CACB Conditions and Terms for Accreditation
for Professional Degree Programs in Architecture

Photo by: Gérard Godin
“Serving the educational needs of every student, and the professions they will enter, must remain a top priority in architecture education, but such private concerns, while critically important, are not sufficient. The academic and professional lives of architects must also be grounded in public purpose. Harking back to the three ancient principles of Vitruvius—firmness, commodity, and delight—the education of architects should prepare future practitioners dedicated to building technically sound, visibly pleasing, and useful structures for clients and users, and equally, to making life more comfortable, pleasurable, secure, and productive for all citizens, including the disenfranchised in our society. The scholarly activities of both faculty and students should relate not only to private goals and agendas, but to matters of consequence to the profession, and beyond that, to society as a whole. No less important than acquiring design skills, technical competence, and business judgment, education must begin to help students develop the ethical grounding, the intellectual roundedness, and the maturity to weigh the impact of their work on present users and future generations.”

Ernest L. Boyer and Lee D. Mitgang
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## List of Acronyms

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<tr>
<td>AAAC / AAAC</td>
<td>Association of Accrediting Agencies of Canada / Association des agences d'agrément du Canada</td>
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<td>ACSA</td>
<td>Association of Collegiate Schools of Architecture</td>
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<td>APR / RPA</td>
<td>Architecture Program Report / Rapport du programme en architecture</td>
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<td>Canadian Architectural Licensing Authorities / Ordes des architectes canadiens (traduction non officielle)</td>
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<td>CCUSA / CCÉUA</td>
<td>Canadian Council of University Schools of Architecture Architecture / Conseil canadien des écoles universitaires d'architecture</td>
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<td>CES / NCF</td>
<td>Canadian Education Standard / Norme canadienne de formation</td>
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<td>MRA / ARM</td>
<td>Mutual Recognition Agreement / Accord de reconnaissance mutuelle</td>
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<td>NAAB</td>
<td>National Architectural Accrediting Board (United States)</td>
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<tr>
<td>RAIC / IRAC</td>
<td>Royal Architectural Institute of Canada [Architecture Canada] / Institut royal d'architecture du Canada [Architecture Canada]</td>
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<td>SPC / CPÉ</td>
<td>Student Performance Criteria / Critères de performance de l'étudiant</td>
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An Overview

The CACB is a national, independent, and non-profit corporation funded by two member organizations: CALA (Canadian Architectural Licensing Authorities) and CCUSA (Canadian Council of University Schools of Architecture). The CACB Board of Directors represents CALA, CCUSA, and the Canadian Architectural Students Association (CASA), as outlined in *By-Law Number 1*.

The CACB is the sole organization recognized by the architectural profession in Canada to:

- assess the educational qualifications of architecture graduates (*Certification Program*);
- accredit professional degree Programs in architecture offered by Canadian Universities (*Accreditation Program*);1 and;
- certify the professional qualifications of Broadly Experienced Foreign Architects (*BEFA Program*)

The CACB Head Office is located in Ottawa, Ontario. In all activities, the CACB adheres to non-discriminatory practices, fairness, transparency, clarity and ethical business practices.

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1 By agreement of the Registration Authorities and Councils of nine Provincial Institutes and Associations, the CACB was established in 1976 to assess and certify the academic qualifications of individuals holding a professional degree or diploma in architecture who intend to apply for registration. The ‘Ordre des architectes du Québec’ (OAQ) joined the CACB in 1991. Also in 1991, the CACB mandate to certify degree credentials was reaffirmed and its membership was revised to reflect its additional responsibility for accrediting professional degree Programs in Canadian University Schools of Architecture. At present, there are eleven regulators comprising CALA, including the Northwest Territories that joined in 2001.
The Canadian Architectural Certification Board

Mission and Mandate

Mission • Bridging design education and the practice of architecture through the pursuit of **excellence in certification and accreditation.**

The CACB is committed to fostering excellence in architectural education to achieve the highest standard of architecture and architectural services for all Canadians. The CACB holds a broad view of society and the architectural profession, and strives to foster the academic environment that facilitates training of architects who possess modern professional and technical skills. The CACB is also committed to continuing cooperation with its members, the architectural profession at large, and the accrediting agencies, in Canada and internationally. It shall maintain the existing mutual recognition agreement with the National Architectural Accrediting Board (NAAB), USA, and facilitate Mutual Recognition Agreements (MRAs) with other jurisdictions in the interests of the Canadian architectural profession.

