are only workshops, the minimum recommended area will be 2.40m<sup>2</sup> per student.
- Laboratories
  - It is recommended that each school have its own laboratories, however, it may share these facilities with other programs of the same institution or with other institutions, but must demonstrate permanent access to specific hours. Access must be made through agile mechanisms, and there must be sufficient qualified technical personnel responsible for its maintenance and operation.
- Information and documentation center (library):
  - It must have an automated system for locating the material available for consultation in their area of knowledge, own or shared and, at least, with three copies of the basic bibliography of reference established in the programs of the study plan; its newspaper library should include sufficient subscriptions of specialized magazines; a specific area and equipment connected in a network to consult the Internet.
- Slide and video library:
  - Each school must have a collection of 24 images per student, on slides or discs, and 1 video film for every 10 students.
- Computer rooms:
  - Each academic program must have access to own or shared computer rooms, the latter being verifiable via specific



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hours, in which at least one computer is available for each student in the compulsory subjects, or its equivalent. Failing this, there must be sufficient classrooms equipped with the necessary installation for the student to work with his or her own portable equipment.

- Other facilities for academic and cultural life:
- To complement their academic activities, each academic program should have access to;
  - Exhibition areas
  - Model workshops and / or space laboratories
  - Auditoriums
  - Cubicles for each of its career teachers
  - Boardrooms
  - Audiovisual classrooms
- The physical surface that all academic programs occupy must operate under a program that complies with construction and safety regulations, especially laboratories and workshops; as well as hygiene, which includes the permanent cleaning of the facilities and the handling of products and waste, to safeguard the facilities and integrity of the personnel.
- All academic programs must have a preventive maintenance program for equipment and facilities to safeguard the institutional heritage.
- All academic programs must present a plan to improve the infrastructure and equipment that includes their updating and demands in perspective.



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CRITERIA	INDICATORS	STANDARDS	EVIDENCE
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).	<p>Standard 9.1.1. The physical infrastructure of classrooms, laboratories and workshops with which the program operates must be adequate and sufficient in relation to:</p> <ul style="list-style-type: none"> <li>• School enrollment</li> <li>• Area of knowledge</li> <li>• Didactic modality</li> <li>• Type of subjects</li> </ul> <p>The classrooms and workshops must have elementary dimensions for the implementation of an architectural Study Plan:</p> <p>1.80 m<sup>2</sup> per student:            0.60 m<sup>2</sup> in classrooms and            1.20 m<sup>2</sup> in workshops.</p> <p>If there are only workshops, the minimum recommended area is 2.40m<sup>2</sup> per student.</p>	<p>9.1.1. Present a chart showing the enrollment and its relationship with the surface by type of area / student: classrooms and workshops for an adequate development of academic activities</p> <ul style="list-style-type: none"> <li>- The computer laboratories must have enough space, equipment and parcel for an adequate qualification and formation of the students.</li> <li>- Printing equipment inside the institution.</li> </ul> <p>The academic program must show in graphical media the location, surface and relation of uses of:</p> <p>Model workshops and / or space laboratories            Audiovisual classroom            Exhibition areas,            Auditoriums,            Boardrooms            Cubicles for career or full time teachers.</p>
	9.1.2. Describe the characteristics and number of Cubicles of work and coexistence for teachers.	Standard 9.1.2. Cubicles in relation to the number of professors and academic activities to be developed and of coexistence.	9.1.2. Describe the surface, number and location of work cubicles for full-time teachers, as well as the areas of coexistence for teachers who participate in the academic program.



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	<p>9.1.3. Describe the characteristics of Spaces for the development of cultural and sport events and activities of the academic program.</p>	<p>Standard 9.1.3. Institutional program of creation and growth of physical space to develop academic, cultural, sports, social and specific activities of the academic program</p>	<p>9.1.3. Document that efficiently describes the spaces of the academic program destined for the development of academic, cultural, sports and social activities, their physical capacity, programming and planning (availability, use and schedules)</p>
	<p>9.1.4. Describe adaptations to infrastructure for people with disabilities (universal accessibility).</p>	<p>Standard 9.1.4. Institutional program of creation and growth of physical space that includes infrastructure for people with disabilities.</p>	<p>9.1.4. Accessibility map for all areas of the academic program for people with disabilities.</p>
	<p>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.</p>	<p>Standard 9.1.5. Institutional program of preventive maintenance to efficiently meet the requirements for the proper functioning of educational spaces.</p>	<p>9.1.5. Present the institutional document or graphics of the preventive and corrective maintenance planning that demonstrates the operation, follow-up and reports of the same, and how it supports the academic program.</p>
	<p>9.1.6. Show the Programs of Security, Hygiene and Civil Protection, to prevent risk factors in the facilities and institutional spaces.</p>	<p>Standard 9.1.6. Security, Hygiene and Institutional Civil Protection Program, for the prevention of risk factors in facilities.</p>	<p>9.1.6. Present the document or graphics of the planning of the safety, hygiene and civil protection program that demonstrates the operation, follow-up and reports of the same, and how it supports the academic program.</p>

