

General Academic Policies and Norms



**TECNOLÓGICO
DE MONTERREY**

GENERAL ACADEMIC POLICIES AND NORMS

INSTITUTO TECNOLÓGICO Y DE ESTUDIOS SUPERIORES DE MONTERREY

Promulgation date: June 1997

Modification: 1997, 2000, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012,
2013, 2014, 2015, 2016, 2017, 2018, 2022, 2025.

Official Mail No. 830

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At Tecnológico de Monterrey, the prescripts contained in its norms are formulated in generic masculine or masculine of a collective nature; consequently, they do not refer only to the masculine gender, but to all the genders that form part of the community.

AMENDMENTS IN THIS EDITION

- New design guidelines of graduate programs (specialties, master's and doctorates are included, medical specialties are excluded), 2024 and subsequent editions.
- In the Spanish version, the term “alumno” is changed to “estudiante”.
- In general definitions, the concept of delivery or delivery modality is introduced: for educational programs, In-person and digital (this modality includes mixed programs and online programs); for learning Units/Educational Units, In-Person and Digital (this modality includes synchronous, asynchronous, and blended).
- In general definitions, the definition of double internal degree is included: when a student of the Undergraduate Level is part of a primary and secondary study program and meets the requirements to graduate from both. This scheme of a primary program and a secondary program is within the same school (schools define whether they offer this model as part of their offer).
- In general definitions, the definition of Academic Credit is included: it is the unit that represents the time that the student dedicates to the Educational Unit to meet the objectives of this. It includes class hours, as well as the time spent on additional work outside class. In other words, an Academic Credit is an hour of direct instruction plus a minimum of two hours of independent work.
- In Article 26, it is established that a semester academic period must include at least 17 weeks and the corresponding academic intensive period must include five weeks.
- In Article 32, it is established that the Academic Load for the Undergraduate Level is 20 credits per academic semester.
- In Article 49, it is established that the Evaluation/Assessment of competencies is expressed by degrees of achievement.
- In Article 77, it is established that the Academic Load for each Educational Unit must be specified in academic credits.
- In the new Article 85, it is established that each study program, of each of the three levels, must have an evaluation model of its quality, as well as a monitoring and documentation scheme. This model is defined based on

the standards and procedures defined by the Office of the Vice Rector of Educational Innovation and Academic Norms.

- In Article 92, it is established that at least 30 general education academic credits must be included for the Undergraduate plans (not established a specific number of learning units but is defined regarding the number of academic credits), in the areas of mathematics / natural sciences; Social Sciences/Behavior; Humanities/Fine Arts; Ethics and citizenship, and Leadership, Entrepreneurship and Innovation.
- In Article 94, it is established that Undergraduate curricula must include at least 20 academic credits of a variable nature, not essential, but that the approach is to expand the undergraduate vision of students (it has evolved from defining the number of academic units for these courses to be defined in terms of academic credits).
- In Article 100, it is established that the Undergraduate Level Programs must include at least 160 academic credits. For editions prior to 2026 they must include at least 144 academic credits.

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INTRODUCTION

The content of this document constitutes the general framework for the academic legislation of Tecnológico de Monterrey. The General Statute of Tecnológico de Monterrey, in its Article 54, states that: "The academic legislation of Tecnológico de Monterrey is established through its academics and faculties." Likewise, in Article 56 it is established that: "The academics are the groups responsible for proposing the applicable academic legislation at the corresponding levels."

This edition includes the modifications to these General Academic Policies and Norms of Tecnológico de Monterrey, authorized and published in official emails, as well as those authorized by its Rector, based on the proposals of the Office of the Vice Rector of Educational Innovation and Academic Norms, from July 2022 to the date of this publication.

The changes in these policies and norms are proposed by the Vice Rector of Educational Innovation and Academic Norms, based on recommendations made by a committee in which all schools are represented, as well as the vice-rectories of Tecnológico de Monterrey.

Juan Pablo Murra Lascurain
Rector of Tecnológico de Monterrey
April 2025

GENERAL DEFINITIONS

Students are classified according to their previous academic relationship with Tecnológico de Monterrey:

- 1. New students.** Students who have never been Tecnológico de Monterrey students at any of the levels -high school, undergraduate and graduate- at which the priority educational services of Tecnológico de Monterrey are offered.
- 2. Continuing students.** Students who rejoin Tecnológico de Monterrey, who were previously registered at the same level and the same campus at Tecnológico de Monterrey.
- 3. Internal transfer students.** Students registered at a given Tecnológico de Monterrey campus who were previously registered at a different Tecnológico de Monterrey campus.
- 4. External transfer students.** Students regularly registered at foreign universities who take educational units at Tecnológico de Monterrey for a period of time that is less than the duration of an academic program.
- 5. Visiting students.** Students who are not officially registered in an academic program but wish to take educational units in order to increase their knowledge in a specific area of study.

Award of Credit. It is the act by which the academic units—both accredited and failed—are recorded in the student's academic program when they have been completed in:

- a. The same campus, but under a different academic program, when the academic units are equivalent in content.
- b. Another campus of Tecnológico de Monterrey.
- c. A foreign university or institution with which Tecnológico de Monterrey has a collaboration agreement.

Revalidation Agreement. A document issued by the Mexican Ministry of Public Education (Secretaría de Educación Pública) through which the academic units completed and accredited by a specific student at a foreign educational institution are recognized as valid in a Mexican educational institution.

Equivalency Agreement. A document issued by the Mexican Ministry of Public Education (Secretaría de Educación Pública) through which the academic units completed and accredited by a specific student at another Mexican educational institution are recognized as valid in a Mexican educational institution.

Advanced Placement Program. Program developed by the College Board which offers standardized courses to students of High School, generally recognized as equivalent to undergraduate courses at the university. The participant universities grant academic credits to students who obtained sufficient scores to prove Learning Unit / Educational Unit of the curricula of these universities.

International Baccalaureate. Program developed by the International Baccalaureate, which offers standardized courses to students of High School, generally recognized as equivalent to undergraduate courses at the university. The participant universities grant academic credits to students who obtained sufficient scores to prove Learning Unit / Educational Unit / of the curricula of these universities.

Grade. A record of the learning evaluation that reflects the student's level of performance and can be either numerical or non-numerical.

Academic load. The total number of units in which a student is enrolled during a specific academic period.

Undergraduate degree. A set of academic and professional strategies, the fundamental aim of which is for students to acquire knowledge, aptitudes, skills, and work methods, as well as to develop attitudes and values, to practice a profession.

College Board. The organization responsible for designing and managing the Academic Aptitude Test (AAT) used by Tecnológico de Monterrey as an admissions criterion for entry to the high school and undergraduate programs; it is also responsible for designing the Advanced Placement Program.

Classification of academic programs: Academic programs, depending on their modality, are classified as:

1. **In-person program:** It is characterized by the development of the teaching-learning process that requires student assistance to a physical environment, inside or outside the institution's facilities, in accordance with the policies defined for it. The academic experience of this modality can be enriched with learning experiences mediated by technology.
2. **Digital Program:** It is characterized that the development of the teaching-learning process throughout the educational experience of the students develops partially or totally through digital media with techno-pedagogical strategies. Digital programs are classified as:
 - a. **Mixed Program (Blended):** It is characterized in that the development of the teaching-learning process is carried out by combining, at certain times, the student's assistance to a physical environment, inside or outside the facilities of the institution, according to the policies defined for it, and, at other

times, the student's participation through technological tools and digital environments, either in a synchronous or asynchronous way.

- b. **Online program:** It is characterized by the development of the teaching-learning process is carried out through technological tools and digital environments, with or without mandatory coincidence of time and space of students and teachers. It requires high self-direction processes by the student body.

Collaboration agreement. An agreement between universities in which an academic collaboration commitment is established.

Academic Credit. It is the unit that represents the time a student dedicates to a learning unit to meet its objectives. It includes in-class hours as well as the time spent on additional work outside of class. It is established that for every hour of direct instruction, the student must dedicate twice that time to independent work.

Course. It is an educational unit given in an academic period (semiannual, quarterly, or intensive).

Remedial classes (or remedial educational units). Educational units that seek to standardize the knowledge required to study an undergraduate degree at Tecnológico de Monterrey among students coming from different high schools.

Double internal degree. When an undergraduate student, having registered for a primary program and a secondary program, meets the requirements of both academic programs and obtains two titles.

Equivalency. An act by which the Mexican Ministry of Public Education validates the educational units completed and accredited by a specific student at a Mexican educational institution.

Evaluation. Academic activity in which, as the outcome of a process, a grade is assigned to an activity included in an educational unit.

CENEVAL Exam. CENEVAL Exam it is an exit test for undergraduate students, designed by the Mexican National Center of Evaluation, which aims to measure academic knowledge and skills acquired by the student through the study of an undergraduate program.

Integrating exam. Evaluation designed collegially by the disciplinary Academies of Tecnológico de Monterrey to measure in a comprehensive manner the knowledge and skills acquired in an undergraduate degree; it also refers to the external evaluations designed by collegiate organizations applied in some disciplines.

Proficiency exam. An exam for evaluating the knowledge that can support the award of credit for certain educational units. An example of these exams includes those administered to students who graduate from the Advanced Placement Program, managed by the College Board.

Delivery modality of the learning units: The learning units are delivered in the following modalities:

- a. **In-person modality:** Educational Unit designed for a real-time experience in a physical space, inside or outside the institution's facilities in accordance with the policies defined for it. It is enriched with digital learning experiences.
- b. **Digital Format:** Educational Unit in which digital media and techno-pedagogical strategies are used to transform the components of teaching-learning process to a partial or totally mediated experience by Technology. Digital Learning Units / Digital Educational Units are classified as:
 - i. **Synchronous learning unit:** Educational Unit designed for a real-time experience, through synchronous interaction tools. Integrates technologies and pedagogies under a systemic approach to the teaching - learning process (techno-pedagogical solutions).
 - ii. **Asynchronous learning unit:** Educational Unit designed for a experience mediated by Technology through a digital environment, without the need for real-time coincidence, in which the follow-up and support of students through technological means is provided. Integrates technologies and pedagogies under a systemic approach to teaching-learning process (techno-pedagogical solutions).
 - iii. **Blended learning unit:** Educational Unit designed for an experience that combines intentionally and interconnected face-to-face and distance moments (synchronous or asynchronous) not simultaneously. Integrates technologies and pedagogies under a systemic approach to teaching-learning process (techno-pedagogical solutions).

Curriculum. List of educational units that comprise an academic program.

Intensive period. Summer and winter academic terms have the following durations: 5 weeks for High School, 5 weeks for undergraduate and semester-based graduate programs, and 6 weeks for quarter-based graduate programs.

International double degree program. Undergraduate degree or graduate degree granted by Tecnológico de Monterrey associated with another foreign university, under the conditions specified in an International Academic Cooperation Agreement.

Double undergraduate degree program. It is when a student receives two undergraduate-level certificates, having completed a primary academic program and a secondary academic program simultaneously or sequentially, or when the student obtains a second certificate through an agreement with an foreign university.

Primary academic program. The degree program designated as the first priority by the enrolled student.

Secondary academic program. The degree program designated as the second priority by the enrolled student.

Revalidation. Act by which the Mexican Ministry of Public Education gives validity to the Learning Unit / Educational Unit held and approved by a certain student in a foreign educational institution.

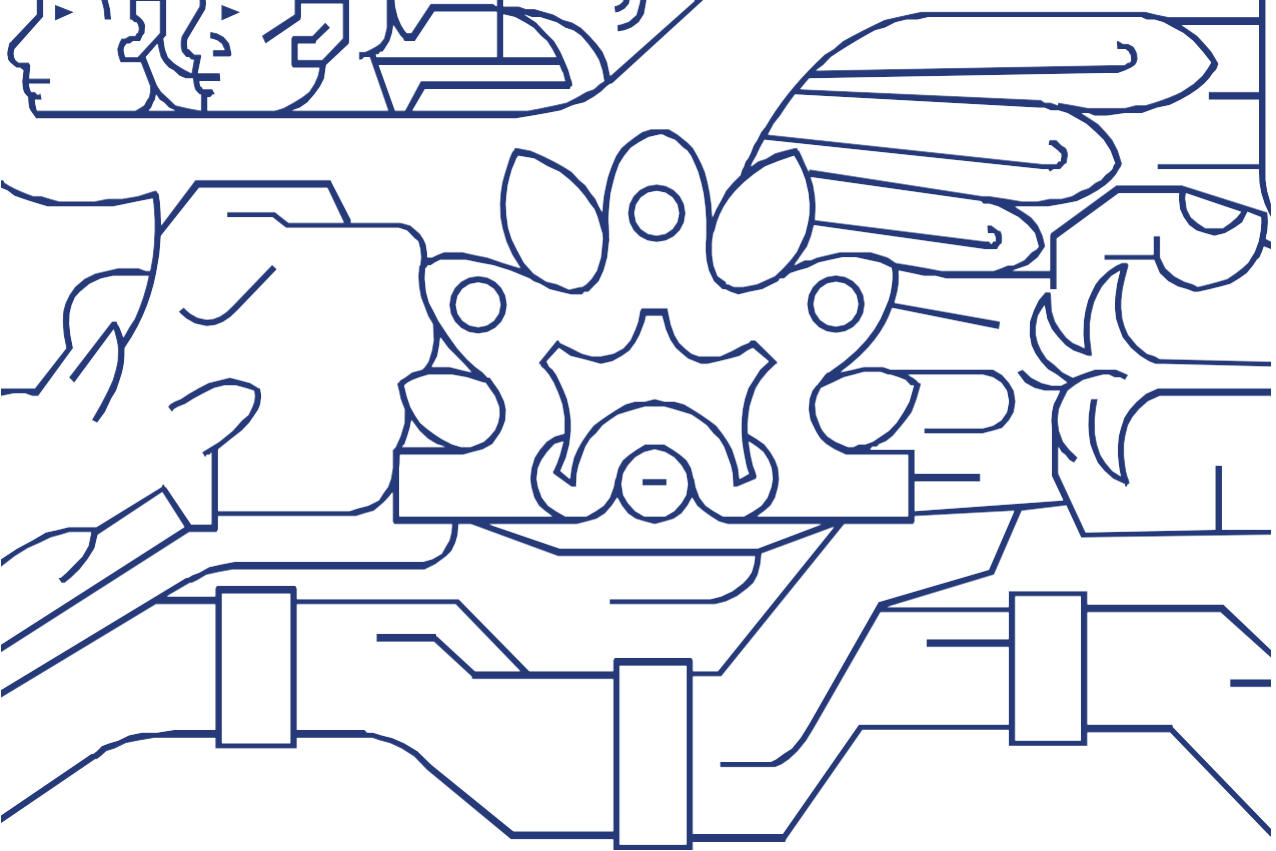
Undergraduate/bachelor's degree certificate. A diploma that Tecnológico de Monterrey issues to an individual upon completing and accrediting all the educational units of a curriculum and fulfilling the graduation requirements of that program.