Mandate • The CACB receives its mandate from the CALA and the CCUSA to administer the:

1. Certification of educational qualifications of individual architectural graduates (**Certification Program**);  
2. Accreditation of professional programs in the Canadian University Schools of Architecture (**Accreditation Program**);  
3. Certification of professional qualifications of Broadly Experienced Foreign Architects (**BEFA Program**);  
4. Collaboration and research, nationally and internationally, in all aspects of architectural education and regulation.

2 The **Certification Program** is based on legal requirements entrenched in provincial/territorial Architects’ Acts, and the agreement of the Canadian Architectural Licensing Authorities (CALA) as to the mandatory character of such a certification. Certification of educational qualifications of applicants holding a degree or diploma in architecture is carried out in accordance with the conditions and criteria contained in the Canadian Education Standard (CES) established and acclaimed by the Canadian Architectural Licensing Authorities. The CACB, as its sole administrator, ensures that the CES stays current. In the fulfilment of its certification mandate, the Board maintains an Assessment Committee to review the academic credentials of all applicants.

3 By the agreement signed in Winnipeg, MB, on February 25, 2012, by the Canadian Architectural Licensing Authorities (CALA) and the Councils of Canadian University School of Architecture (CCUSA), the CACB’s mandate was extended to accommodate the Administration of the Broadly Experienced Foreign Architects (BEFA) Program.
The CACB Accreditation Program

All provincial and territorial licensing authorities in Canada require all professional-degree-granting institutions to be accredited. While graduation from a CACB-accredited program does not assure registration, the accrediting process is intended to verify that each accredited program substantially meets those standards that, as a whole, comprise an appropriate education for an architect.

Professional accreditation means that a program has been evaluated by an accrediting agency and meets its educational standards. The accrediting process requires a self-assessment by the institution or program, an evaluation of the self-assessment by the agency, and a site visit and review conducted by a team representing the agency. Only first-professional programs may receive CACB accreditation. The CACB may review other programs that the school of architecture itself defines within the realm of architectural education.

The CACB accreditation process is intended to verify that a program substantially meets the standards that, as a whole, comprise an appropriate and liberal education for an architect. The curriculum of a CACB-accredited program includes general studies, professional studies, and electives, which ensure that graduates will be technically competent and critical thinkers capable of defining multiple career paths within a changing societal context. More specifically, the CACB requires an accredited program to produce graduates who are competent in a range of intellectual, spatial, technical, and interpersonal skills; who understand the historical, socio-cultural, and environmental context of architecture; who are able to solve architectural design problems (including the integration of technical systems and health and safety requirements); and who comprehend the roles and responsibilities of an architect in society.

The CACB looks at architectural education in a broad humanistic frame of reference, and identifies its accreditation missions as being:

- to create and maintain conditions that will encourage the development of architectural educational practices suited to the institutional history, mission, culture and condition particular to the program; and
- in an atmosphere of cooperation and mutual respect, to assist in developing programs fulfilling the broad requirements of the profession of architecture.

The CACB administers the program of accreditation of the Canadian Schools of Architecture in accordance with established criteria and procedures (By-Law #1):

- It establishes, maintains and publishes policies under which it accredits university programs in architecture;
- It establishes, maintains and publishes from time to time criteria to be used in the process of evaluating university programs for accreditation (CACB Conditions for Accreditation) and procedures for evaluating programs and making accreditation decisions (CACB Procedures for Accreditation);
- It conducts periodic reviews of its conditions and procedures and introduces amendments, if necessary, into existing conditions and procedures;
- It conducts program evaluations in accordance with the applicable conditions and procedures for accreditation. Program accreditation decisions rest solely with the CACB Board of Directors;
- It maintains a public register of architecture programs accredited, and the terms and conditions of such accreditation;
- It establishes and publishes an appeal procedure concerning accreditation decisions.
Terms of Accreditation

Term for Initial Accreditation

Programs seeking initial accreditation must first be granted candidacy status. The maximum period of candidacy status is six years.

Programs that achieve initial accreditation at any time during the six year candidacy will receive an initial three-year term, indicating that all major Program components and resources are in place. Some additional Program development may be necessary and/or deficiencies corrected. In addition, to be eligible for CACB certification, students must not have graduated from the Program more than two years prior to initial accreditation.

