ICACIT Accreditation Criteria for Undergraduate Programs

The Accreditation Criteria for Undergraduate Programs are part of a series of documents associated with the ICACIT Evaluation Cycle and was approved by the ICACIT Board of Directors at its meeting on December 11, 2024.

Document Code	Version	Year	Revised
AC-C-01	4.2	2024	11/12/2024

For more information about ICACIT, its program evaluation processes and other activities, you can visit www.icacit.org.pe, send a communication to Av. Del Pinar 152. Office 707. Santiago de Surco. Lima 033. Peru, or to acreditacion@icacit.org.pe

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ICACIT ACCREDITATION CRITERIA FOR UNDERGRADUATE PROGRAMS - ARCHITECTURE

TAKE INTO CONSIDERATION THAT:
(1) THIS DOCUMENT CONTAINS CRITERIA ESTABLISHED AND APPROVED BY THE ICACIT BOARD OF DIRECTORS.
(2) **BOLD** SEGMENTS INDICATE RECENT CHANGES APPROVED BY THE ICACIT BOARD OF DIRECTORS.

GENERAL CRITERIA

These criteria are intended to ensure quality and to promote the systematic pursuit of improved quality of education in order to meet the needs of constituencies in a dynamic and competitive environment. It is the responsibility of the institution seeking ICACIT Accreditation of a program to clearly demonstrate that the program meets these criteria.

CRITERION 1. Students

The program must evaluate student performance.

The program must monitor student progress.

The program must offer student counseling on matters related to curriculum, career development, and job placement.

The program must have and enforce policies for the admission of new and transfer students.

The program must have and enforce policies for granting equivalent academic credits for courses taken at other institutions.

The program must have and enforce policies for developing pre-professional internships.

The program must have and enforce procedures to ensure and document that graduating students meet all graduation requirements.

The program must maintain and make use of agreements with higher education institutions and/or other foreign organizations for the mobility of students and professors.

CRITERION 2. Program Educational Objectives

The educational objectives of the program must be public and consistent with the institution's mission, the needs of its various constituencies, and these criteria.

There must be a documented and effective process, used systematically, involving the various constituencies, for the periodic review of the program's educational objectives in order to ensure that they remain consistent with the institution's mission, the needs of the program's constituencies, and these criteria.

The program must maintain an up-to-date record of its graduates, establish a permanent link, and monitor their job placement.

CRITERION 3. Graduate Attributes

The program must have documented graduate attributes that support the program's educational objectives.

The program must design appropriate processes and tools for the assessment of graduate attributes.

The program must enable students to achieve, upon graduation, each of the following graduate attributes:

- For Architecture Programs:

  [AG-A01] The Professional and the World: Analyzes and evaluates the impact of solutions to architectural problems on the sustainable development of society, the economy, sustainability, health and safety, legal frameworks, architectural and urban heritage, and the environment.

[AG-A02] Ethics: Applies ethical principles and is committed to professional ethics and standards of architectural practice, adheres to relevant national and international laws and demonstrates an understanding of the need for diversity and inclusion.

[AG-A03] Individual and Teamwork: Performs effectively as an individual, and as a member or leader in diverse and inclusive teams and in multidisciplinary, face-to-face, remote and combination environments.

[AG-A04] Communication: Communicates effectively and inclusively with the architectural community and society in general, being able to understand and write effective design reports and documentation, and make effective presentations, taking into account cultural, language and learning differences.

[AG-A05] Project Management: Applies management principles and economic decision-making considering potential risks, as a team member or leader, to manage projects in multidisciplinary environments.

[AG-A06] Lifelong learning: Recognizes the need for and is prepared to: i) learn independently and continuously, ii) adapt to new and emerging technologies, and iii) apply critical thinking in the broader context of technological change.

[AG-A07] Knowledge of Architecture: Applies knowledge of mathematics, natural sciences and information technologies in architectural-urban planning and interior design solutions.

[AG-A08] Problem Understanding: Understands structural and environmental design problems for construction and engineering associated with building design.

[AG-A09] Design or Development of Solutions: Creates architectural designs that meet aesthetic and technical requirements.

[AG-A10] Conducting Investigations: Conducts investigations of problems using research methods including knowledge-based research, design and conduct of experiments, analysis and interpretation of data, and synthesis of information to produce valid conclusions and recommendations.

[AG-A11] Environmental Comfort: Demonstrates adequate knowledge of physical problems and technologies, as well as the function of buildings to provide internal conditions of comfort and protection within environmental parameters.

[AG-A12] Design Competence: Possesses the design skills necessary to meet the requirements of building users within the constraints imposed by cost factors and building regulations.

[AG-A13] Ecological and Environmental Responsibility: Demonstrates adequate knowledge of the means to achieve ecologically responsible design and environmental conservation and rehabilitation.

[AG-A14] Creativity: Possesses creative competence in building techniques, based on a comprehensive understanding of the disciplines and construction methods related to architecture.

[AG-A15] Space Management: Understands the relationship between people, buildings and their environment, as well as the need to relate buildings and spaces to each other with human needs and scale.

CRITERION 4. Continuous Improvement

The program must have implemented a quality assurance system that incorporates the ICACIT Accreditation Criteria.