Undergraduate Degree Certificate for Academic Purposes. Diploma with the same curricular value as an undergraduate degree certificate, but which cannot be used to request registration or the issuance of a professional license in Mexico.

TOEFL®. Test of English as a Foreign Language™, created by ETS, to measure an individual's level of proficiency in English as a second language.

Introductory-Level Educational Units. They aim to ensure that students have the knowledge required to pursue an undergraduate program at Tecnológico de Monterrey among students from different high schools.

Course units. They are defined as the total hours of work per week that a student is expected to devote to a class to meet its objectives. Units include both students' class attendance and independent work hours.



CHAPTER I

CHAPTER I

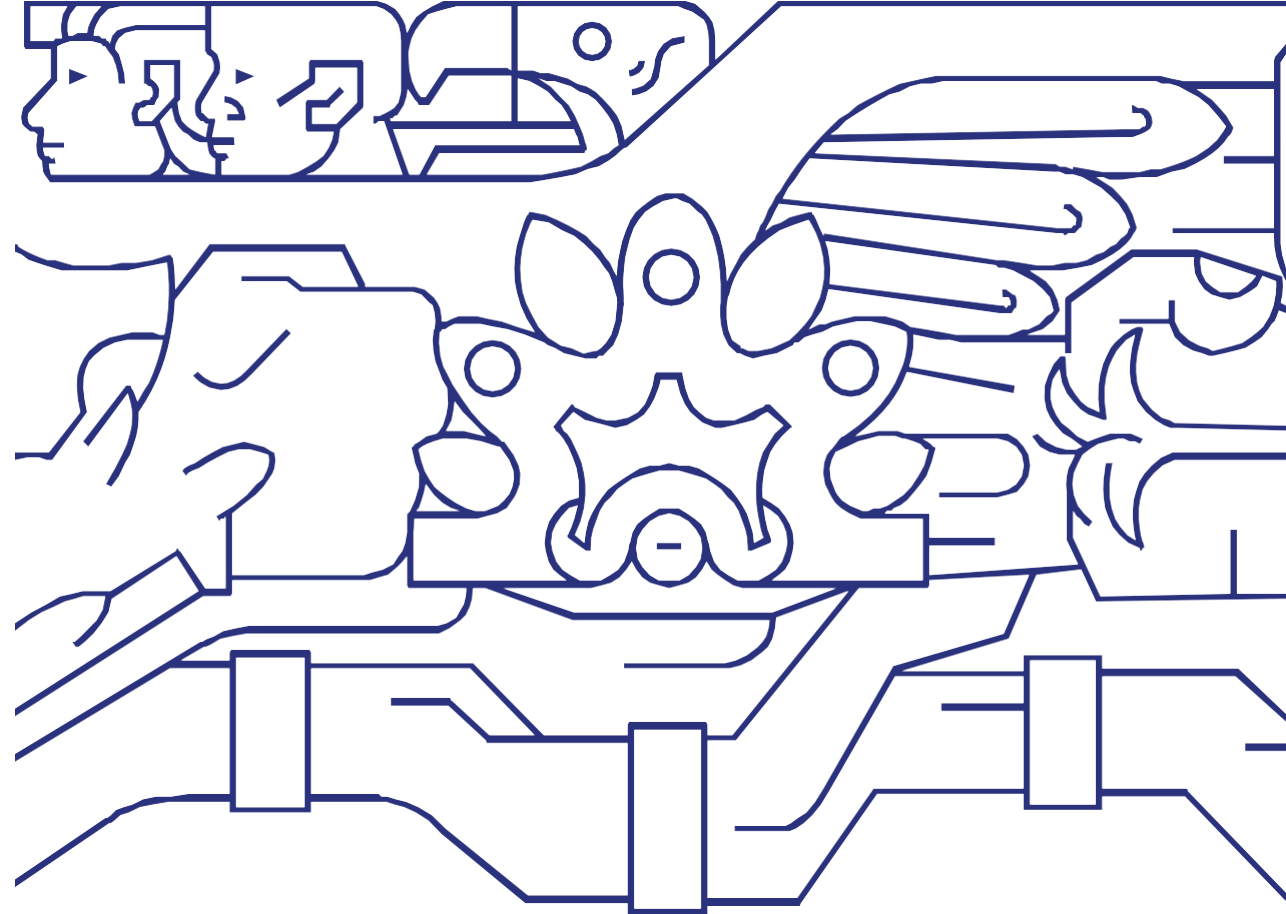
Scope of the Policies and Norms

These policies and norms refer to high school, undergraduate and graduate studies- in face-to-face and distance modalities- since these levels are prioritized in Tecnológico de Monterrey's educational services.

The academic policies and norms are drawn from the Principles of Tecnológico de Monterrey and provide the bases that govern the academic services; their ultimate objective is the fulfillment of Tecnológico de Monterrey Mission.

The policies and norms are, in some cases, general recommendations; others establish the maximums or minimums of some parameters, while others are the norms that must be adopted as such at all Tecnológico de Monterrey campuses in order to guarantee their proper operation.

At times, the provisions contained herein refer to the academic administration procedures that must necessarily be laid down to ensure the effective fulfillment of the purely academic norms.



CHAPTER II

CHAPTER II

Academic Policies

As the foundation for establishing the academic policies contained herein, the basic premises that govern Tecnológico de Monterrey's educational process are:

1. The academic community of Tecnológico de Monterrey is committed to maintaining the highest standards of quality and honesty in their work at the Institute and in their work with members of other academic communities.
2. The faculty recognize the responsibility of fostering in their students the highest standards of academic honesty in their studies.
3. The institution's managers give full support to the faculty members who report a foul to the Academic Integrity, trusting that the report is done after an objective analysis, aligned to the principles of justice and truth.
4. The selection of incoming students must be consistent with Tecnológico de Monterrey's Mission. Moreover, it must consider Tecnológico de Monterrey's responsibility to avoid the possible academic failure at Tecnológico de Monterrey of students who do not meet the admissions standards.
5. The importance of establishing regulations for the revalidation and award of credit for studies is evident in that Tecnológico de Monterrey, on granting a high school diploma, undergraduate degree certificate or graduate degree, is endorsing a student's education. In this sense, it is of particular importance to consider that the terminal educational units of a higher education curriculum are the ones that consolidate the professional training endorsed by Tecnológico de Monterrey on awarding the corresponding degree.
6. The registration regulations are not deemed to restrict a student's freedom of action, but rather they ensure that his or her academic activity is structured within a framework considered by Tecnológico de Monterrey to be optimal for the proper development of the student's education.
7. The student's academic load must have a maximum limit that ensures the opportunity to achieve optimal academic performance.
8. Legislation related to exams, grades and evaluations acknowledges that the teaching-learning process implies the obligation to provide constant feedback to

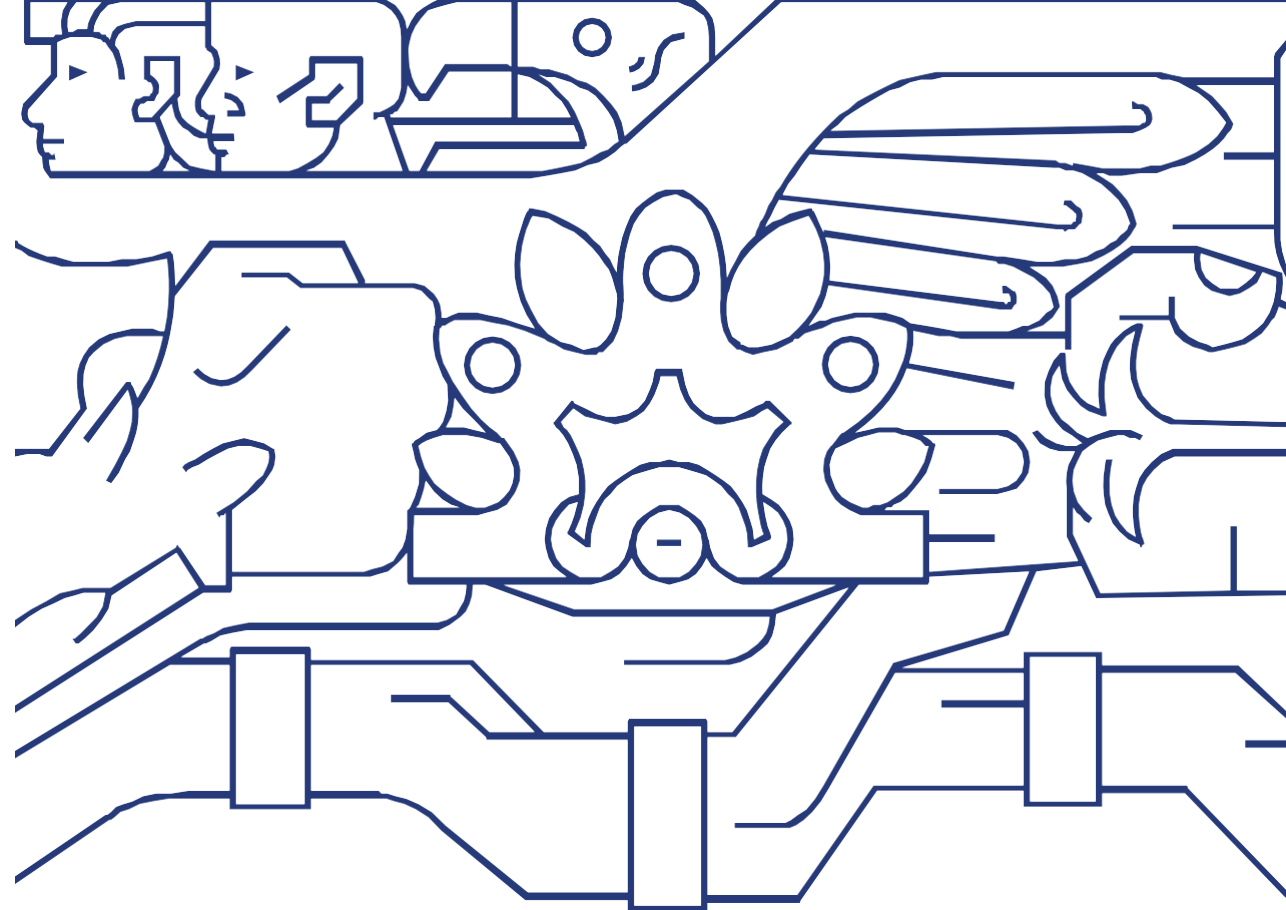
students so that they can identify their accomplishments and errors, as well as their progress.

9. The final evaluation of a course is a fundamental part of the teaching-learning process, since it helps students to integrate the knowledge acquired throughout a course.
10. Face-to-face or online class-hour sessions that constitute the delivery of an educational unit must be designed to ensure that what occurs in such sessions is meaningful for student learning.
11. All the learning evaluation procedures must ensure that the academic rigor demanded by Tecnológico de Monterrey Vision is upheld.
12. Even if a good student selection process is in place at Tecnológico de Monterrey, there will be some students whose academic results do not meet expectations. For this reason, regulations exist for withdrawing from the Institute the students who show, through their unsatisfactory academic performance, that they are unable to make the most of the resources offered by Tecnológico de Monterrey. The regulations that refer to this matter, therefore, seek to select the individuals who wish to continue as students at Tecnológico de Monterrey as continuing or internal transfer students.
13. With the purpose of promoting the understanding of the humanities, Tecnológico de Monterrey makes available at the service of the students, Faculty Members, and community the cultural heritage of the Institution.
14. Tecnológico de Monterrey has a regulatory framework of its cultural heritage, which includes the main guidelines in its preservation, development, management, access and use of its main collections.
15. In order to incorporate an internationalization component into its students' education, Tecnológico de Monterrey signs student exchange and international academic cooperation agreements with foreign educational institutions that, in their country, are officially recognized. Through these agreements, Tecnológico de Monterrey students could study part of their academic program at foreign universities.
16. Tecnológico de Monterrey participates, with foreign universities, in double degree programs at the undergraduate level and, at the graduate level, in international double degree programs. Students participating in double degree and double international degree programs will receive independent certifications from each institution.