Terms of Continuing Accreditation

a) Six-Year Term: Indicates that deficiencies, if any, are minor and that a process to correct these deficiencies is clear and in place. The Program is accredited for a full six-year period.

b) Six-Year Term with a ‘Focused Evaluation’ at the end of Three years: Indicates that significant deficiencies exist in meeting the CACB Conditions for Accreditation and that consideration of such deficiencies will form the basis of a Focused Evaluation. The Program is required to report on its particular deficiencies during the third year.

c) Three-Year Term: Indicates that major deficiencies are affecting the quality of the Program, but the intent to correct these deficiencies is clear and attainable. The Program is accredited for a full three-year period. Should the Program receive two consecutive Three-Year terms of accreditation, then such Program must achieve a Six-Year accreditation term at its next accreditation visit, failing which it shall be placed on a Two-Year probationary term. Should such Program fail to achieve a six-year term at its subsequent accreditation visit, then its accreditation shall be revoked.

d) Two-Year Probationary Term: Indicates that CACB deficiencies are severe enough to seriously question the quality of the Program and the intent or capability to correct these deficiencies is not evident. A Program on probation must show just cause for the continuation of its accreditation, and at its next scheduled review, the Program must receive at least a three-year term, or accreditation shall be revoked.

e) Revocation of Accreditation: Indicates that insufficient progress was made during a two-year probationary term to warrant a full three-year accreditation term. Notwithstanding the foregoing, accreditation of any Program can be revoked at any time, should there be evidence of substantial and persistent non-compliance with the Conditions for Accreditation.

Term for Reinstated Accreditation

Should a Program’s accreditation lapse or be revoked, the procedures for reinstatement shall be the same as those applicable to initial candidacy. The term of reinstated accreditation is the same as the term of initial accreditation. If successful in achieving accreditation at any time during the six-year candidacy, the Program shall receive a three-year term of accreditation.
Accreditation Documentation

• CACB Conditions and Terms for Accreditation and CACB Procedures for Accreditation:

These are the guiding documents for the accreditation of professional degrees in architecture. They outline the requirements that the accredited degree programs must meet, procedures to be followed to assure a uniform, fair and equitable accreditation process, and uphold minimum standards in architectural accreditation. The Conditions for Accreditation and the Procedures for Accreditation are companion documents that should be read together. In both documents, words including shall, must and imperative forms of grammar set forth a requirement, whilst may indicates a suggestion.

• Guide to Student Performance Criteria:

To assure broad familiarity with the skills and knowledge that must be demonstrated by graduates of professional degree programs, and to encourage dialogue about the goals of architecture education, the CACB publishes the Guide to Student Performance Criteria (www.cacb-ccca.ca). It lists and defines the thirty-one criteria that comprise a professional education in architecture, as well as a brief overview of the accreditation process. Programs are required to distribute copies of the Guide to all faculty and incoming students. The CACB encourages all faculty and administrative staff to stay familiar with the Guide to Student Performance Criteria.

Conditions and Reporting Requirements

• Writing the Architecture Program Report (APR)

The CACB recognizes that the areas and levels of excellence will vary among programs, as will the approaches to meeting the conditions and reporting requirements that are described in this chapter. Nevertheless, programs must present complete and accurate information to demonstrate compliance with each of the twelve CACB Conditions. For the purposes of accreditation, noteworthy aspects of a program cannot override deficiencies in other aspects.

This chapter describes the contextual information that furnishes an understanding of a program’s uniqueness and the conditions that all programs must meet. The first and second sections (Introduction to the Program; Progress Since the Previous Site Visit) provide guidelines for describing the special characteristics of the program. The third and fourth sections (Compliance with the Conditions for Accreditation, Supplemental Information) provide instructions for documenting the aspects of the program, as they will be assessed as either “met” or “not met” during the site visit.
1. Introduction to the program

1.1 Program Identity and Mission
Accreditation requires an understanding of the program's specific scholastic identity and mission.

The APR must include:
- A summary of the program's identity, uniqueness, strengths and challenges;
- The program's current mission statement, the date of its adoption or revision, and the date of its endorsement by the institution (if such statement and objectives do not exist, the program's plans for completing one must be outlined).

1.2 Program Action Plan and Objectives
Accreditation follows an action plan that guides the program in achieving the objectives of its mission. This plan, which should be used to structure the program's self-assessment process, helps the visiting team understand the program's role within the institution and the parameters of its future development.

The APR must include:
- The program's action plan and objectives developed in accordance with institutional norms;
- Its measures of success, and a time line for executing the plan.

2. Progress Since the Previous Site Visit
Accreditation is contingent on the assurance that deficiencies, both minor and serious, are being systematically addressed.

The APR must include:
- The program's summary of its responses to the previous team findings (VTR) as documented in the Annual Reports (AR). This summary must address the conditions identified as “not met”, as well as the “causes of concern”. It may also address the conditions identified as “met” or it may address “team comments”.

