

**2017 EDITION**

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**Architectural  
ACCREDITATION**

# **CACB** **PROCEDURES** **FOR ACCREDITATION**

For Professional Degree Programs in Architecture

This document should be read in conjunction with the CACB Conditions and Terms for Accreditation document.

In case of inconsistencies between the two documents, the CACB Conditions and Terms for Accreditations shall govern.

**CACB**  
**CCCA**

CANADIAN ARCHITECTURAL  
CERTIFICATION BOARD

CONSEIL CANADIEN DE  
CERTIFICATION EN ARCHITECTURE







ARCHITECTURAL INSTITUTE OF BRITISH COLUMBIA



**The Alberta  
Association of  
Architects**

Architects and Licensed Interior Designers



**Carleton**  
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ARCHITECTURE, LANDSCAPE, AND DESIGN



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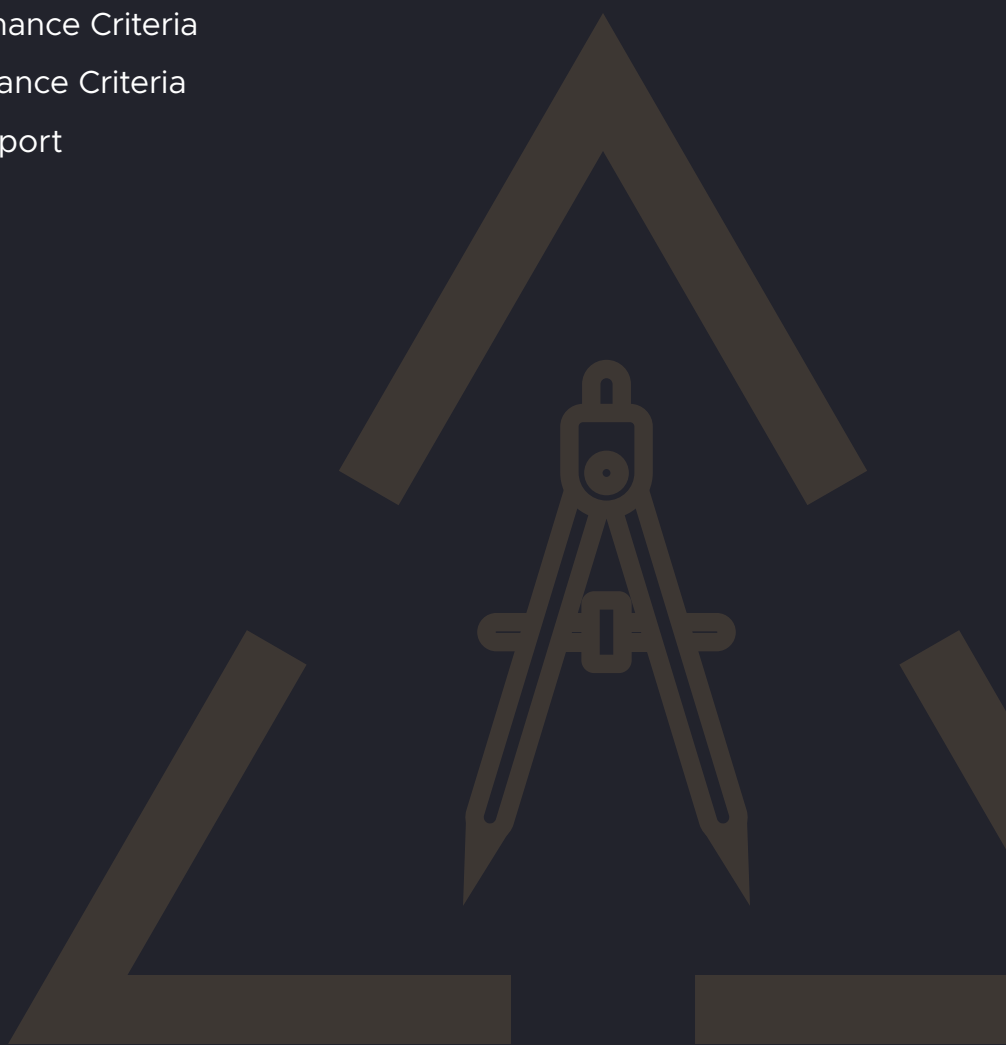
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# Acronyms