17. Tecnológico de Monterrey promotes social mobility through its scholarship and student loan programs for academically talented students with insufficient financial resources. In addition, the Institution recognizes students, regardless of their economic situation or nationality, who have demonstrated discipline and constant effort in their junior high or high school studies and achieved academic excellence.
18. Tecnológico de Monterrey faculty form the core of the Institute's fundamental activity and, therefore, a high level of academic and personal quality is expected of them.
19. Research and technological development activities must contribute to the impact and long-term relevance of Tecnológico de Monterrey through the creation and transfer of knowledge. These activities may involve the participation of faculty, administrative staff, or students, as well as members of the external community who carry them out on campus.
20. The norms related to the process of classification of Faculty Members are defined in the document Policies and Procedures related to Faculty and Responsibilities of Academic Officers (Faculty Handbook) and the specific requirements are included in the document Norms for Classification of Faculty Members, in each case, in accordance with the corresponding level of studies.
21. The academic senates for each level of study establish the academic quality criteria required for faculty to advance in their careers.
22. The quality and relevance of research conducted by Tecnológico de Monterrey must be consistent with its Vision.
23. Extension activities must contribute to Tecnológico de Monterrey Vision. Faculty assigned to the academic departments and research centers participate in the aforementioned activities.
24. The sabbatical period is an activity through which Tecnológico de Monterrey recognizes Faculty Members for their years of teaching experience, as one more opportunity for them to develop academically.
25. Tecnológico de Monterrey promotes Open Access and free and open access via the Internet to digital content resulting from the academic, scientific, research, and cultural activities carried out by its academic community, as well as to the resources for which it holds proprietary rights or with the express authorization of the authors, without prejudice to provisions regarding patents, intellectual or industrial property protection, and copyright, among others, as well as to any

information that, due to its nature or the author's decision, is confidential or reserved..

26. The digital content of Tecnológico de Monterrey includes educational, academic, scientific, technological, cultural, and informational digital resources stored in electronic format, produced, published, stored, or made accessible using Tecnológico de Monterrey and/or public resources, and whose purpose is to disseminate knowledge.
27. Digital resources that are the faculty's research outputs are publicly available on Open Access, after being reviewed by a committee made up of representatives of the Schools, the Office of the Research and Technology Transfer Vice Rector and the Office of the Educational Innovation and Academic Norms Vice Rector.
28. The holder of the property rights to a work grants Tecnológico de Monterrey authorization for its use through licenses that determine the permissions for its use, by selecting the Creative Commons (CC) license model of his/her choice.
29. Tecnológico de Monterrey promotes Online Open Access for digital information resources through its Library in the Institutional Repository (RITEC), which is responsible for the collection, preservation, management, and electronic access of quality information and content produced at the Institution as a result of its academic and scientific activity.
30. Through formative regulations, Tecnológico de Monterrey seeks to consolidate an environment of responsible, respectful and harmonious coexistence.



CHAPTER III

CHAPTER III

Policies for Academic Norms

Section III.1. General definitions

Article 1

Academic norms must consider, for all necessary purposes, the following types of students, classified on the basis of their prior academic relationship with Tecnológico de Monterrey:

1. **New students.** Students who have never been Tecnológico de Monterrey students at any of the levels -high school, undergraduate and graduate- at which the priority educational services of Tecnológico de Monterrey are offered.
2. **Continuing students.** Students who rejoin Tecnológico de Monterrey, who were previously registered at the same level and the same campus at Tecnológico de Monterrey.
3. **Internal transfer students.** Students registered at a given Tecnológico de Monterrey campus who were previously registered at a different Tecnológico de Monterrey campus.
4. **External transfer students.** Students regularly registered at foreign universities who take educational units at Tecnológico de Monterrey for a period that is less than the duration of an academic program.
5. **Visiting students.** Students who are not officially registered in an academic program but wish to take educational units in order to increase their knowledge in a specific area of study.

Article 2

Both in academic norms and in the design of curricula, the definition of an Academic Credit must be considered for the necessary effects.

Section III.2. Student admission

Article 3

Those who wish to be admitted as students of:

1. High School or undergraduate level at Tecnológico de Monterrey must meet

the requirements established in the High School and Undergraduate Admission Norms.

2. Graduate level at Tecnológico de Monterrey must meet the requirements established in the Admissions Norms for Graduate Students.

Article 4

For undergraduate students participating in dual-degree programs or graduate students participating in international dual-degree or joint-degree programs with foreign universities, the admissions processes of each of these foreign institutions are considered equivalent. This consideration also applies to external transfer students, in accordance with the definition contained in Article 1..

Article 5

At the high school and undergraduate levels, all programs with differentiated admission requirements must be included in the General Admissions Norms for High School and Undergraduate Levels. Schools may establish additional requirements and set a maximum number of incoming students (enrollment limit) for their programs, which must be approved by the Vice Rector of Educational Innovation and Academic Norms.

Article 6

All academic norms must include, in the admissions section, an article stating that students must meet the current legal requirements of the country. Specifically, for specialty, master's, medical specialty, and doctoral programs, candidates must have completed undergraduate studies equivalent to those offered by Tecnológico de Monterrey, with high school or its equivalent as a prerequisite. Additionally, admission to these programs requires that applicants have obtained a minimum overall grade point average of 80 (on a 0–100 scale) or its equivalent on other grading scales in their undergraduate studies.

Article 7

If a student was admitted to a campus and/or program and wishes to transfer to another campus and/or program, he/she must comply with the standards that for the internal transfer process and program change are established, ensuring that he/she does not exceed the maximum number of students allowed for that program and that complies with the differentiated criteria, in case of applying.

Article 8

The admission rules defined in the academic norms can apply, in exceptional cases, to continuing and internal transfer students.

Article 9

All academic norms must establish procedures for resolving unforeseen cases related to admissions.

Section III.3. Revalidations, equivalences and Award of Credit**Article 10**

To validate learning units completed outside Tecnológico de Monterrey by a given student, the following legal terms are used: revalidation for studies completed at a foreign institution; equivalency for studies completed at a Mexican institution other than Tecnológico de Monterrey; and accreditation for learning units, whether accredited or failed, completed at Tecnológico de Monterrey itself or at partner universities with which collaboration agreements exist.

Tecnológico de Monterrey, upon the applicant's request, will submit proposals for revalidation and equivalency to the Mexican Ministry of Public Education (SEP). These requests are subject to evaluation and, if applicable, approval by the Mexican Ministry of Public Education. Applicants may also choose to carry out these procedures directly with the Mexican Ministry of Public Education. The learning units to be revalidated or considered equivalent will be determined by Tecnológico de Monterrey.

The ruling or resolution regarding the revalidation or equivalency of studies may not be modified after the student's first semester or quarter of enrollment at Tecnológico de Monterrey. It may only be reviewed and, if applicable, modified when the student's academic program changes.

Article 11

All learning units at any level that are recorded as accredited or approved through revalidation or equivalency in the student's academic plan must be similar in content and duration to those offered by Tecnológico de Monterrey.

To accept a revalidation or equivalence agreement, the following requirements must be met:

1. Only learning units completed at institutions recognized by the Mexican

Ministry of Public Education (SEP) are eligible for equivalency.

2. Learning units completed at another institution must have a minimum grade of 80/100 or the equivalent on a different grading scale.
3. The learning unit completed at the other institution and the corresponding learning unit for which revalidation or equivalency is requested at Tecnológico de Monterrey must be at least 80% similar in content.
4. If the learning unit has a prerequisite, the applicant may be required to take and accredit the corresponding exam.
5. The proposal must comply with the regulations set forth by the Mexican Ministry of Public Education (SEP).

A grade of A (Accredited) will be assigned to the learning units determined by Tecnológico de Monterrey in which the student has obtained revalidation or equivalency approval for studies completed at another university.

There may be learning units for which the Vice Rectory of Educational Innovation and Academic Norms establishes specific policies and procedures for their accreditation.

Article 12

No more than 50% of the learning units that make up the academic plan for high school, an undergraduate degree, a specialty, a master's degree, a medical specialty, or a doctoral program can be registered in a student's academic plan as a result of a revalidation, equivalency, or accreditation process for studies completed abroad.

Article 13

In programs established through collaboration agreements with foreign universities, revalidation, accreditation, or equivalency procedures may authorize the following:

- a. No more than the equivalent of 75% of the total academic credits in the student's academic plan for undergraduate programs with dual degrees.
- b. No more than the equivalent of 66% of the total academic credits in the student's academic plan for graduate programs with an international dual degree.

In both cases, the learning units to be accredited must be completed at the foreign university with which the program is offered.

Article 14

Students who wish to study a second undergraduate program at Tecnológico de Monterrey, can transfer up to 75% of their academic credits to the additional degree.

Article 15

If a student wishes to pursue a second master's program at Tecnológico de Monterrey, they may not credit more than 50% of the learning units completed in the first master's program toward the second program. This percentage excludes thesis-related learning units.

Article 16

Learning units from the final semester of the academic plan that a student must complete to finish their high school or undergraduate degree at Tecnológico de Monterrey, as well as the last two learning units of a specialty program, or the last four learning units of a master's, medical specialty, or doctoral program, cannot be validated through revalidation or equivalency. However, for dual degree undergraduate programs, degree and qualification programs, and international dual degree graduate programs established in partnership with foreign universities, flexibility in this rule may be allowed.

Article 17

In high school or undergraduate programs, learning units completed at another educational institution cannot be validated through revalidation or equivalency if the student was simultaneously enrolled at Tecnológico de Monterrey. However, learning units at the undergraduate or graduate levels completed under the circumstances mentioned in this article may be revalidated or considered equivalent if Tecnológico de Monterrey has a collaboration agreement with the other institution and if the program director's authorization is obtained. The program director must ensure compliance with Article 11 and verify that the student's academic load at both institutions does not exceed the limit permitted at Tecnológico de Monterrey.

Article 18

Undergraduate students may have their studies completed at a foreign educational institution with which Tecnológico de Monterrey has a cooperation agreement accredited at Tecnológico de Monterrey, provided they meet the established requirements and the accredited learning units do not exceed 50% of those required in their academic plan. Learning units completed abroad under

the direct instruction of Tecnológico de Monterrey are not considered as learning units completed at a foreign institution for the purposes of this article.

Article 19

In the case of undergraduate and graduate programs, when establishing revalidation and equivalency standards, the graduation requirements must be considered. These requirements state that at least 50% of the academic credits in the relevant undergraduate program must be completed and approved at Tecnológico de Monterrey. For graduate programs, at least the last half of the program must be completed and approved at the Institution. This rule aims to ensure that the education is aligned with the institutional Vision. For dual degree programs (including dual degrees within the Institution, where the student selects a primary and a secondary academic program, as well as international programs where the student can obtain both an undergraduate degree from the institution and a bachelor's degree from a foreign university), undergraduate degree and graduate degree, or international dual graduate degrees, flexibility may be applied to the rule mentioned in this article.

Article 20

In the case of graduate programs, courses studied at other universities may not necessarily be eligible for transfer credit or equivalency. The academic council of the corresponding program, through the program director, will determine the appropriate criteria for these cases, based on the universities where the applicants studied.

Article 21

The Graduate Academic Norms must include guidelines for the specific case of accreditations and equivalencies of the learning units prior to doctoral research.

Article 22

At Tecnológico de Monterrey, it is common practice to require first-year students who request revalidation or equivalency of learning units to take the Institution's current placement exams as a condition for processing their revalidation or equivalency request. The same applies to the presentation of proficiency exams aimed at evaluating knowledge of the learning units for which revalidation or equivalency is being requested.

Students graduated from the Advanced Placement Program, administered by the College Board, and students graduated from the International Baccalaureate

program may have equivalent learning units accredited in their academic plan without requiring a proficiency exam, as long as they meet the academic criteria defined for this purpose.

Article 23

A revalidation or equivalency agreement obtained by a student upon entering Tecnológico de Monterrey at any of its campuses will be valid for any campus.

Article 24

The learning units registered as accredited at the Institution or at foreign universities with which Tecnológico de Monterrey has a collaboration agreement may be credited to the student's academic plan, provided they are similar in content and duration to those offered by Tecnológico de Monterrey.

At the undergraduate level, the variable educational units known as Topics I, Topics II, Topics III, Topics IV, Topics V and Topics VI can be awarded credit for educational units with academic credit from the official catalogue of Tecnológico de Monterrey or for educational units with academic credit from the official catalogue of foreign universities with which Tecnológico de Monterrey has signed a collaboration agreement, by means of the procedure authorized by the Office of the Vice Rector of Educational Innovation and Academic Norms.

Section III.4. Academic periods

Article 25

High school and undergraduate learning units must be delivered in semester terms; graduate learning units may be delivered in semester or trimester terms; undergraduate health programs that include clinical activities may be delivered in semester or trimester terms.

Article 26

A semester term must consist of at least 17 weeks, and its intensive periods must consist of 5 weeks.