3. Compliance with the Conditions for Accreditation

3.1 Program Response to the CACB Perspectives
Programs must respond to the relevant interests of the constituencies that make up the CACB: educators and regulators, as well as members of the practicing profession, students and interns, and the general public. Together, each of these stakeholders brings specific concerns to the accreditation process, comprising the broad range of perspectives that frame a professional education in architecture. The CACB encourages each program to address these perspectives in a manner consistent with its identity and mission.

The APR must include:
- The program’s discussion as to how it addresses each of the following Five Perspectives.
A. Architecture Education and the Academic Context
The program must demonstrate that it both benefits from and contributes to its institutional context. Given its particular mission, the APR may cover such issues as: the program's academic and professional standards for both faculty and students; interaction between the program and other programs in the institution; contributions of the students, faculty, and administrators to the governance as well as the intellectual and social life of the institution; and contributions of the institution to the program in terms of intellectual and personal resources.

B. Architecture Education and the Students
The program must demonstrate that it provides support and encouragement for students to achieve their full potential during their school years and later in the profession, and that it provides an interpersonal milieu that embraces cultural differences. Given its particular mission, the APR may cover such issues as: how students participate in establishing their individual and collective learning agendas; how they are encouraged to cooperate with, assist, share decision-making with, and respect students who may be different from themselves; their access to the critical information needed to shape their futures; their exposure to the national and international context of practice and the work of the allied design disciplines; and how students' diversity, distinctiveness, self-worth, and dignity are nurtured in the academic environment.

C. Architecture Education and Registration
The program must demonstrate that it provides students with a sound preparation for the transition to professional life, including internship and licensure. Given its particular mission, the APR may cover such issues as: the program's relationship with the provincial architectural licensing association or institute, the exposure of students to internship requirements and continuing education beyond graduation, students' understanding of their responsibility for professional conduct, and the proportion of alumni who have sought and achieved licensure since the previous visit.

D. Architecture Education and the Profession
The program must demonstrate how it prepares students to practice and assume new roles within a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base. Given its particular mission, the APR may cover such issues as: the program's engagement of the professional community in the life of the school; how students are encouraged to advance their knowledge of the art and science of architecture through a lifetime of practice and research; how students develop an appreciation of the diverse and collaborative roles assumed by architects in practice; how students develop an understanding of and respect for the roles and responsibilities of the associated disciplines; how students learn to reconcile the conflicts between architects' obligations to their clients, the public, and the demands of the creative enterprise; and how students acquire the ethics for upholding the integrity of the profession.

E. Architecture Education and Society
The program must demonstrate that it equips students with an informed understanding of social and environmental problems and that it also develops their capacity to help address these problems with sound architecture and urban design decisions. Given its particular mission, the APR may cover such issues as: how students gain an informed understanding of architecture as a social art, including
the complex processes carried out by the multiple stakeholders who shape built environments; the emphasis placed on generating the knowledge that can mitigate social and environmental problems; how students gain an understanding of the ethical implications of built environment decisions; and how a climate of civic engagement is nurtured, including a commitment to professional and public service.

3.2 Program Self-Assessment
The program must provide an assessment of the degree to which it is fulfilling its mission and achieving its strategic plan. The CACB encourages absolute candor in conducting and reporting the self-assessment so that, if well done, it will largely anticipate the VTR.

The APR must include:
• A description of the program’s self-assessment process;
• Faculty, student, and alumni assessments of the program’s overall curriculum and learning context, as outlined in the CACB Perspectives. Feedback may be obtained through such techniques as surveys and focus groups, but individual course evaluations are not deemed sufficient to provide insight into the program’s substantive focus and pedagogy.

3.3 Public Information
The program must provide clear, complete, and accurate information to the public by including in its academic calendar and promotional literature the exact language found in Appendix A-1, which explains the parameters of an accredited professional degree program. Candidate programs must include, as well, the exact language found in this appendix on the parameters of candidacy status.

The APR must include:
• The program description as it appears in the university’s academic calendar or any other institutionally-authorized printed or digital materials;
• Evidence that all faculty and incoming students have been provided with a printed or digital copy of the Guide to Student Performance Criteria. (In the event of a change in these criteria, the revised inventory must be re-issued to all faculty and students).

3.4 Social Equity
The accredited degree program must provide a summary of provincial and institutional policies that augment and clarify the provisions of the Charter of Rights and Freedoms as they apply to social equity. Where policies in place are specific to the School or professional program, these should be clearly stated, as well as the means by which they are communicated to current and prospective faculty, students and staff.