<b>APR</b>	Architecture Program Report
<b>AR</b>	Annual Report
<b>CACB</b>	Canadian Architectural Certification Board
<b>CASA</b>	Canadian Architecture Students Association
<b>CALA</b>	Canadian Architectural Licensing Authorities
<b>CCUSA</b>	Canadian Council of University Schools of Architecture
<b>CES</b>	Canadian Education Standard
<b>FER</b>	Focused Evaluation Report
<b>FETR</b>	Focused Evaluation Team Report
<b>MRA</b>	Mutual Recognition Agreements
<b>NAAB</b>	National Architectural Accrediting Board (United States)
<b>PPC</b>	Program Performance Criteria
<b>SPC</b>	Student Performance Criteria
<b>VTR</b>	Visiting Team Report



# Definitions

<b>Ability</b>	Proficiency in using specific information to accomplish a task, correctly selecting the appropriate information, and accurately applying it to the solution of a specific architectural problem.
<b>Accreditation</b>	The public recognition accorded to a professional program that meets established professional qualifications and educational standards through initial and periodic evaluations.
<b>Certification</b>	The confirmation that an individual's academic qualifications comply with the standards for entry to the profession.
<b>Elective Studies</b>	Courses offered within or outside the Program that provide opportunities for students to develop particular areas of expertise or to study topics of personal interest within the discipline of architecture.
<b>General Studies</b>	Courses offered within or outside the Program that provide opportunities for students to develop a broad understanding of human knowledge in the arts and sciences, outside of the specific discipline of architecture.
<b>Pre-Professional Degree</b>	A university degree that is intended by the institution to form a necessary part of a professional program in architecture but is not sufficient for CACB certification by itself. These degrees are evaluated by the CACB as part of the accreditation process and will contribute to satisfying the student performance criteria. The CACB maintains a list of pre-professional degrees offered in Canada.
<b>Program Performance Criteria</b>	The measures used to evaluate the Program for accreditation.
<b>Program(s)</b>	The particular curriculum, human resources, governance, and physical and administrative infrastructure used by an institution seeking accreditation.
<b>Student Performance Criteria</b>	The measures used to evaluate student outcomes and identify the skills and knowledge that graduates of the Program must attain for accreditation.
<b>Understanding</b>	The capacity to analyze, classify, compare, summarize, explain, and/or interpret information



# The Canadian Architectural Certification Board

## An Overview

The CACB is a national independent nonprofit corporation. The directors are elected from individuals nominated by the Canadian Architectural Licensing Authorities (CALA), the Canadian Council of University Schools of Architecture (CCUSA), and the Canadian Architecture Students Association (CASA). The CACB is a decision-making and policy-generating body. It is the sole organization recognized by the architectural profession in Canada to assess the educational qualifications of architecture graduates (Certification Program)<sup>1</sup> and to accredit professional degree programs in architecture that are offered by Canadian universities (Accreditation Program)<sup>2</sup>.

The CACB's head office is in Ottawa, Ontario. It adheres to the principles of fairness, transparency, clarity, and ethical business practices in all of its activities.

## Mission

To bridge 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. The CACB holds a broad view of society and the architectural profession and strives to foster an academic environment to facilitate the 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 accrediting agencies in Canada and internationally.

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<sup>1</sup> The Certification Program is based on legal requirements entrenched in the provincial/territorial architects Act, and the agreement of the Canadian Architectural Licensing Authorities (CALA) as to the mandatory characteristics of this certification. Certification of the 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 the sole administrator, ensures that the CES stays current. In the fulfilling its certification mandate, the Board maintains an assessment committee to review the academic credentials of all applicants.

<sup>2</sup> By agreement of the licensing authorities (the 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 intended to apply for registration. 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. L'Ordre des Architectes du Québec joined the CACB in 1991 and the Northwest Territories Association of Architects joined in 2001.



# Mandate

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

1. Certify educational qualifications of individual architectural graduates (Certification Program);
2. Accredit professional architecture programs at Canadian universities (Accreditation Program);
3. Certify professional qualifications of broadly experienced foreign architects (BEFA Program);<sup>3</sup> and
4. Collaborate and conduct research, nationally and internationally, as it relates to architectural accreditation and academic certification.



<sup>3</sup> The agreement signed in Winnipeg, MB, on February 25, 2012, by the Canadian Architectural Licensing Authorities (CALA) and the Canadian Council of University Schools of Architecture (CCUSA), extended the CACB's mandate to accommodate the administration of the broadly experienced foreign architects (BEFA) program.