Medical specialty programs delivered in semester terms may vary in the number of weeks in order to comply with both institutional norms and those of external entities.

Article 27

A trimester term lasts 12 weeks, and its intensive periods last 6 weeks.

Article 28

The Academic Calendar is authorized by the Rector of Tecnológico de Monterrey upon the recommendation of the Vice Rector of Educational Innovation and Academic Norms and must be the same for all campuses. Medical specialty programs and those established with prestigious foreign universities may follow different calendars when not offered in semester or trimester formats.

Section III.5. Registration**Article 29**

Once the administrative procedures established by the Office of the Registrar have been completed, students must enroll in the learning units of their curriculum in a way that complies with its academic requirements.

Article 30

Students are allowed to enroll in both a primary academic program and a secondary academic program within the same School, provided that the School has established such models in its academic offerings. This scheme applies only at the undergraduate level.

Article 31

If a student falls behind in their curriculum due to academic performance or by not enrolling for one or more academic terms, he/she will be subject to any modifications that may be adopted in the curriculum.

Article 32

Tecnológico de Monterrey considers an appropriate academic load to be:

- a. For high school, at least 24 academic credits per semester.
- b. For undergraduate programs, 20 academic credits per semester and 12 academic credits per trimester for health-related programs.
- c. For graduate programs on trimester plans implemented after 2024, 6 academic credits per trimester.
- d. For graduate programs on semester and trimester plans implemented before 2024, 9 academic credits per semester.

Article 33

Academic norms may include exceptions regarding the allowed academic load for students who have demonstrated excellent academic performance, or to prevent students from having to take an academic load that is not equivalent to full-time enrollment during their final term of enrollment in a specific curriculum.

Article 34

All enrollment regulations must also apply, in essence, during intensive courses.

Section III.6. Learning Evaluation**Article 35**

The evaluation of students' academic performance in each of their courses must be conducted through partial assessments and a final evaluation. The results of partial assessments may lead to partial grades; the result of the partial assessments and the final evaluation will lead to a final grade. All these grades must be reported in accordance with the officially established academic management procedures.

These rules may differ regarding partial and final assessments for medical specialty programs. However, each course or set of activities that make up these academic programs must be assigned a final grade.

Article 36

The final grade of the course represents the level of learning and academic performance achieved by the student at the end of the course; it is obtained from the partial assessments, the grades of the complementary evaluation activities, and the grade of the final integrative assessment, according to the evaluation system provided by the professor at the beginning of the course.

Article 37

The final evaluation is mandatory and no student may be exempt from it.

Article 38

Partial and final evaluations may be conducted through various means. However, there must always be physical evidence of the course evaluation, which serves as testimony to compliance with the evaluation procedure established in the course program.

Article 39

Grades at Tecnológico de Monterrey are expressed in whole numbers on a scale from one to one hundred.

Non-numeric grades may be used in the evaluation of students' academic performance in the cases specified in the academic norms.

Article 40

The minimum accrediting grade at Tecnológico de Monterrey is seventy.

Article 41

The only way to accredit a learning unit that is part of a curriculum at Tecnológico de Monterrey is to take the course, undergo all required assessments, and obtain an accrediting final grade. This procedure does not apply to learning units for which a revalidation or equivalence agreement has been obtained based on studies completed at another institution; those registered through an accreditation process; those that the curriculum specifies may be accredited through proficiency exams; and those that may be subject to a special accrediting procedure as outlined in Article 43

Article 42

Tecnológico de Monterrey encourages students to develop the habit of punctuality.

The Academic Norms for High School Students must include rules that promote the development of punctuality habits and compliance with class attendance.

At the undergraduate and graduate levels, recognizing that students may find alternative methods to attending class sessions to achieve the learning objectives of the learning unit and, in turn, satisfactorily meet the evaluation criteria established by the professor, the academic norms at these levels should consider this flexibility for the student and establish that it is the decision of the professor responsible for the course to define the impact of absences on the student's evaluation.

Article 43

In addition to the regular evaluation procedures mentioned in the previous sections, special procedures may be established to ensure that students do not have to enroll in only the last learning unit of high school, undergraduate, or graduate programs if they have already taken the course and failed.

Article 44

The regulations must establish the possibility for students who were unable to be present—due to genuinely important reasons—on the dates set for evaluations to be assessed individually on another date.

Article 45

The academic norms must establish the conditions under which a final grade may be left pending at the end of the term in which a learning unit was taken.

Article 46

When teaching systems other than traditional ones are used—such as personalized instruction—other forms of assessment may exist.

Article 47

Non-numeric grades may be used in the evaluation of students' academic performance in the cases specified in the academic norms.

Article 48

The Rector of Tecnológico de Monterrey may establish policies, common to all campuses, regarding the obligation of students to undergo global evaluations of the level of knowledge achieved at the end of their high school, undergraduate, or graduate program. Additionally, the Rector may establish the obligation for students to take general exams covering a particular core of the learning units that make up their curriculum. These exams will be common to all campuses of Tecnológico de Monterrey.

Article 49

The assessment of competencies is expressed through levels of achievement.

Section III.7. Issuance of Complete High School Diplomas, Undergraduate Degree Certificates and Graduate Degrees**Article 50**

To obtain a complete high school certificate at Tecnológico de Monterrey, the following is required:

1. Completion of the entire secondary school cycle prior to accrediting the

first learning unit of the high school curriculum.

2. Compliance with the academic requirements of the corresponding curriculum, according to the current norms, through placement exams or remedial courses.
3. Completion of all learning units of the curriculum, either by accrediting all learning units at Tecnológico de Monterrey or obtaining revalidation or equivalence agreements—according to the corresponding norms—for some of the learning units based on studies completed at other institutions, and accrediting the remaining learning units at Tecnológico de Monterrey. Learning units completed at foreign universities with which agreements exist will be considered, for the purposes of this article, as completed at Tecnológico de Monterrey, as long as they do not exceed the equivalent of two semesters of the curriculum.
4. Completion and approval of at least 50% of the learning units that make up the curriculum at Tecnológico de Monterrey. This rule may be flexible for programs established in partnership with other institutions through agreements.
5. Taking and accrediting a graduation exam defined by Tecnológico de Monterrey to assess the knowledge and skills acquired during high school studies. The result of this exam will be recorded in the student's file.

Article 51

In the case of students transferring internally at the high school level, the campus where the student completes the final semester of their curriculum will issue the complete high school certificate. However, it is accepted that a campus may issue the complete high school certificate to a student who, for their own benefit and with the campus's authorization, takes the last learning units of their curriculum at another campus, provided that the number of learning units is fewer than those in the final semester of their curriculum.

Article 52

To obtain an undergraduate degree from Tecnológico de Monterrey, the following requirements must be met:

1. The student must have fully completed the high school cycle prior to approval of the first learning unit in the undergraduate curriculum.
2. The student must meet, according to current norms, the academic prerequisites established by the curriculum, through initial assessment or leveling activities as required.

3. The student must demonstrate the level of achievement established by the Institution in the competencies defined in the corresponding curriculum.
4. The student must have completed all learning units in the curriculum, either by accrediting them at Tecnológico de Monterrey or by obtaining revalidation or equivalency agreements (according to the corresponding norms) for studies completed at other institutions, and accrediting the remaining learning units at Tecnológico de Monterrey. Learning units taken at partner universities abroad are considered, for the purposes of this article, as completed at Tecnológico de Monterrey.
5. The student must have completed and accredited at least 50% of the academic credits in the curriculum at Tecnológico de Monterrey. This requirement may be flexible for programs established through agreements with other universities.
6. The student must have completed social service in accordance with the legal requirements in force and the norms approved by the Rector of Tecnológico de Monterrey.
7. The student must have taken the external evaluation authorized for his/her undergraduate program by the Vice Rectory of Educational Innovation and Academic Norms. This requirement is applicable only to students in undergraduate programs that have such evaluations. The result of this evaluation will be recorded in the student's file. In programs where no external evaluation exists, students must take the integrative evaluation designed for this purpose. This requirement applies only to students in professional programs for which such evaluations exist.
8. The student must demonstrate proficiency in the English language at the level established by Tecnológico de Monterrey through one of the exams authorized by the Vice Rectory of Educational Innovation and Academic Norms, according to the requirements of the corresponding program.
9. The student must fulfill any additional program requirements authorized by the Vice Rectory of Educational Innovation and Academic Norms, as well as those established in the academic norms.

Article 53

Internal transfer students at the undergraduate level will have the option to choose the campus that will issue their undergraduate degree, as it suits their interests. To do so, the student must have completed at least 40 academic credits of their curriculum at that campus. In any case, all graduation requirements must be met in order to issue the corresponding certificate.

Article 54

In academic programs offered through double-degree agreements with foreign universities, students may obtain an undergraduate degree from both Tecnológico de Monterrey and the participating foreign institutions, provided that the legal and academic requirements for double-degree programs established by the participating institutions are met. Foreign students who receive an undergraduate degree from Tecnológico de Monterrey under these programs must accept that the degree they receive will only serve for academic purposes and that they will not be able to request registration or issuance of a professional license in Mexico.

Article 55

In scientific master's programs and doctoral programs, the student must present, defend, and approve a thesis proposal before formally beginning the research development.

Article 56

In doctoral programs, students must accredit or credit integrative evaluations or exams no later than the first year following the approval of the doctoral research proposal.

Article 57

To obtain a specialty diploma, a master's degree, a medical specialty degree, or a doctoral degree from Tecnológico de Monterrey, the following requirements must be met:

1. Completion of the undergraduate cycle prior to the approval of the first unit of the curriculum in the specialty, master's, medical specialty, or doctoral program.
2. Fulfillment of the academic prerequisites of the corresponding curriculum, according to current norms, through placement exams, proficiency exams, or remedial courses.
3. Obtaining an undergraduate degree (which follows high school or its equivalent) that is equivalent to those awarded by Tecnológico de Monterrey.
4. Completion of all units in the corresponding curriculum, either by accrediting all units at Tecnológico de Monterrey, or obtaining revalidation or equivalency agreements for some of the units with studies completed at other institutions and accrediting the remaining units at Tecnológico de Monterrey. Units completed at partner universities abroad will be

considered as completed at Tecnológico de Monterrey, as long as they do not exceed a certain percentage of the curriculum established for each specific program.

5. In curricula where applicable, the completion of a research project or thesis, which must be presented and approved in a degree exam before an academic jury. The result of this degree exam will be recorded in the student's file through an official record signed by the corresponding jury.
6. Completion of at least the second half of the corresponding curriculum at Tecnológico de Monterrey, for students with revalidation or equivalency agreements for studies at this level. Flexibility in this requirement may apply in graduate programs established in collaboration with other universities.
7. In doctoral programs, publication (or proof of acceptance for publication) of at least one article related to the research project in indexed journals.

Students must meet the academic requirements for graduation from the graduate program in which they are enrolled within the maximum time frame defined by the corresponding program. This time frame should not exceed twice the duration of the program, considering the full academic load. If a student exceeds this time frame, a committee of professors designated by the Associate Dean of Graduate Studies of the respective school will evaluate the student's performance from that point on, and for each subsequent academic period, based on their academic history, progress, and potential to complete the program. The committee will determine whether the student should remain in the program. If the student is not allowed to continue, he/she will not be considered as having dropped out academically from the Institution and may request admission to another program.

Article 58

In the case of internal transfer students, the diploma or degree will be issued by the campus where the student completes the last two course units of their specialty program, the last four course units of their master's program, or the final half of their doctoral program. However, a campus may issue the diploma or degree even if the student completes these final course units at another campus—provided this is in the student's interest and authorized by the original campus—so long as the number of course units taken at the other campus is fewer than two for specialty programs, and fewer than four for master's and doctoral programs.

Article 59

In academic programs offered under international dual-degree or double-degree agreements with foreign universities, students may obtain an undergraduate degree or a graduate degree (master's or doctoral) from Tecnológico de

Monterrey and an additional degree from the participating foreign institutions, provided they meet the legal and academic requirements established by the participating institutions for the awarding of dual degrees. The registration of undergraduate and graduate degrees obtained through such programs is subject to the regulations of the General Directorate of Professions (Dirección General de Profesiones) of the Mexican Ministry of Public Education (Secretaría de Educación Pública).

Section III.8. Academic Honors

Article 60

Tecnológico de Monterrey grants academic honors to students with outstanding academic performance.

At the high school and undergraduate levels, the following recognitions are awarded:

- "Honorable Mention" to the top 10% of students in each graduating class of each program, provided they have obtained a final grade point average of 90 or higher and are not recipients of the "Excellence Honorable Mention."
- "Excellence Honorable Mention" to a select subgroup of these students.

At the master's level, the following recognition is awarded:

- "Excellence Honorable Mention" to best student in each program in each graduating class, provided they have achieved a final grade point average higher than 95, hold the highest GPA in their class, and have not failed any course in their curriculum.

In online programs, two types of cohorts are defined for this purpose in each program: one consisting of graduating students enrolled in each campus, and the other consisting of graduating students enrolled in online modality programs.

The academic senates for high school and undergraduate levels may establish additional distinctions, provided they are consistent with those recognized institution-wide by Tecnológico de Monterrey.

At the graduate level, no additional honors may be established.