The APR must include:
• Procedures in place used to achieve equity and diversity in School operations and activities.

3.5 Human Resources
The program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head devoting not less than fifty percent of his/her time to program administration, administrative and technical support staff, and faculty support staff.
Student enrolment in and scheduling of, design studios must assure adequate time for an effective tutorial exchange between the faculty member and the student. A maximum student/faculty ratio between 12:1 and 15:1 is considered acceptable. The total teaching load should be such that faculty members have adequate time to pursue research, scholarship, and practice to enhance their professional development.

The APR must include:
- **Students**: Description of the students' educational backgrounds and the program's selectivity, retention, and time-to-graduation rates since the last accreditation sequence;
- **Faculty**: Description of the distribution of effort between teaching and other responsibilities of each faculty member and evidence that students evaluate individual courses and faculty;
- **Administration**: Description of the distribution of effort between administration and other responsibilities for each position;
- **Staff**: Description of the responsibilities for each position.

### 3.6 Human Resource Development

Programs must have a clear policy outlining both individual and collective opportunities for faculty and student growth within and outside the program.

The APR must include:
- The program's policy regarding human resource development opportunities;
- A description of the policies, procedures and criteria for faculty appointment, promotion and tenure;
- A description of faculty development opportunities;
- Evidence of how faculty activities encourage currency in the knowledge of changing demands of practice and licensure;
- Evidence of the program's facilitation of student opportunities to participate in field trips and other off-campus activities;
- Evidence of opportunities to participate in student professional societies, honors societies, and other campus-wide student activities;
- Description of student support services, including academic and personal advising, career guidance, evaluation of progress, and internship placement (if applicable);
- A list of guest lecturers and visiting critics brought to the program since the previous site visit;
- A list of public exhibitions brought to the program since the previous site visit.

### 3.7 Physical Resources

The program must provide physical resources that are appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each full-time student; lecture and seminar spaces that accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space.

The APR must include:
- A general description, together with labeled plans, indicating seminar rooms, lecture halls, studios, offices, project review and exhibition areas, libraries, computer facilities, workshops, and research areas;
- A description of any changes under construction, funded, or proposed.
3.8 Information Resources and Information Technology

The architecture librarian and, if appropriate, the staff member in charge of visual resource or other non-book collections must prepare a self-assessment demonstrating the adequacy of the architecture library. The library collection must contain a wide variety of print, visual, and electronic media, and be adequate in size, scope, content (both current, and retrospective), and availability for a professional degree program in architecture. The collection must include at least 5,000 different Library of Congress NA or Dewey 720-729 titles along with technical and support volumes to provide a balanced architecture collection as described by the Art Libraries Society of North America and the Association of Architecture School Librarians. Its staff and services should be adequate and appropriate to support the goals, objectives, and curriculum of the architecture program. Visual resources and other non-book materials are considered an integral part of an architecture education, and students must have ready access to these materials. Access to other architecture libraries in the region is not a substitute for an on-site library.

The APR must include:

- The type of architecture library serving the program;
- A self-assessment of the library, including library collections, visual resources and other non-book collections, services, staff, facilities, and budget/administration/operations (see Appendix A-2 for guidelines on preparing a self-assessment);
- Library statistics report (Appendix A-3 contains a form for reporting library data).

For Information Technology Resources, the program must also provide the information technology infrastructure and corresponding staff support in order to effectively contribute to the delivery of the curriculum, as well as supporting activities of staff and faculty.

The APR must include:

- A description of the hardware, software, networks and other computer resources available to students, faculty and staff;
- A current action plan outlining recurring levels of staff support, renewal of hardware and infrastructure and student software access, as well as anticipated modifications to current installation;
- Demonstrate sufficient funding to execute the action plan.

3.9 Financial Resources

Programs must have access to sufficient institutional support and financial resources.

The APR must include:

- Program budget, endowments, scholarships, and development activities.

3.10 Administrative Structure

The program must be part of, or be, an institution accredited by a recognized accrediting agency for higher education. The program must have a degree of autonomy that is both comparable to that afforded to the other relevant professional programs in the institution and sufficient to assure conformance with all the conditions for accreditation.