The program must regularly use appropriate, documented processes in the assessment and evaluation of the graduate attributes and the program educational objectives.

The results of these evaluations must be systematically used as input to: (1) the continuous improvement of the program and (2) the sustainability of compliance with the ICACIT Accreditation Criteria. Other available information may also be used to assist in the continuous improvement of the program.

The program must define, implement and monitor improvement plans for the aspects that have been participatively identified and prioritized.

CRITERION 5. Curriculum

The program must ensure consistency of the curriculum with the graduate attributes, the program educational objectives and the mission of the institution.

The curriculum must include at least:

- For Architecture Programs:

    [P-A01] Adequate knowledge of the history and theories of architecture, as well as related arts, technologies, materials and human sciences.

    [P-A02] Knowledge of the fine arts as a reference on the quality of architectural design.

    [P-A03] Adequate knowledge of urban design, planning and the techniques involved in the process of territorial and landscape planning.

    [P-A04] Adequate knowledge of the industries, organizations, regulations and procedures involved in the translation of design concepts into buildings and integration of plans into overall planning.

CRITERION 6. Faculty

Each faculty member dedicated to teaching in the program must have professional experience and academic training consistent with his or her expected contributions to the program.

Faculty competence should be demonstrated based on factors such as: academic background, professional experience, training and certifications, contributions to the discipline, teaching effectiveness, communication skills, and participation in professional societies. Collectively, the faculty should possess the breadth and depth to cover all areas of the program's curriculum.

There must be sufficient faculty to accommodate adequate levels of: (a) student-faculty interaction; (b) student counseling; (c) interaction with industrial and professional practitioners, as well as employers of students.

The program must demonstrate that it is not critically dependent on one individual.

The program must ensure the development, professional updating and strengthening of the teaching capacities of its professors.

The program faculty must have and demonstrate sufficient authority to ensure appropriate program direction, as well as to develop and implement processes for assessing, evaluating, and continuously improving the program.

CRITERION 7. Facilities

Offices, classrooms, laboratories and associated equipment must be adequate, according to the study modality in which the program is offered, to support the achievement of the graduate attributes and provide a climate conducive to learning.

Modern tools, equipment, computing resources and appropriate laboratories must be available, accessible and systematically maintained and upgraded to support the needs of the program.

The program must provide students with appropriate guidance for the safe and proper use of available tools, equipment, computer resources and laboratories.

Information and reference centres and IT and communications infrastructure must be adequate and up-to-date to support the academic and professional activities of students and faculty.

CRITERION 8. Institutional Support

Support and leadership from the institution's authorities must be adequate to ensure the quality and continuity of the program, as well as to promote inclusive education and social responsibility activities in the program.

Resources including institutional services, financial resources and staff (administrative and technical) assigned to the program must be adequate to meet its needs.

The resources available to the program must be sufficient to acquire, maintain and operate the infrastructure, facilities and equipment appropriate to the program, and to foster an environment in which the graduate attributes can be achieved.

The resources available for the program must be sufficient to attract, retain and train faculty to maintain an appropriately qualified faculty.

The program must manage the financial resources necessary for its operation, strengthening and sustainability over time.

PROGRAM CRITERIA

Each program must satisfy the applicable specific criteria (if any). Program criteria provide the specificity needed to interpret specific program criteria as they apply to a particular discipline. The requirements stipulated in the program criteria are limited to the graduate attributes, the curriculum, and the faculty. If a program, by virtue of its name, is subject to two or more sets of specific criteria, that program must satisfy all sets of criteria; however, overlapping requirements must be satisfied only once.

CRITERION 9. Program Criteria

- For Architecture Programs:

    Program criteria for architecture programs will be developed soon.

    This criterion is not applicable to architecture programs.

GLOSSARY OF TERMS

1. **ICACIT Accreditation:** ICACIT Accreditation is an audit of compliance with international standards of the *Washington Accord* and the *Sydney Accord* of the *International Engineering Alliance*, the *Seoul Accord*, the *Canberra Accord* and the *European Network for Accreditation of Engineering Education*, adopted by ICACIT.

2. **Initial ICACIT Accreditation:** It is the ICACIT Accreditation granted to a program for the first and only time, normally after its first evaluation, considering that it has not been granted ICACIT Accreditation in the past.

3. **Quality assurance:** Term referring to an ongoing and continuous process of evaluating (assessing, monitoring, ensuring, maintaining and improving) the quality of a higher education system, institution or programme. As a regulatory mechanism, quality assurance focuses on both accountability and improvement, providing information and judgements through a consistent process and well-established criteria. Quality assurance activities depend on the existence of the necessary institutional mechanisms preferably supported by a strong quality culture. Quality management, quality improvement, quality control and quality evaluation are means through which quality assurance is guaranteed.

4. **Graduate Attributes:** It is a set of individually measurable outcomes that describe what students are expected to know and be able to do upon graduation. Graduate attributes are clear and succinct statements that refer to the skills, knowledge, and behaviors that students acquire throughout their progress in the program.

5. **Self-Study:** It is the internal review process of the quality of a program that includes an analysis of its strengths and limitations.