Section III.9. Academic Standing and Sanctions for Unsatisfactory Academic Performance

Article 61

Academic standing is defined as the student's status at the end of an academic term based on their final grades.

Article 62

Sanctions for unsatisfactory academic performance at the high school, undergraduate, and graduate levels will be uniform throughout Tecnológico de Monterrey.

Article 63

For students who demonstrate unsatisfactory academic performance, the academic norms must include two types of actions at the high school and undergraduate levels: those aimed at helping the student improve academically, and those that involve permanent separation from Tecnológico de Monterrey in cases of repeated poor academic standing.

Article 64

The norms related to sanctions for unsatisfactory academic performance must include, for the high school and undergraduate levels, the existence of academic support programs, as indicated in the previous article. However, for campuses with a low student population, the academic senates may substitute—only in the case of high schools—the mandatory enrollment in academic support programs with another academically equivalent sanction. It shall be the prerogative of the Deans of the Schools to authorize a campus not to offer the academic support program.

Article 65

The norms of graduate programs must include only provisions aimed at the separation of students who demonstrate unsatisfactory academic performance.

Article 66

If any academic senate wishes to make changes to any of these regulations in the future, it must submit its proposal to the Rector of Tecnológico de Monterrey so that, if approved, the regulations may be modified for all campuses.

Article 67

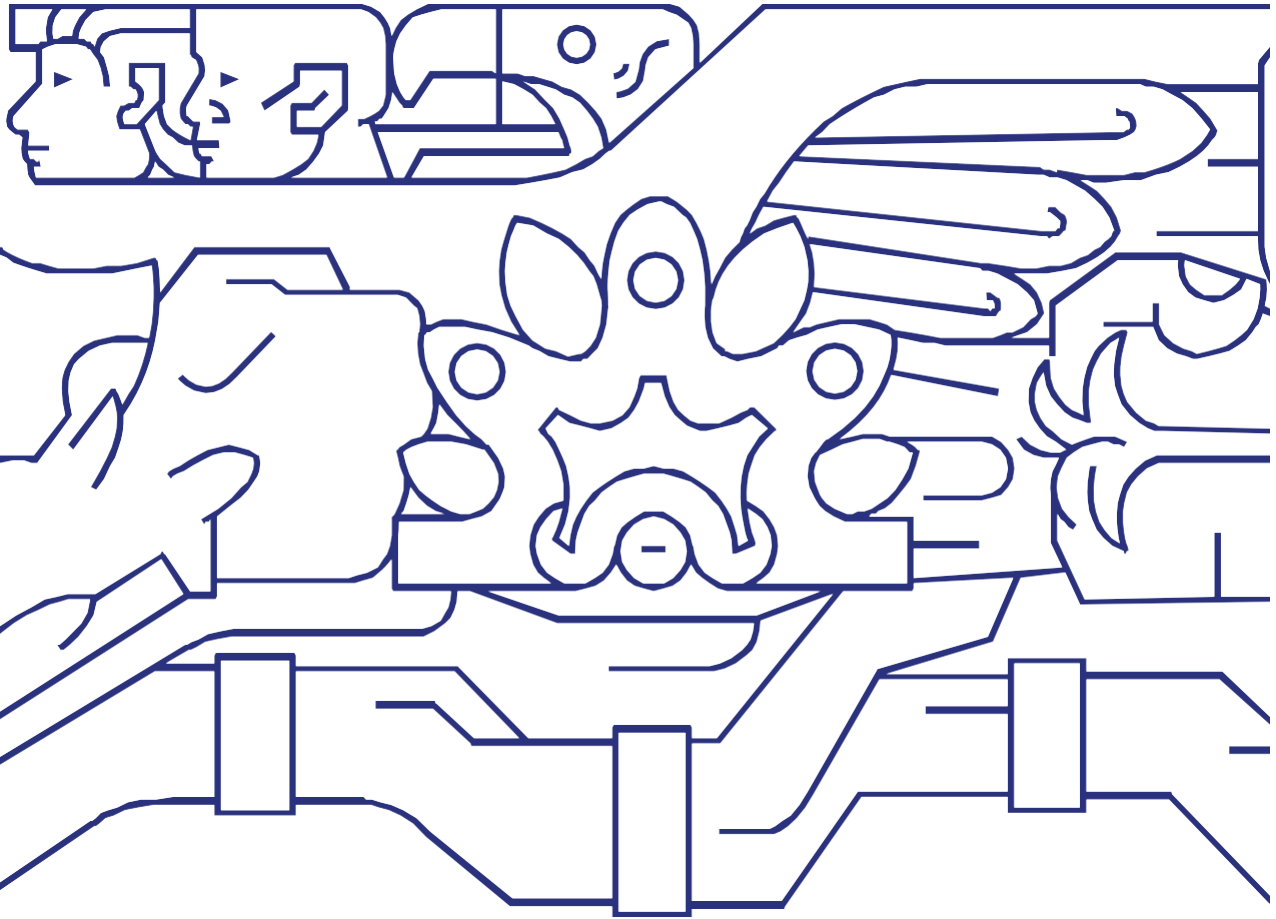
A high school or undergraduate student may have one of the following categories in their academic status: Regular, Conditional, Academic Support, Academic Dismissal, or Dismissal for Violations of Academic Integrity. Students with a Regular status will have no academic impediments to re-enroll in any campus of Tecnológico de Monterrey. The conditions that define each academic status must be included in the academic norms.

Article 68

Academic norms may establish exceptions to the rules for dismissal due to unsatisfactory academic performance for students who are close to completing their degree program.

Article 69

Academic norms will define sanctions for acts of academic integrity violations, which, depending on the severity of the offense, may result in the permanent or temporary separation from Tecnológico de Monterrey.



CHAPTER IV

Chapter IV

Norms for Curriculum Design

Article 70

The norms established in this chapter apply both to the design of new high school, undergraduate and graduate programs as well as to the review of existing ones, for both in-person and digital programs. The design and review of the curricula require a collegial effort from the Schools of Tecnológico de Monterrey.

Section IV.1. Standards applicable to all levels

Article 71

The starting point for designing a curriculum or reviewing existing ones will be the Vision of Tecnológico de Monterrey.

Article 72

The curricula of the different levels of study must comply with the legal regulations of upper secondary and higher education in Mexico.

Article 73

Curricula must have a clear and identifiable differential advantage compared to similar academic programs offered by other universities in the country. The curricula of scientific graduate programs must be aligned with the institution's research strategies. Each of the three levels of study must include learning units that develop the characteristics of the Vision of Tecnológico de Monterrey.

Article 74

The curricula – particularly those at the undergraduate and graduate levels – must align with the development of knowledge in the respective field.

Article 75

The curricula for high school, undergraduate programs, and graduate programs at Tecnológico de Monterrey will be the same across all regions.

Article 76

When designing a curriculum at any level, it must be considered that full-time students at Tecnológico de Monterrey are expected to dedicate approximately 48 hours per week to their academic preparation. This rule does not apply to the curricula of academic programs in the health field that include clinical activities in a quarterly format. In the design of medical specialty programs, it must be considered that students are expected to dedicate at least 70 hours per week.

Article 77

Each learning unit will be assigned a specific number of academic credits.

The policies and procedures outlined herein apply to the learning units and courses of programs at the high school, undergraduate, and graduate levels offered at the Institution across all delivery modalities (in-person and digital) and at all campuses.

The application of these policies and procedures is the responsibility of the Schools and the academic departments they comprise.

The academic load must be specified in each learning unit with the corresponding academic credits.

The schedules in which the learning units are taught are defined in the corresponding normative document issued by the Vice Rectory of Educational Innovation and Academic Norms.

Article 78

Three types of academic requirements are accepted: those that imply prior knowledge, those that require the simultaneity of two courses, and those that relate to the student's progress within a study plan.

Article 79

Courses that are academic requirements for others should preferably be located in adjacent periods within a study plan.

Article 80

As part of the design of each course, the most appropriate evaluation system for it must be established.

Article 81

When designing study plans, available resources must always be considered, particularly in courses with a massive, innovative, or experimental nature.

Article 82

When designing curricula, the necessary resources for their delivery must be defined, particularly those related to faculty, laboratories, libraries, technological infrastructure, and research centers.

Article 83

The Institution must offer students activities aimed at guiding them on the services available for their personal and professional development, through areas dedicated to this purpose.

Article 84

High school, undergraduate, and graduate curricula must be revised at least every five years.

Article 85

To ensure the evaluation of the quality and effectiveness of academic programs at all three levels, each academic program must include a quality assessment model, as well as a tracking and documentation framework. This framework must include, among other elements, competency assessment, the generation of indicators, and the definition of improvement actions. This model is established following the standards and procedures defined by the Vice Rectory of Educational Innovation and Academic Norms.

Section IV.2. Specific standards for the design of High School's study plans**Article 86**

Learning units must be designed so that each 50-minute class hour corresponds to 60 minutes of individual student work.

Article 87

High school courses should be taught only in sessions of one, two, three, four or five class hours per week.

Article 88

At least 30% of the courses of High School's study plans will be specifically allocated to students developing some of the characteristics defined in the Vision.

Section IV.3. Specific Norms for Undergraduate Curriculum Design**Article 89**

The primary objective of undergraduate degree programs is the acquisition of knowledge, aptitudes, skills, work methods, and the development of attitudes and values for the practice of a profession.

Article 90

In the design of undergraduate degree curricula, consideration must be given to the professional development areas in which Tecnológico de Monterrey graduates are currently engaged, in addition to the provisions established in Article 74 of this document.

Article 91

The total number of class hours, plus the sum of laboratory hours from all the learning units in an undergraduate degree curriculum, must amount to at least 2,400 hours.

Article 92

Undergraduate degree curricula must include at least 30 academic credits of general education, integrated into learning units in the following areas: mathematics/natural sciences; social/behavioral sciences; humanities/fine arts; ethics and citizenship; and leadership, entrepreneurship, and innovation. The purpose of the courses in this curricular area is to provide broad knowledge, reinforce students' cognitive skills and affective learning opportunities, and strengthen the qualities defined in the institutional Vision. Therefore, these courses do not focus on the specific skills, techniques, and procedures of the student's major.

Article 93

Undergraduate degree curricula must include learning units that involve engagement between students and faculty with companies or organizations, based on institutional definitions for curriculum design.

Article 94

Undergraduate degree curricula must include at least 20 academic credits in learning units of a variable nature. These learning units should not contain essential content specific to the student's major but should instead broaden students' professional perspective or enable participation in learning experiences such as concentrations, professional internships, exchange programs with other universities, or other equivalent formats.

Article 95

Professional concentrations are defined as a set of learning units totaling 18 academic credits, aimed at providing students with knowledge and skills in a discipline that complements their major, or within their major field to allow for deeper study. Curricula structured in this way will specify the concentrations from which students may choose one. In any case, each professional concentration will be certified by the Registrar's Office at the campus.

Article 96

Undergraduate degree curricula must take into account the high school curricula of Tecnológico de Monterrey. The objective is to avoid including learning units whose content is already known and mastered by graduates from Tecnológico de Monterrey high schools. Additionally, appropriate initial assessments and introductory-level learning units must be designed for students entering from other high schools, based on the specific content of the high school courses offered by Tecnológico de Monterrey in the corresponding disciplines.

Article 97

The design of undergraduate degree curricula must follow the model described below to ensure efficient use of available resources:

1. There must be basic semester-long learning units shared by multiple undergraduate programs.
2. The areas in which there must be basic cores are proposed by the Schools and authorized by the Rector of Tecnológico de Monterrey.
3. Undergraduate programs must have a duration of at least eight semesters.

Article 98

Undergraduate programs delivered in English at Tecnológico de Monterrey must meet the following requirements:

1. Students must meet admission requirements and the required level of English proficiency for admission to these programs.
2. One hundred percent of the academic credits in the program must be delivered in English.
3. Students eligible for graduation must demonstrate a C1 level of English proficiency as referenced in the Common European Framework of Reference for Languages (CEFR), through one of the exams authorized by the Institution.

Article 99

Undergraduate curricula with different program names must differ by at least 25% of the total academic credits they comprise.

Article 100

Undergraduate degree curricula must consist of at least 160 academic credits. For versions prior to 2026, a minimum of 144 academic credits is required.

Section IV.4. Specific norms for the design of graduate programs curricula

Article 101

The design of curricula for specialization, master's, and doctoral programs must consider the following:

1. Programs must be structured using academic quarters consisting of 12 weeks of instruction per learning unit. Only medical specialization programs may use academic semesters consisting of at least 16 weeks per learning unit.
2. One learning unit is equivalent to two academic credits, except in medical specialization programs.
3. Learning units in quarterly programs may also be offered in intensive six-week sessions.
4. Learning units delivered in online format must meet the assigned academic workload, which is nine hours per week for each learning unit of two academic credits.

Article 102

Specialization programs are aimed at training individuals to study and address specific problems within a particular professional field. This training may involve

knowledge and skills in a core discipline or in specific professional activities. Upon meeting the established conditions, students are awarded an academic diploma in specialization.

Article 103

Specialization programs are offered in academic quarters and must include at least seven learning units, each worth two academic credits. Curricula for on-site programs must include a minimum of 210 hours of classroom instruction and 546 hours of independent work, equivalent to 14 academic credits. For online programs, the curriculum must include a minimum of 756 total student work hours, including contact hours with the professor, practice hours, and independent study.