Architecture libraries are generally one of the following types:

- A branch library designed to serve an architecture program, housed within its facilities and drawing upon the resources of a central library.
- A branch library within a multi-discipline unit, housed within its facilities and drawing upon the resources of a central library.
- A collection of architecture and architecture-related materials housed and serviced within a central library.
- An independent library designed to serve an architecture program that is unconnected to a parent institution.
The APR must include:
• A description of the program's administrative structure, a comparison of this structure with those of other professional programs in the institution, and a list of any other programs offered in a multi-discipline unit.

3.11 Professional Degrees and Curriculum
The CACB awards accreditation only to first-professional degree programs in architecture. These include:
• Master of Architecture degree with a related pre-professional bachelor's degree; requirement typically amounting to five or six years of study;
• Master of Architecture degree without a pre-professional requirement, consisting of an undergraduate degree plus a minimum of three years of professional studies;
• Bachelor of Architecture degree requiring a minimum of five years of study, except in Quebec, where four years of professional studies follows two years of CEGEP studies.

The curricular requirements for awarding these degrees must include three components: general studies, professional studies, and electives that respond to the needs of the institution, the architecture profession, and the students respectively. Together these three components comprise a liberal education in architecture and ensure that graduates will be technically competent and critical thinkers who are capable of defining multiple career paths within a changing societal context. These components are defined as follows:

• General studies: A professional degree must include general studies in the arts and sciences, either as an admission requirement or as part of the curriculum. The program must ensure that students have the prerequisite general studies to undertake professional studies.
• Professional studies: The core of a professional degree consists of the required courses that satisfy the CACB Student Performance Criteria. The program may require additional core courses to address its mission or institutional context, but no more than 60 percent of the student's required post-secondary education can be devoted to professional studies. For Master's students, this calculation includes course work taken for an undergraduate degree within or outside architecture.
• Electives: A professional degree must allow students to pursue their special interests. The curriculum must have sufficient flexibility so that students can complete minors or develop areas of concentration, either within or outside the program.

The APR must include:
• Specification of the degree(s) offered.
• For each degree offered, an outline of the curriculum showing the distribution of general studies, professional studies (including their prerequisites), and electives.
• A summary description of how the stated CACB curricular requirements are reflected in student admission assessments concerning advanced placement within the program.
3.12 Student Performance Criteria (SPC)

The CACB intends to maintain performance criteria that assist programs in preparing students for the broad requirements of the profession, while also encouraging educational practices suited to the circumstances of particular programs. While the CACB stipulates the student performance criteria that must be satisfied, it specifies neither the educational programs nor the forms of student work that may serve as evidence of having satisfied these criteria. Programs are therefore encouraged to develop unique learning and teaching strategies, methods, and materials to satisfy these criteria.

Each architecture program must ensure that all its graduates possess the skills and knowledge defined by the performance criteria set out below, which constitute the minimum requirements for meeting the demands of an internship leading to registration for practice. The program must provide evidence that all its graduates have satisfied each criterion through required course work.

The roster of 31 SPC’s is organized according to four categories, intended to foster an integrated approach to learning that cuts across subject categories:

- **A: Critical Thinking and Communication [9 SPC]**
- **B: Design and Technical Skills [12 SPC]**
- **C: Comprehensive Design [4 SPC]**
- **D: Leadership and Practice [6 SPC]**

These criteria, in turn, encompass two levels of accomplishment:

- **Understanding**: means the assimilation and comprehension of information without necessarily being able to see its full implication,
- **Ability**: means the skill in using specific information to accomplish a task, in correctly selecting the appropriate information, and in applying it to the solution of a specific problem.

For the purposes of accreditation, graduating students must demonstrate understanding or ability in the above areas, according to an established sequence.

The APR must include:

- An overview of the program’s curricular goals and content;
- A thematic summary of how the 31 Student Performance Criteria (SPC) are acknowledged in the structure and deployment of the curriculum;
- A graphic matrix that cross-references each required course with the performance criterion (a) it fulfills.

**A1. Critical Thinking Skills**

*Ability* to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards.

**A2. Research Skills**

*Ability* to employ basic methods of data collection and analysis to inform all aspects of the programming and design process.

**A3. Graphic Skills**

*Ability* to employ appropriate representational media to convey essential formal elements at each stage of the programming and design process.

**A4. Verbal and Writing Skills**

*Ability* to speak and write effectively on subject matter contained in the professional curriculum.
A5. Collaborative Skills

Ability to identify and assume divergent roles that maximize individual talents, and to cooperate with others when working as members of a design team and in other settings.

A6. Human Behavior

Understanding of the relationship between human behavior, the natural environment and the design of the built environment.

A7. Cultural Diversity

Understanding of the diverse needs, values, behavioral norms, and social/spatial patterns that characterize different cultures and individuals, as well as the implications of this diversity on the societal roles and responsibilities of architects.