6. **Academic quality:** It is defined as the level of achievement of the program objectives in accordance with the institutional mission and the needs of the constituents; which allows graduates to achieve the graduate attributes and enter professional practice.

7. **ICACIT evaluation cycle**: It is a series of activities organized between the months of January and December of each year to complete the evaluation process of a program in order to achieve ICACIT Accreditation.

8. **Advisory committee:** It is a consultative body whose main function is to advise the program in the periodic review of the curriculum and the establishment and review of its educational objectives. It is made up of professionals with extensive experience who come from professional organizations, industry and government.

9. **Student counseling:** It is an educational service provided by qualified professionals that consists of a series of formal activities planned to accompany, inform and guide students in making decisions regarding their educational process.

10. **Constituencies:** People or group of people with certain characteristics who have an interest in the program's activities. These may be professors, students, employers, graduates, the advisory committee, and others that the program considers appropriate.

11. **Critically dependent on one individual:** A program is critically dependent on a faculty member if an entire portion of the program is eliminated or severely degraded if that faculty member leaves.

12. **Student performance:** It is the demonstration of the level of skills, knowledge, and behaviors that students develop as a result of the educational process, and it is evaluated through the application of quantitative or qualitative instruments.

13. **Inclusive education:** An education that promotes mutual respect and the value of all people and builds educational environments in which the approach to learning, institutional culture and curriculum reflect the value of diversity.

14. **Evaluation:** It consists of one or more processes designed to interpret the information and evidence accumulated through assessment processes. Evaluation determines the degree to which the graduate attributes and the program educational objectives are being achieved. Evaluation leads to decisions and actions to improve the program.

15. **ICACIT evaluator:** He/she is a distinguished professional in the areas of architecture, science, computing, engineering and engineering technology, coming from academia, industry and/or government, who has a vast experience in his/her professional field and who, in his/her role as a voluntary evaluator, conducts and/or manages the evaluation processes for ICACIT Accreditation purposes, based on the current ICACIT accreditation policies, procedures and criteria, playing an important role in promoting the continuous improvement of educational quality in higher education programs and being a protagonist in the improvement of his/her profession.

16. **Graduate:** This is a student who has completed a program, fulfilling the established requirements, and has obtained the academic degree.

17. **Self-Study Report:** It is the primary document that each program uses to explain how it meets all applicable ICACIT accreditation criteria, policies and procedures. The self-study report forms the initial basis for determining whether the program meets ICACIT requirements.

18. **Assessment:** It consists of one or more processes in which information is identified, collected, and prepared to assess the achievement of graduate attributes and program educational objectives. Effective assessment uses appropriate direct, indirect, quantitative, and qualitative measures relevant to the outcome being measured. Appropriate sampling methods may be used as part of a measurement process.

19. **Study modality**: It is the way in which the student learns, within an organized structure that determines the place, the means, the times and the forms of communication. The study modality can be face-to-face, blended or distance learning.

20. **Monitor:** It is a continuous and systematic process to verify that a certain process is carried out according to what is scheduled in order to achieve the objectives, without necessarily implying a response or action.

21. **Mobility:** It is a process in which students or professors temporarily and physically move from one educational institution to another educational institution or organization..

22. **Program educational objectives:** They are general statements that describe what graduates are expected to accomplish in the first few years after graduation. The educational objectives of the program are based on the needs of the program's constituencies.

23. **Documented and effective process:** That process that has a written and/or graphic description of how it is executed and is effective in a sustained manner over time.

24. **Program:** It is an organized and integrated educational experience that culminates with the attainment of an academic degree. The program will have educational objectives, graduate attributes, a curriculum, faculty, and facilities.

25. **Different programs:** Those programs that can be differentiated by the academic degree obtained upon completion and which specifies at which headquarters, branch, campus or location it is offered, in addition to the study modality in which it is offered.

26. **Student progress:** It is the progress of students in a course or program of study, and it is monitored by collecting and analyzing information about student learning.

27. **Social responsibility**: Social responsibility refers to the obligation of an organization's management towards the welfare and interests of the society in which it operates.

28. **Systematically:** Carried out continuously and periodically, based on a set of principles, standards, methods or procedures.

PROPOSED CHANGES TO THE ICACIT ACCREDITATION CRITERIA

Changes to ICACIT accreditation criteria may be proposed by the Accreditation Committees and must be approved by the ICACIT Board of Directors. Typically, changes to ICACIT accreditation criteria take effect in the evaluation cycle immediately following their approval. However, this period may be extended, where appropriate, and suggested changes may require a period for public review and comment prior to approval

The following section presents the proposed changes to ICACIT's accreditation criteria as approved by the ICACIT Board of Directors at its December 2024 session, for a review and comment period expiring on June 30, 2025. The ICACIT Board of Directors will determine, based on the comments received and the proposals of the Accreditation Committees, the content of the criteria to be adopted.

Comments related to the proposed changes must be sent in writing to Av. Del Pinar 152. Office 707. Santiago de Surco. Lima 033. Peru, or by email to acreditacion@icacit.org.pe.

Proposed Changes

No proposed changes to criteria have been determined.