For hybrid programs, the curriculum must include at least four learning units of two academic credits each delivered in on-site modality.

Article 104

All specialization curricula must include, at minimum:

- Two academic credits specifically allocated to the development of attributes defined in the Tecnológico de Monterrey Vision.
- Four academic credits allocated to disciplinary learning units relevant to the program or field of study.
- Two academic credits for integration learning units (project). The remaining six academic credits may be distributed between disciplinary or integration learning units.

Article 105

Specialization program curricula must take into account the prior knowledge of the professionals for whom the programs are designed.

Section IV.5 Specific Norms for Master's Curriculum Design

Article 106

Master's programs are designed to train individuals to engage in the analysis, adaptation, and application of advancements in a specific area of a profession or discipline. Completion of the curriculum and fulfillment of the academic norms for master's programs leads to the awarding of a master's degree.

Tecnológico de Monterrey offers three types of master's programs:

- a. Professional impact master's programs. These programs may be conversion programs or specializations in a specific area. Conversion programs are generally intended for professionals with academic backgrounds in areas different from the master's program field. Specialization programs are designed to deepen knowledge in a specific area. Both types include student and faculty engagement projects with companies or organizations and must be designed using the quarterly format.
- b. Scientific master's programs. These programs aim to expand knowledge in a specific field or discipline and, depending on the case, either prepare students to undertake research work or apply scientific or technical knowledge in innovative ways through applied research theses. These programs must be designed using the semester format.
- c. Executive master's programs. These programs are designed for professionals in the business, academic, or technology sectors who hold leadership positions and are expected to generate solutions to major business, governmental, or social challenges.

Across all master's programs, regardless of the field of study, there must be a differentiation of at least 50% of the total academic credits between curricula.

Article 107

Professional impact, scientific, and executive master's programs must include at least 15 learning units of two academic credits each.

For hybrid programs, the curriculum must include a minimum of eight learning units of two academic credits each delivered in on-site modality.

Article 108

Master's degree curricula must take into account the prior knowledge of the professionals for whom the programs are designed.

Article 109

All master's degree curricula must include, at a minimum:

- Four academic credits specifically allocated to the development of attributes defined in the Tecnológico de Monterrey Vision.
- Eight academic credits for disciplinary learning units in the corresponding field.

- Six academic credits for elective learning units, which may include international courses or courses from other disciplines.
- Two academic credits for integration learning units (project).
- In addition, at least ten academic credits must be included, which may be disciplinary, elective, or integration units.

Article 110

In a master's program, a concentration consists of four learning units of two academic credits each. Its purpose is to provide students with knowledge and skills in program-specific areas to deepen or complement their studies. In research-oriented programs, concentrations must be aligned with the priority research lines established by Tecnológico de Monterrey.

Section IV.6. Specific Norms for the Design of Medical Specialty Curricula

Article 111

Medical specialty programs are intended to train general practitioners to become specialists in a specific area of clinical medicine.

Completion of the curriculum requirements of a medical specialty program leads to the awarding of a medical specialty degree.

Article 112

Medical specialty programs must include at least 6 academic credits per semester. A medical specialty curriculum must comprise a minimum of 36 academic credits.

Article 113

At least one course within medical specialty programs must be specifically allocated to the development of attributes defined in the Tecnológico de Monterrey Vision.

Article 114

Medical specialty curricula must consider the prior knowledge of the professionals for whom the programs are designed.

Article 115

Medical specialty curricula must include both variable-credit courses and clinical practice courses.

Section IV.7. Specific Norms for the Design of Doctoral Curricula**Article 116**

Doctoral programs are aimed at training individuals capable of teaching and conducting research, with mastery of specific topics within a given field. Graduates of a doctoral program must be able to generate new knowledge independently or apply existing knowledge in original and innovative ways. Completion of the doctoral curriculum requirements leads to the awarding of a doctoral degree.

Article 117

Doctoral programs that require a bachelor's degree for admission must include at least 60 academic credits.

Doctoral programs that require a master's degree for admission must include at least 30 academic credits.

For hybrid programs, the curriculum must include at least 50% of the learning units (each worth 2 academic credits) in on-site modality.

Article 118

Doctoral curricula must consider the prior knowledge of the professionals for whom the programs are designed.

Article 119

Doctoral programs must include learning units focused on research to develop high-level competencies and support the scientific production required for graduation.

The curriculum must include at least:

1. Four academic credits specifically allocated to the development of attributes defined in the Tecnológico de Monterrey Vision.
2. Eight academic credits for disciplinary learning units in the corresponding field.

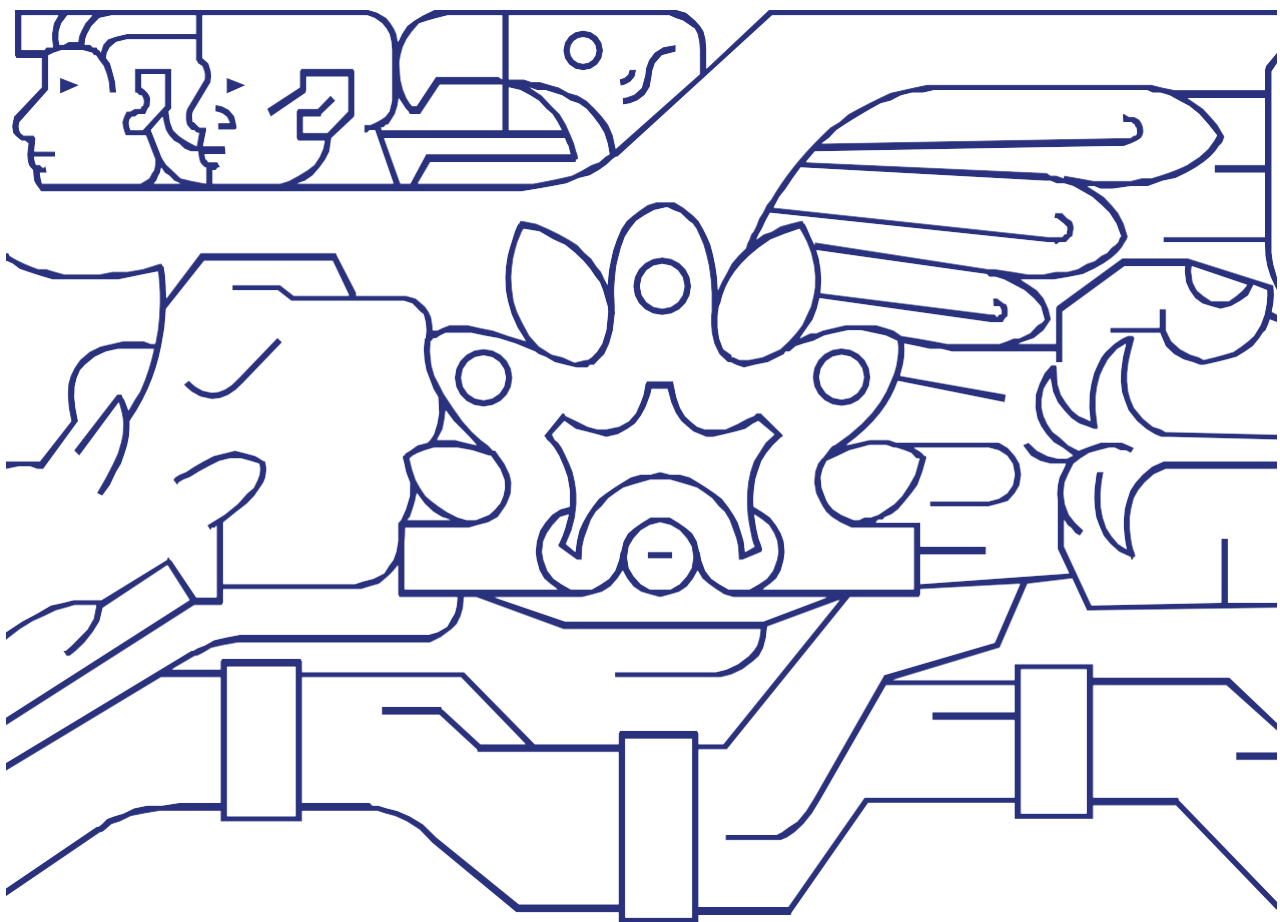
3. Four academic credits for elective learning units, including international courses or courses from other disciplines.

In addition:

- Programs that do not require a master's degree for admission must include 44 academic credits dedicated to research integration activities such as a research project, thesis, research seminars, or workshops.
- Programs that do require a master's degree for admission must include 14 academic credits for these same research integration activities.

Article 120

Doctoral curricula must consider research as a fundamental component through the development of a research thesis throughout the duration of the program.



CHAPTER V

CHAPTER V

Norms Related to the Faculty Body

Section V.1. Faculty Appointment Requirements

Article 121

Tecnológico de Monterrey has two main categories of faculty: full-time faculty and part-time faculty.

The full-time faculty positions are:

1. Professor
2. Teaching-Oriented Professor (Lecturer)
3. Distinguished Professor
4. Distinguished University Professor

The part-time faculty positions are:

1. Course Instructor (Profesor de cátedra)
2. Practicing Professor (Part-time)
3. Global Visiting Faculty
4. Distinguished Visiting Professor
5. Deans are part of the Faculty; however, they do not hold a faculty position.

Article 122

The minimum requirements for candidates applying to full-time and part-time faculty positions are the following:

1. Completion of professional studies, including the corresponding degree: a bachelor's degree to teach at the high school level; a master's degree to teach at the undergraduate level; and a doctoral degree to teach at the graduate level, including medical specialties, master's, and doctoral programs.
2. Outstanding academic performance in undergraduate or graduate studies. The academic senates for high school, undergraduate, and graduate levels shall determine the academic performance level required of faculty candidates.
3. Demonstrated ability, or potential to develop ability, in the following areas:

- a. Teaching
 - b. Advising and mentoring
 - c. Communication in a second language
4. A commitment to foster in students the development of the skills, attitudes, and values established in the Tecnológico de Monterrey's Vision.

Section V.2. Faculty Classification

Article 123

The advancement of faculty members in the academic career development path must be based on the quality and significance of their achievements, their leadership in the profession and discipline, their service to students, the Institution, or the broader community, internal and external recognition and distinction, and alignment with the Vision of Tecnológico de Monterrey. Academic activity is structured into three dimensions: teaching, intellectual vitality, and service.

At the high school level, teaching activities must include a component related to adolescent student development.

Article 124

The faculty classification norms, as defined by the academic senates of high school, undergraduate, and graduate levels, must refer to career advancement through three academic ranks: Assistant Professor, Associate Professor, and Full Professor.

Article 125

Faculty classification categories must define specific performance levels, which entail differentiated responsibilities and forms of recognition.

Article 126

Academic senates must establish their respective faculty classification norms and faculty classification committees, as outlined in items 3 and 7 of Article 57 of the General Statutes of Tecnológico de Monterrey.

Section V.3. Sabbatical period

Article 127

Activities undertaken during the sabbatical period must be oriented toward the continued professional development of the faculty member, must belong to the academic field in which the professor normally works, and must result in a direct benefit to the academic area of affiliation.

The academic requirements to be eligible for a sabbatical period are as follows:

- a. Holding a Professor position within the full-time faculty taxonomy, classified in any academic rank.
- b. Having a minimum of seven years of uninterrupted service as a member of the undergraduate and graduate faculty at the Institution.

Article 128

The selection of candidates for the sabbatical period must be based on the academic background of the applicant and the nature of the activities to be carried out. These activities must always be oriented toward the professor's professional development and belong to their usual academic field.

Article 129

The duration of the sabbatical period is six months, with the option to extend for an additional similar period with approval from the corresponding National School.

Article 130

The number of sabbatical positions at each academic level must be determined in advance for each period by the National Schools.

Article 131

Participation in a sabbatical period entails academic responsibilities and a commitment to remain at the Institution. The sabbatical regulations must include provisions in case of non-compliance or interruption of the period.

Article 132

Professors undertaking a sabbatical must comply with all academic and administrative norms established for such periods.

Article 133

Academic senates must establish their sabbatical norms and sabbatical committee in accordance with items 3 and 7 of Article 57 of the General Statutes of Tecnológico de Monterrey, based on the document Guidelines for the Sabbatical Period for Undergraduate and Graduate Faculty.

Section V.4. Collegiate groups**Article 134**

The collegiate groups serve as consultative groups of faculty or administrators that support the rectors and vice presidents when changes or improvements to the academic programs at Tecnológico de Monterrey are being promoted.

These groups include the high school academies, graduate academies, graduate program faculties, and undergraduate academic communities.

Article 135

The undergraduate academic communities focus their efforts on the continuous improvement of undergraduate curricula and are composed of faculty and academic directors from this educational level.

Article 136

Academic communities participate in the processes of design, implementation, evaluation, improvement, and updating of academic programs; collaborate in designing and delivering innovative academic experiences connected to real needs; establish networks around disciplinary, multidisciplinary, or multicampus activities or projects; design and implement initiatives to ensure academic quality; and generate knowledge by professionally addressing and evaluating educational practice.

Article 137

The High School Academy focuses its efforts on the continuous improvement of the curricula at that level. It is composed of directors and teachers selected by the High School and the regional high school directors.

Article 138

The departmental high school academies focus their efforts on supporting the activities of the High School Academy. They are composed of all department heads from the different campuses in the same knowledge area.