A8. History and Theory

Understanding of diverse global and local traditions in architecture, landscape, and urban design, as well as the factors that have shaped them.

A9. Precedents

Ability to make a comprehensive analysis and evaluation of a building, building complex, or urban space.

B1. Design Skills

Ability to apply organizational, spatial, structural, and constructional principles to the conception and development of spaces, building elements, and tectonic components.

B2. Program Preparation

Ability to prepare a comprehensive program for an architectural project that accounts for client and user needs, appropriate precedents, space and equipment requirements, the relevant laws and standards, and site selection and design assessment criteria.

B3. Site Design

Ability to analyze and respond to context and site conditions in the development of a program and in the design of a project.

B4. Sustainable Design

Ability to apply the principles of sustainable design to produce projects that conserve natural and built resources, provide healthy environments for occupants/users, and reduce the impacts of building construction and operations on future generations.

B5. Accessibility

Ability to design both sites and buildings to accommodate individuals with varying physical and cognitive abilities.


Understanding the principles that inform the design and selection of life-safety systems in buildings and their subsystems; the codes, regulations, and standards applicable to a given site and building design project, including occupancy classifications, allowable building heights and areas, allowable construction types, separation requirements, occupancy requirements, means of egress, fire protection, and structure.
B7. Structural Systems
Understanding of the principles of structural behavior in withstanding gravity and lateral forces, and the evolution, range and appropriate applications of structural systems.

B8. Environmental Systems
Understanding of the basic principles that inform the design of environmental systems, including acoustics, illumination and climate modification systems, building envelopes, and energy use with awareness of the appropriate performance assessment tools.

B9. Building Envelopes
Understanding of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

B10. Building Service Systems
Understanding of the basic principles that inform the design of building service systems, including plumbing, electrical, vertical transportation, communication, security, and fire protection systems.

B11. Building Materials and Assemblies
Understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance.

B12. Building Economics and Cost Control
Understanding of the fundamentals of development financing, building economics, construction cost control, and life-cycle cost accounting.

C1. Detailed Design Development
Ability to assess and detail, as an integral part of the design, appropriate combinations of building materials, components, and assemblies.

C2. Building Systems Integration
Ability to assess, select, and integrate structural systems, environmental systems, life safety systems, building envelopes, and building service systems into building design.

C3. Technical Documentation
Ability to make technically precise descriptions and documentation of a proposed design for purposes of review and construction.

C4. Comprehensive Design
Ability to project a comprehensive design based on an architectural idea, a building program and a site. The design or designs should integrate structural and environmental systems, building envelopes, building assemblies, life-safety provisions, and environmental stewardship.
D1. **Leadership and Advocacy**

*Understanding* of the techniques and skills for architects to work collaboratively with allied disciplines, clients, consultants, builders, and the public in the building design and construction process, and to advocate on environmental, social, and aesthetic issues in their communities.

D2. **Ethics and Professional Judgment**

*Understanding* of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues in architectural design and practice.

D3. **Legal Responsibilities**

*Understanding* of the architect's responsibility to the client and the public under the laws, codes, regulations and contracts common to the practice of architecture in a given jurisdiction.

D4. **Project Delivery**

*Understanding* of the different methods of project delivery, the corresponding forms of service contracts, and the types of documentation required to render competent and responsible professional service.

D5. **Practice Organization**

*Understanding* of the basic principles of practice organization, including financial management, business planning, marketing, negotiation, project management, risk mitigation and as well as an understanding of trends that affect practice.

D6. **Professional Internship**

*Understanding* of the role of internship in professional development, and the reciprocal rights and responsibilities of interns and employers.
4. Supplemental Information

4.1 Introduction to the Institution and Program History

4.1.1 History, Description, and Mission of the Institution
The appendix of the APR must provide a brief history and description of the institution, in which the program exists, as well as the institution's current mission statement and the date of its adoption or last revision. This could be provided as a web link.

4.1.2 Program History
The appendix of the APR must provide a brief program history.

4.2 Student Progress Evaluation
The appendix of the APR must include:

• The procedures for evaluating student transfer credit and advanced placement.
• The procedures for evaluating student progress, including the institutional and program policies and standards for evaluation, advancement, graduation, appeal and remedial measures.

4.3 Current Course Description
The appendix of the APR must include a one or two-page description with an overview, learning objectives, course requirements, prerequisites, date(s) offered, and faculty for each required and elective course in the program.