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9.2 Equipment	<p>9.2.1. Evidence adequate, pertinent, updated and sufficient computer equipment to perform efficiently the academic, administrative and student habilitation tasks.</p>	<p>Standard 9.2.1. Institutional patrimony and acquisitions program and the specific for the academic program.</p>	<p>9.2.1. Relationship of computer equipment and pertinent parcel, updated and sufficient in a table that shows the student-machine relationship, teacher and researcher-machine and administrative-machine.</p>
	<p>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.</p>	<p>Standard 9.2.2. Institutional patrimony and acquisitions program and the specific one according to the needs of the academic program.</p>	<p>9.2.2. Evidence that shows the relationship of the number of software licenses that the academic program has that are relevant, sufficient and updated for the qualification of the students.</p>
	<p>9.2.3. Describe the type of Internet service and the coverage of the network with which the academic program operates (wired and wireless).</p>	<p>Standard 9.2.3. Institutional program of patrimony and acquisitions and the specific one according to needs of the academic program</p> <p>- Internet service and total network coverage (wired and wireless).</p>	<p>9.2.3. Plan of coverage of the wired and wireless internet that the institution has installed and the description of the service that is granted to the academic program.</p>
	<p>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).</p>	<p>Standard 9.2.4. Institutional program of patrimony and acquisitions and the specific one according to needs of the academic program.</p>	<p>9.2.4. Document describing type, number, location and procedure of use and loan, of the didactic support equipment that the academic program has and that shows the relationship between the number of groups and students per group.</p>



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### 10. ADMINISTRATIVE MANAGEMENT AND FINANCING

The academic program must contain the mission, vision, policies and institutional strategic lines, as well as operational organizational charts.

It must operate with a normative framework that includes regulations for academic personnel, evaluation of the students' program, degrees, social service, supervised professional practice, research and linking scholarships and incentives for students and teachers.

The program must have the RVOE granted by the SEP.

The conduction of the program should be based on a development plan that allows improving its permanent quality, including the mission, vision, strengths and weaknesses, as well as its contributions to institutional development, as well as development programs and the necessary financial resources.

**NORMATIVITY.** Any institution that offers academic programs to form architects in Mexico should operate with an approved, updated, current, coherent and consistent normative framework. At least it must include the following orders:

- Regulation or statute of the academic staff, in which the entrance, permanence and promotion are defined, as well as the procedures of its revision
- Regulation of students with sufficient and relevant provisions to regulate admission, permanence and graduation.
- Regulation, guidelines or titling instructions.
- Regulation, guidelines or rules for compliance of social service.
- Regulation of the research function, and its relationship with teaching and dissemination, where appropriate.
- Regulation of scholarships and incentives for teachers and students, where appropriate.
- Regulation, guidelines or rules for managing the program's finances. Norms that govern the functions of the non-academic personnel supporting the development of the program.

The plan and the study programs must be registered in the corresponding unit of the Secretary of Public Education; the academic programs of private institutions require, in addition, the Recognition of Official Validity of Studies (RVOE) granted by the competent federal or state educational authorities.

**ACADEMIC-ADMINISTRATIVE CONDUCTION:** The academic program must show evidence that it has executive authorities responsible for its academic and administrative management and, where appropriate, the appropriate academic collegiate bodies for its development, supported by institutional regulations; these must participate in the decision-making processes of analysis and approval of the policies of academic work and the direction of the educational process, according to the responsibilities established by the legal framework.

The conduction of the academic program should be based on a development plan that gives direction and allows it to ensure and improve its quality permanently; It should be contained in a document, which reflects the development guidelines of the program in

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the short term (3 years) and long term (10 years), including: its mission, vision, strengths and weaknesses, its contributions to institutional development, the way how its planned to carry out the proposed actions and the human, financial and infrastructure requirements, as well as their strategies and sources of funding or linkage, and which also requires those responsible for their implementation as well as its monitoring and evaluation mechanisms.