Article 139

The High School Academy and the undergraduate academic communities each have a National Leader belonging to either the High School or a National School.

Article 140

The National Leader of the High School Academy manages the agreements of the collegiate group they represent before the High School for authorization and, when applicable, before the Vice Rectory of Educational Innovation and Academic Norms.

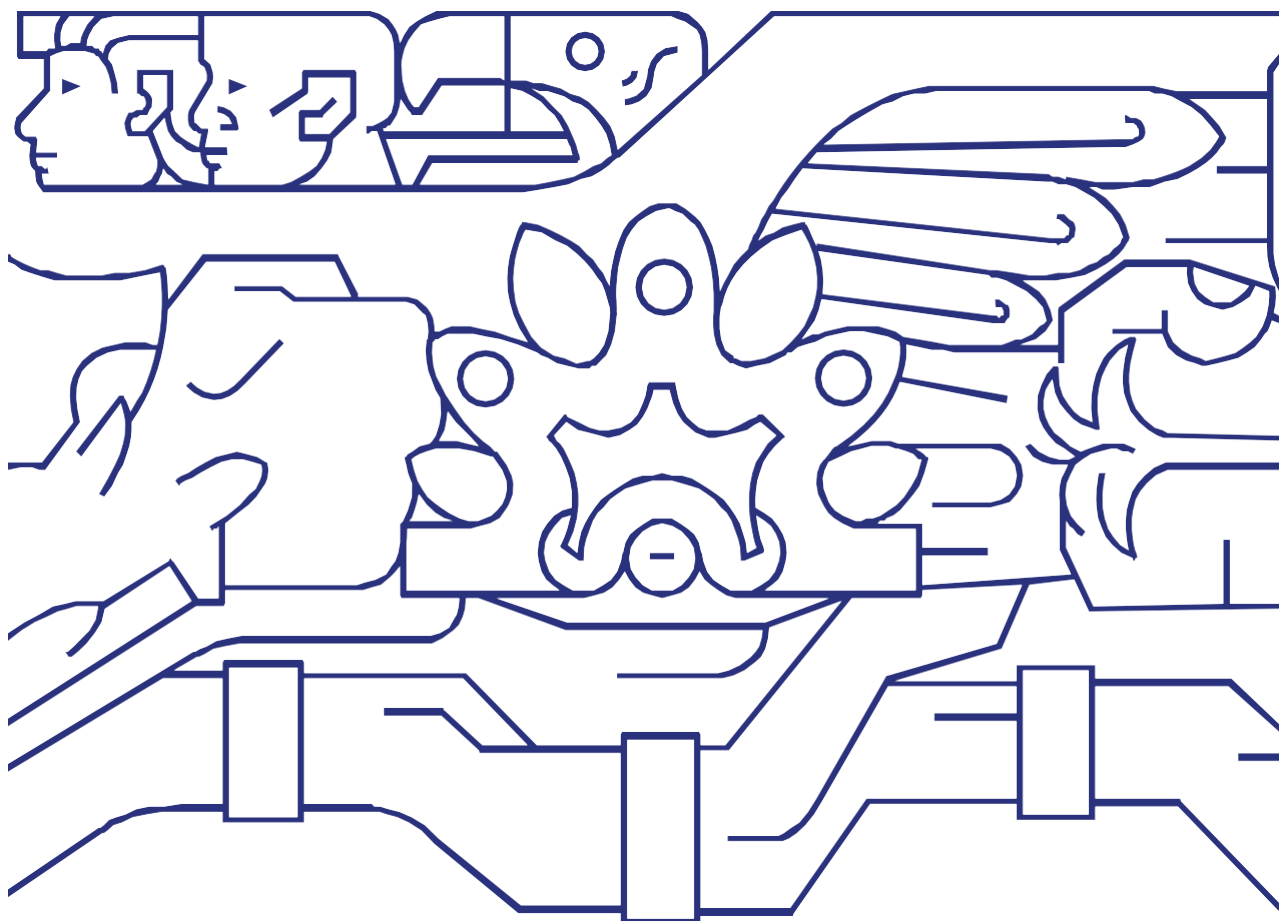
Article 141

Each graduate program offered at a campus or site of a School must have a program faculty group composed of at least four full-time faculty members who teach courses and advise theses or projects in the program. The graduate program faculty focuses on improving, implementing, and developing the program, as well as meeting the academic quality and research productivity goals established by the School to which it belongs.

The responsibility for proposing changes to course syllabi and keeping program and faculty information up to date in institutional information systems lies with the director and the professors that make up the program faculty. A professor may be associated with two program faculties. A program offered in an online modality must also have a program faculty.

Article 142

The Graduate Academic Commission is a consultative group made up of the graduate program leaders from each School and the corresponding Vice Presidencies. It is the responsibility of the Graduate Academic Commission to propose, in coordination with the schools, rectorates, vice presidencies, and functional areas related to these academic programs, strategies and actions to promote the development, efficient operation, academic quality, and selectivity, among others, that contribute to the positioning of Tecnológico de Monterrey's graduate programs in their various modalities (professional impact, executive, scientific, and medical specialties).



CHAPTER VI

CHAPTER VI

Norms related to research and extension

Article 143

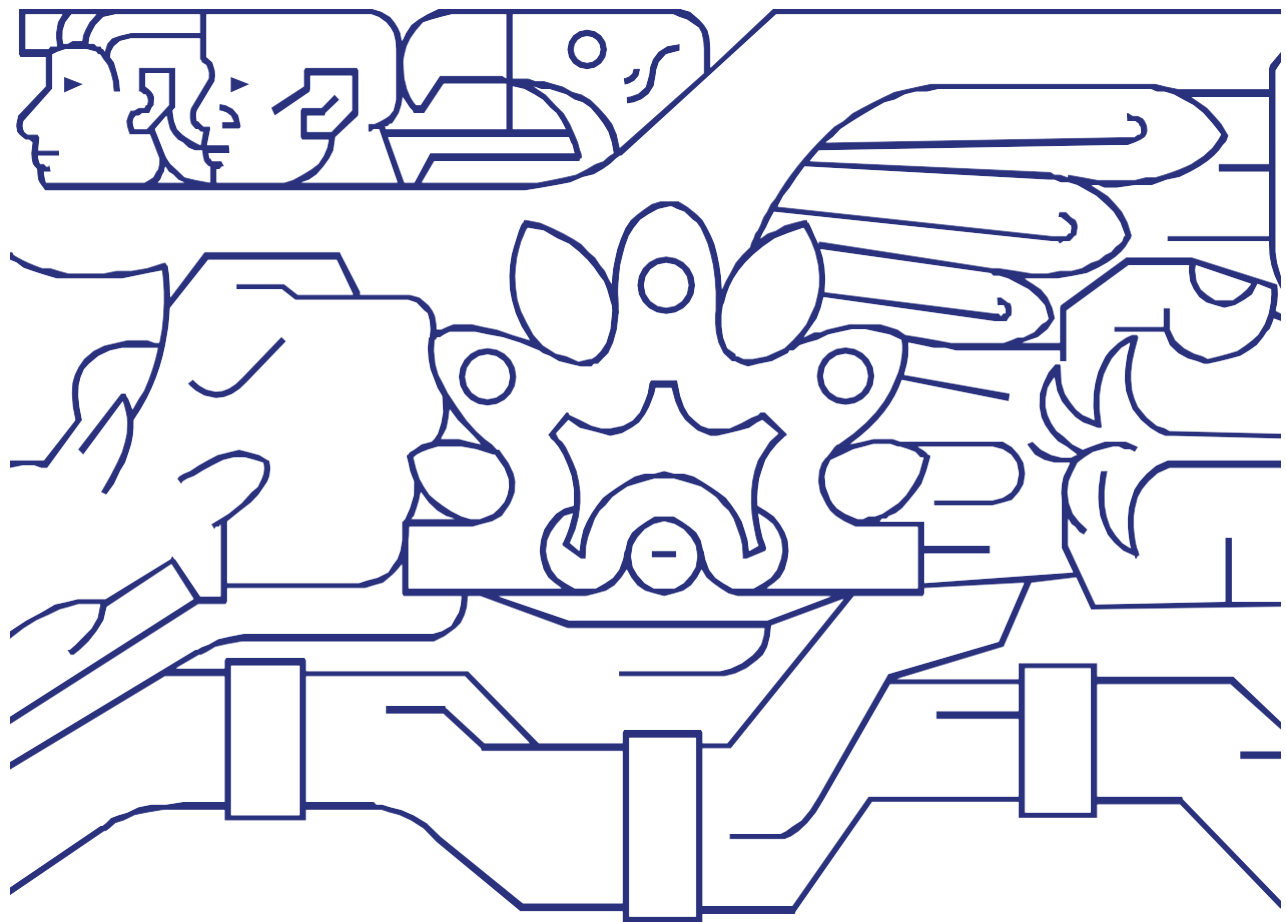
For these two types of academic activities, the corresponding bodies must establish the specific academic requirements and standards, considering what is outlined in the Tecnológico de Monterrey's Vision.

Article 144

The results of research and technological development activities shall be governed by guidelines that establish the rights, obligations, and benefits of Tecnológico de Monterrey and the members of its academic community who participate in such activities.

Article 145

Results of research and technological development activities include inventions, innovations, and intellectual property developments created or developed within the facilities of Tecnológico de Monterrey or at another institution, with the direct involvement of a member of the academic, administrative, or external community of Tecnológico de Monterrey.



CHAPTER VII

Chapter VII

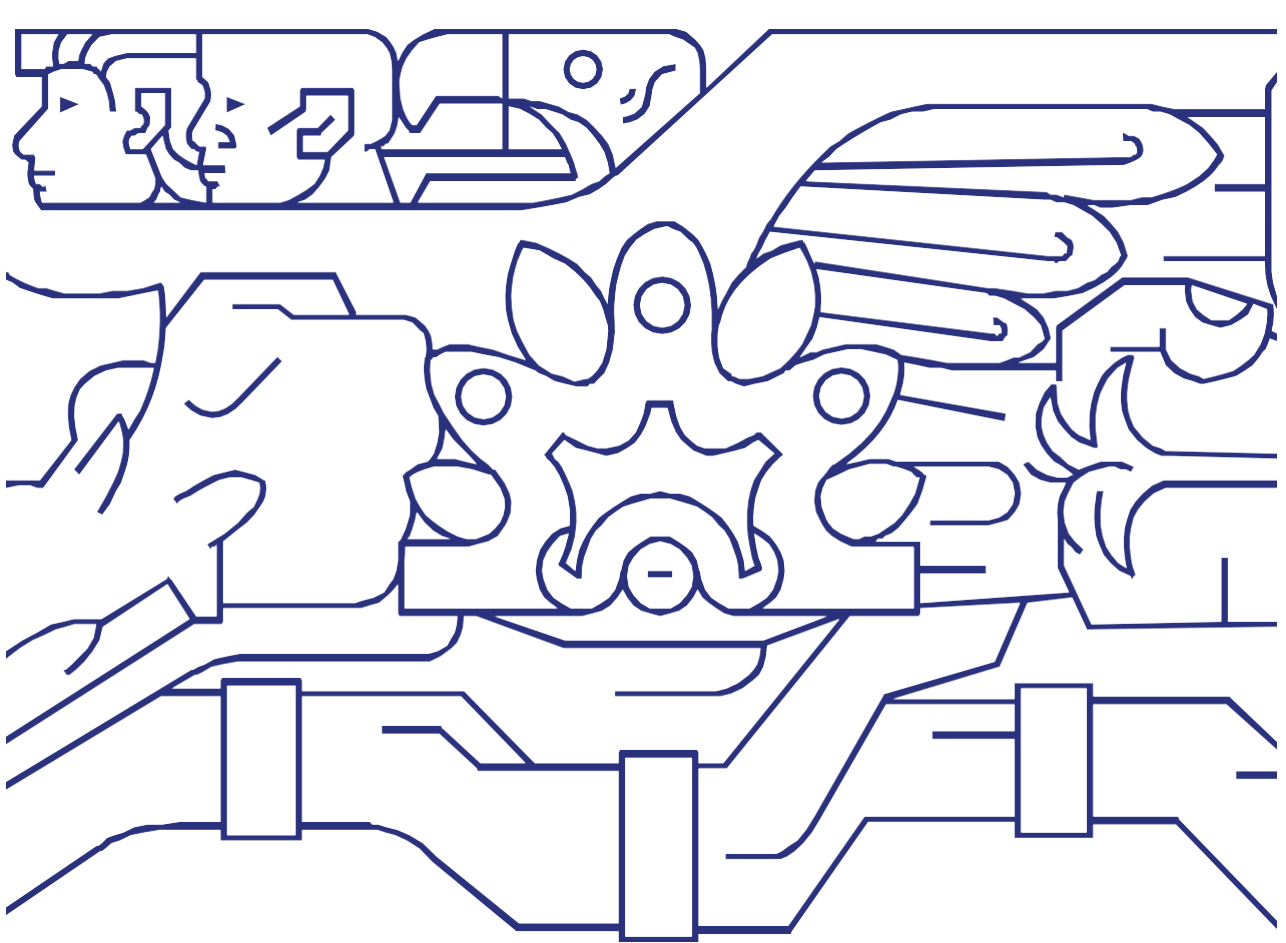
Norms related to the granting of Scholarships

Article 146

All academic requirements related to the awarding of scholarships to students must be aimed at fulfilling the Vision of Tecnológico de Monterrey concerning the profile of the students the Institution aims to have.