4.4 Current Faculty Resumes
The appendix of the APR must include a condensed resume (not more than two pages) for each faculty member currently teaching in the program. The resume must list: the courses currently taught; educational background and registration data; recent honors and awards; recent research, scholarship, and creative activity; recent publications; current academic, professional, and public service; and professional memberships. The term "recent" refers to accomplishments since the last accreditation visit. The term "recent" refers to accomplishments since the last accreditation visit.

4.5 Visiting Team Report from the Previous Visit
The appendix of the APR must include a copy of the report from the previous site visit in its entirety.

4.6 Annual Reports
The appendix of the APR must include copies of all ARs (including the Annual Statistics Report) that have been submitted to the CACB since the previous site visit. Only the most recent school academic calendar should be submitted.
Appendix

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A-2  Guidelines for Writing a Library Self-Assessment ............ 19
A-3  Library Statistics Report ........................................ 20
A-1 Text for Calendar and Promotional Materials

The program can mention the fact that it is accredited and, if so desired, its accreditation status. The following statement must be included, in its entirety, in the academic calendars and promotional materials of all accredited programs.

"In Canada, all provincial/territorial associations/institutes/orders recommend a degree from an accredited professional degree program as a prerequisite for licensure. The Canadian Architectural Certification Board (CACB), which is the sole agency authorized to accredit Canadian professional degree programs in architecture, recognizes two types of accredited degrees: the Master of Architecture (M.Arch) and the Bachelor of Architecture (B.Arch). A program may be granted a six-year, three-year, or two-year term of accreditation, depending on its degree of conformance with established educational standards.

Master's degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree, which, when earned sequentially, comprise an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree."

In addition to the previous text, all programs that have been granted candidacy status must include the following in its entirety:

"The CACB grants candidacy status to new programs that have developed viable plans for achieving initial accreditation. Candidacy status indicates that a program should be accredited within six years of achieving candidacy, if its plan is properly implemented."
A-2 Guidelines for Writing a Library Self-assessment

The self-assessment of the architecture library, including any separately administered visual resource or other non-book collections, may cover the factors and evaluative questions listed below.

1. **Library Collections**
   1.1 **Context:** Is the library collection, including its visual resource and other non-book collections, appropriate to support the mission, goals, and curriculum of the architecture program(s) and its parent institution?
   1.2 **Subject coverage:** Are both the current and retrospective breadth, scope, and complexity of subjects related to practice, history, theory, and criticism sufficient? Is the collection adequate to support the level of faculty research and professional development specified in institutional goals?
   1.3 **Policy Statements:** Does a written collection development policy exist that is regularly used and reviewed? Is the policy appropriate to the program’s mission, teaching goals, and curriculum?

2. **Staff**
   2.1 **Structure:** What is the administrative structure of the library? How does the library relate to the architecture program? Is the staff considered to be part of the architecture program educational team?
   2.2 **Numbers:** Is there sufficient staff to successfully manage the library collection and services?
   2.3 **Professional status:** What is the educational and work history of the librarians? Are there sufficient librarians with graduate degrees in library or information science, and with subject expertise in architecture or closely related fields? What is the status of librarians within the program and institutional administrative structure? Are there written position descriptions?
   2.4 **Support staff:** Does the library have sufficient paraprofessional, clerical, and student staff? What academic and job training preparation is required of paraprofessionals? Are there written position descriptions?

3. **Facilities**
   3.1 **Space:** Is there adequate space for all activities and services? If not, are there realistic plans to ameliorate any inadequacy? Is the location convenient for the faculty and students? Is there an attractive, welcoming environment for users and staff? Are there proper environmental controls for the library collections? Is there regular access to any collections contained in remote storage facilities?
   3.2 **Equipment:** Is there sufficient and appropriate storage and housing systems for all types of library materials? Is there sufficient equipment (photocopiers, microfilm reader/copiers, slide viewers, projectors, and computer workstations) for users and staff?
   3.3 **Furnishings:** Are there sufficient numbers of appropriate workstations for users and staff, including adequate lighting, electrical supply, heating, and ventilation?
A-3 Library Statistics Report

1. Library Collection Expenditures

<table>
<thead>
<tr>
<th>Types of Collections</th>
<th># of Volumes</th>
<th>Expenditures</th>
</tr>
</thead>
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<tr>
<td></td>
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<td>Budget Year</td>
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<td>Other Serial Subscriptions</td>
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<tr>
<td>Photographs</td>
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<tr>
<td>Other (specify)</td>
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<td><strong>Total</strong></td>
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