The academic program must demonstrate its operation sufficiency, its administrative management and financing:

- Those responsible for the academic program and suitable systems for an academic administration and management that effectively supports the academic processes involved.
- Has sufficient non-academic staff trained in terms of enrollment, academic staff and, in general, the needs of the program.
- Has a financial base that supports the fulfillment of activities.
- The administration of resources is developed as required by the execution of the program.
- Makes appropriate use of financial resources and that a transparent performance of accounts of its exercise is made.

CRITERIA	INDICATORS	STANDARDS	EVIDENCE
10.1. Planning, Evaluation and Organization	10.1.1. Show the Institutional Development Plan.	Standard 10.1.1. The program must be governed by the Institutional Development Plan.	10.1.1. Development plan of the institution or its equivalent and the development plan of the Academic Unit.
	10.1.2. Show the Development Plan of the Academic Program.	Standard 10.1.2. Development Plan of the academic program within the framework of the institutional development plan and with that of the academic unit, department or faculty.	10.1.2. Document evidencing the development program or its equivalent of the academic program and showing the way in which its operation is specifically defined in the teaching of architecture, in the institutional context and its short and medium term prospective.
	10.1.3. Show the progress of compliance with the Academic Program development plan	Standard 10.1.3. Institutional development plan, indicating the instances to whom to submit periodic reports: University Councils,	10.1.3. Reports that include the goals reached in the last three years by period, based on the planning established for the academic program and evidence



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	through achievements.	collegiate bodies, steering groups or equivalent.	of reception or exposure to the institutional instances to which the reports are presented.
	10.1.4. Evidence the increase of the infrastructure tending to strengthen the Academic Program.	Standard 10.1.4. Institutional development plan, section about the increase of spaces, furniture and equipment for the educational dependencies of the institution.	10.1.4. Report and indicators that demonstrate the increase of spaces, furniture and equipment for the improvement in the delivery of the academic program by period in the last three years..
	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.	Standard 10.1.5. Instruments and results of accreditation for the continuous improvement of academic-administrative processes.	10.1.5. Evidence of the Certifications and Accreditations of the processes of academic-administrative order for the management of internal and external continuous improvement and its obtaining.
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.	Standard 10.2.1. Organizational chart of functions or respective regulation.	10.2.1. Organizational chart and minutes of events
	10.2.2. Mention the number of non-academic personnel that directly support the Program, if it is sufficient, adequate and efficient.	Standard 10.2.2. Organizational chart of functions or respective regulation.	10.2.2. Organizational chart and minutes of events
	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.	Standard 10.2.3 Show at least one program per semester.	10.2.3. Minutes of events with attendance lists.



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	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.	Standard 10.2.4 Show organizational chart of functions or respective regulation	10.2.4. Organizational chart and minutes of events
10.3 Financial Resources and Institutional Regulations	10.3.1. Show the academic-administrative normative structure of the academic program.	Standard 10.3.1. Normative Framework of the Institutional Development Plan	10.3.1 Evidence of the normative framework of the institution and of the academic program, in which the academic-administrative normative structure is shown, as well as, the collegiate bodies that validate it.
	10.3.2. Evidence the source or sources of funding for the Academic program.	Standard 10.3.2. Institutional development plan, rules of operation and guidelines for management and obtaining resources Program for Strengthening Quality in Educational Institutions (PIFI), annual operating program (POA), among others.	10.3.2. Annual Operative Program (POA), Institutional Development Plan, Operating Rules and Guidelines for managing and obtaining resources or their equivalent.  Evidence sources of financing and management processes based on the strategic lines and goals programmed in the last three years
	10.3.3. Evidence the periodicity and authority to which the academic - administrative reports of the academic program are	Standard 10.3.3. Institutional development plan, guidelines for the presentation of academic and administrative reports	10.3.3. Administrative academic reports within the framework of the Institutional Development Plan and specific guidelines of the academic program development plan validated by



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	presented.	and specifically guidelines included in the development plan of the academic program.	the duly registered institutionally recognized collegiate bodies of the last three years.
	10.3.4. Evidence the accountability mechanisms of the exercise of the resources with which the program operates.	Standard 10.3.4. Institutional development plan, guidelines on the accountability mechanisms of the exercise of resources.	10.3.4. Document evidencing the application of accountability mechanisms for the exercise of resources of the academic program, and, where appropriate, the report submitted to the institutionally recognized collegiate bodies duly registered in the last three years.