Article 147

The Scholarship and Educational Support Norms establish the guidelines related to the academic performance required for granting a scholarship and for its maintenance.



CHAPTER VIII

CHAPTER VIII

Norms Related to International Programs

Section VIII.1. International Academic Cooperation Agreements

Article 148

The international academic cooperation agreements established by Tecnológico de Monterrey with educational institutions in other countries must contribute to the development and academic improvement of the participating institutions.

Article 149

Students from all campuses have equal access opportunities to international programs arising from international academic cooperation agreements.

Article 150

Foreign students participating in programs derived from academic cooperation agreements may choose to study at any Tecnológico de Monterrey campus that offers the corresponding program.

Article 151

The guidelines and requirements for establishing international academic cooperation agreements are determined by the Vice Rectory of Internationalization and published in the Regulations for the Management and Operation of International Programs applicable according to the level of study.

Article 152

International academic cooperation agreements are managed, reviewed, and authorized by the Vice Rectory of Internationalization. In the case of graduate-level agreements, they are managed, reviewed, and authorized by the Graduate Studies Office of the Academic Vice Rectory and the corresponding School. The Regulations for the Management and Operation of International Programs, applicable according to the level of study, include guidelines for the modification or cancellation of an agreement.

Section VIII.2. International Programs

Article 153

International experiences refer to programs or learning activities conducted between Tecnológico de Monterrey and institutions abroad. These experiences may be of two types:

- International programs
- International components

Article 154

International programs allow a Tecnológico de Monterrey student to take academic units at foreign educational institutions or undertake international stays through academic cooperation programs, thereby earning academic credit toward their curriculum. These programs also allow an external transfer student (temporary international student) to take learning units at Tecnológico de Monterrey.

Article 155

International components are experiences that link a learning unit from Tecnológico de Monterrey with a course from an international university, through a digital environment, using technological tools to connect students in collaborative activities that promote learning in multicultural settings. These components involve internationalization activities that do not grant academic credit, but must meet the following conditions:

- They develop transversal or disciplinary competencies and enrich the student's international profile.
- They take place abroad or in an international collaboration context.
- They are part of a Tecnológico de Monterrey program and/or are considered for the awarding of an academic distinction.
- They are endorsed by the Institution, regardless of whether they were organized by it or not.

Article 156

Depending on the type of agreement signed and its academic nature, international programs are classified as follows:

- a. **Double degree programs.** Undergraduate or graduate programs offered jointly by Tecnológico de Monterrey and a foreign university, allowing students to obtain an undergraduate degree or graduate degree from the foreign institution through a collaboration agreement, provided that all legal and academic requirements established by both institutions are met.
- b. **Degree plus graduate degree programs.** Undergraduate programs that allow students to earn an undergraduate degree from Tecnológico de Monterrey and also a master's degree from a foreign university, through a collaboration agreement.
- c. **Academic programs by area of study.** Programs in which students take learning units for credit across various areas of study: International advanced topics programs, foreign institution certificate programs, regular course offerings from the foreign institution, and courses designed or endorsed—regarding their content—by Tecnológico de Monterrey to be delivered abroad and for which Tecnológico de Monterrey grants academic credit. These programs are defined in the Regulations for the Management and Operation of International Programs.
- d. **Internship programs.** These consist of an immersive training period in a real international context, during which the student engages in a practical learning experience in a company, organization, or institution to enhance the development of graduation competencies.

Internship programs may be research or professional-based and are defined by the Schools, the Vice Rectory of Internationalization, or proposed by the student, but must be approved by the corresponding School.

- e. **International clinical internships.** These consist of an immersive training period in a real international setting, where health-related program students perform structured practical activities that allow them to apply theoretical knowledge and technical skills in patient care and/or research. These internships are conducted under the supervision of experienced professionals and may be enriched through simulated activities, clinical case discussions, workshops, and/or seminars to develop and refine professional competencies. Graduate-level students must comply with specific regulations of the Mexican Ministry of Public Health.
- f. **Thesis co-supervision.** These offer graduate students the opportunity to engage in research activities and address academic problems with advisors from foreign institutions as part of their thesis work required to earn the corresponding academic degree.

Section VIII.3. Student Participation in Tecnológico de Monterrey's International Programs

Article 157

Courses designed by the foreign educational institution, or by Tecnológico de Monterrey for students, are governed by the criteria established in the applicable academic norms.

Article 158

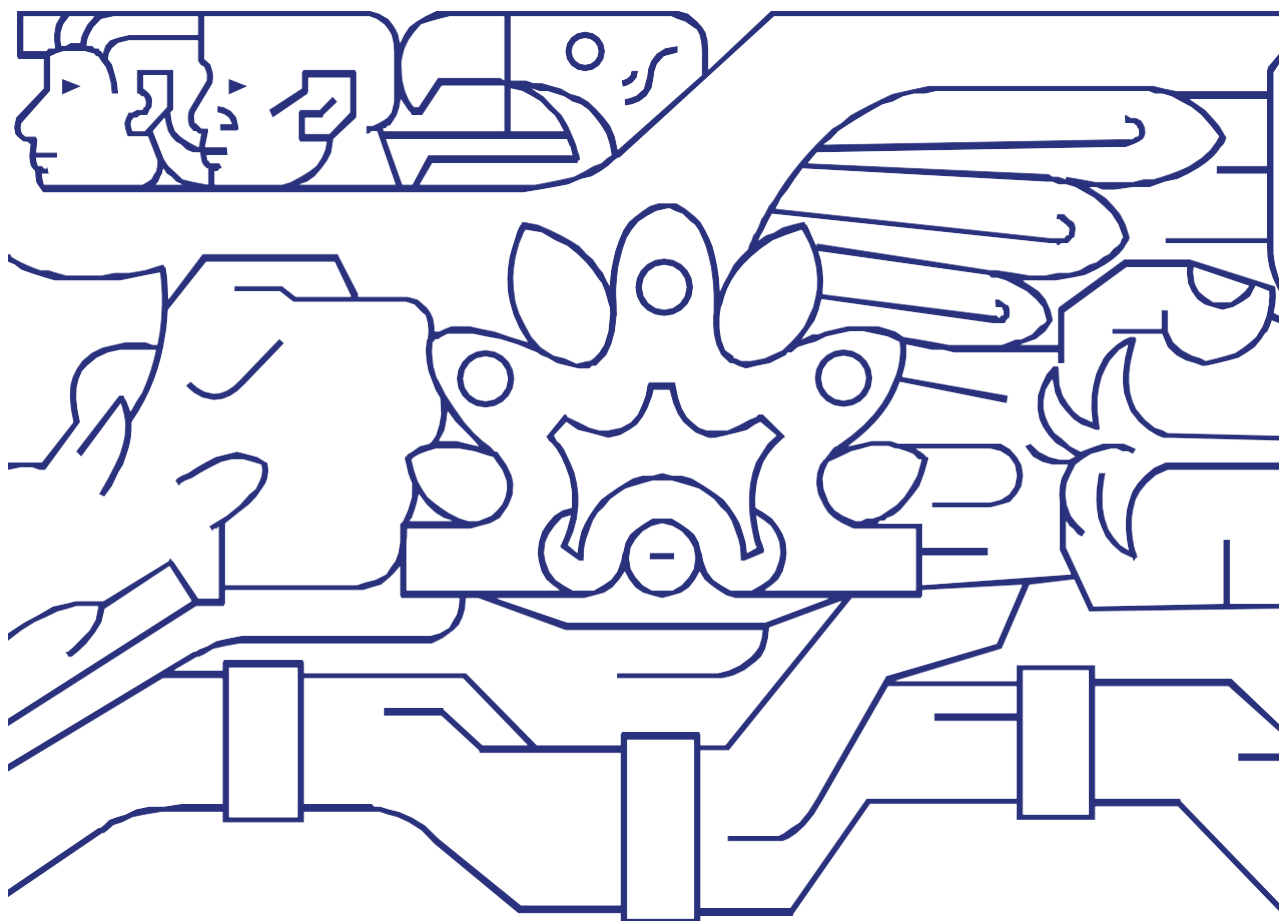
The international programs departments at each campus are the sole entity responsible for offering academic study abroad opportunities organized by Tecnológico de Monterrey.

Article 159

The accreditation of academic units in the curriculum of a student participating in an international program shall be governed by the guidelines established in the Regulations for the Management and Operation of International Programs.

Article 160

International program regulations for students must establish the guidelines related to the application process, participation, and accreditation of learning units completed at foreign institutions, considering academic opportunities during the semester, trimester, summer intensive, or winter intensive academic periods.



CHAPTER IX

CHAPTER IX

General provisions

Article 161

Modifications to these General Academic Policies and Norms must be authorized by the Rector of Tecnológico de Monterrey.

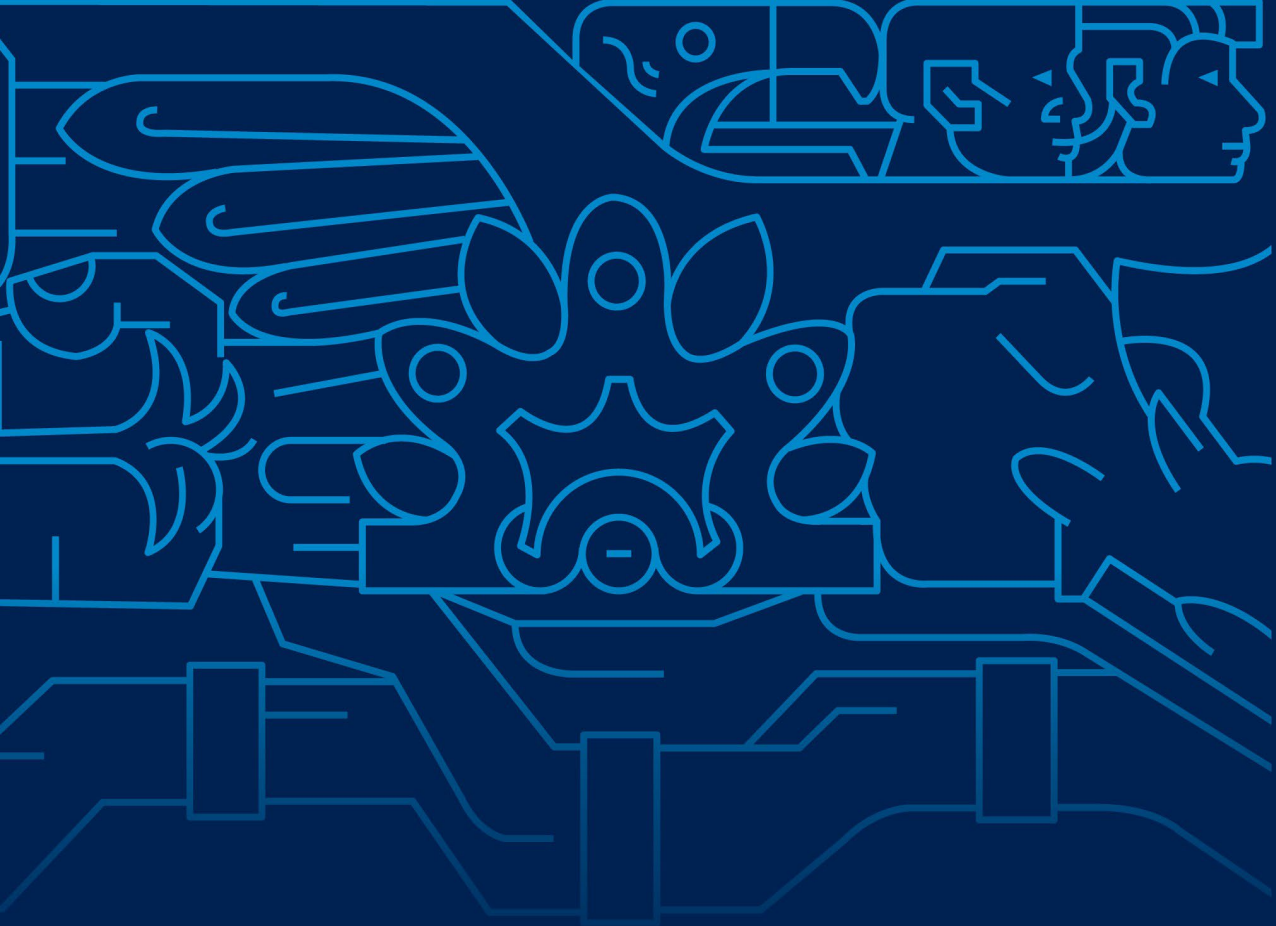
Proposals for changes to these policies and regulations, as well as to the regulations derived from them, must be formulated by the Vice Rector of Educational Innovation and Academic Norms, based on the recommendations made by the relevant committees.

This document presents information regarding the **General Academic Policies and Norms, 2025 edition**, of Tecnológico de Monterrey. Its content reflects the information available from official sources at the time of publication.

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The electronic version of this publication is available on the MiTec portal
(<https://mitec.itesm.mx>).

Responsible for editing and publication: Office of Academic Norms of the
Vice Rectory of Educational Innovation and Academic Norms.



TECNOLÓGICO DE MONTERREY