# The CACB Accreditation Program

Graduation from a CACB-accredited program is the first of three steps (education, experience, and examination) on the path to licensure.

The CACB only accredits Programs that are intended by their institution to be professional degrees in architecture that lead to licensure. Professional accreditation of a Program means that it has been evaluated by the CACB and substantially meets the educational standards that comprise, as a whole, an appropriate education for an architect. The accreditation process requires a self-assessment by the institution or Program, an evaluation of the self-assessment by the CACB, and a site visit and review conducted by a team representing the CACB.

The curriculum of a CACB-accredited Program includes general studies, professional studies, and elective studies, ensuring that graduates will be technically competent critical thinkers capable of navigating multiple career paths within a changing societal context. 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 regulatory requirements); and who comprehend the roles and responsibilities of an architect in society.

The CACB looks at the accreditation of architectural education within a broad frame and with an atmosphere of cooperation and mutual respect. The CACB strives 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
- assist Programs in fulfilling the broad requirements of the profession of architecture.

The CACB administers the accreditation of the Canadian architecture programs in accordance with established criteria and procedures by:

- establishing, maintaining, and publishing policies under which it accredits university programs in architecture;
- establishing, maintaining, and publishing criteria to be used in the process of evaluating university programs for accreditation

(CACB Conditions and Terms for Accreditation) and procedures for evaluating programs and making accreditation decisions (CACB Procedures for Accreditation);

- conducting periodic reviews of its conditions and procedures and introducing amendments, if necessary, into existing conditions and procedures;
- conducting program evaluations in accordance with the applicable conditions and procedures for accreditation (accreditation decisions rest solely with the CACB board of directors);
- maintaining a public register of accredited architecture programs and the terms and conditions of the accreditation, the APR, and the VTR; and
- establishing and publishing an appeal procedure concerning accreditation decisions.

## Accreditation Documentation

### CACB Conditions and Terms for Accreditation and CACB Procedures for Accreditation

These are the guiding documents for the accreditation of Programs offering professional degrees in architecture. They outline the requirements that the accredited Programs must meet and the procedures to follow to ensure a uniform, fair, and equitable accreditation process that will uphold the minimum standards in architectural accreditation. The CACB Conditions and Terms for Accreditation and the CACB Procedures for Accreditation are companion documents that should be read together. In both documents, words including “shall,” “must,” and other grammatically imperative terms set forth a requirement, while “may” indicates a suggestion.

# Part A:

## The Accreditation Review Process

### 1. The Initial Accreditation Process

The initial accreditation process has 3 phases: eligibility, candidacy, and accreditation. Institutions intending to establish a professional degree program are encouraged to seek guidance from educational and professional consultants, advisory groups, and the CCUSA.

#### 1.1 Eligibility

Eligibility may be granted once the Program has been approved by its institution and a plan for its development has been formulated. Applications can be made at any time during the year in hard copy to the CACB and must include:

- a) A letter from the Institution's Chief Academic Officer (Provost or equivalent) stating the intention to seek accreditation for a professional degree program in architecture;
- b) Payment of the fee identified in the fee schedule;
- c) Evidence that the applicant is recognized as an institution of higher learning within its province or territory, including reference to applicable legislation;
- d) Evidence that the program seeking initial accreditation has completed all approvals necessary in its jurisdiction; and Professional practice (five SPCs)
- e) A document titled The Plan for Achieving Initial Accreditation, which:
  - Provides an analysis of the current status of the program that identifies long-term objectives for establishing and implementing the new degree program;
  - Provides an analysis of the extent to which the new program already complies with the CACB Conditions and Terms for Accreditation with special emphasis on program identity, resources, the curricular framework, SPC Matrix; and
  - Proposes a course of action for meeting the conditions of initial accreditation.

### 1.1.1 Eligibility Consultation

A Review Panel consisting of the CACB Executive Director, the President, and one additional Director will review the application in detail and determine whether to accept the application; request additional information; or reject the application. At least one member of the Review Panel must be an educator.

If the Review Panel accepts the application, an Eligibility Consultation will be scheduled. The Eligibility Consultation typically lasts 3 days (see Appendix A-1) and has three purposes:

1. To review the CACB Conditions and Terms for Accreditation and the CACB Procedures for Accreditation with the proposed Program's administrators, faculty, staff, and students;
2. To confirm the institutional commitment to the implementation of The Plan for Achieving Initial Accreditation; and
3. To review the resources committed to the Program.

After the Eligibility Consultation, the CACB Board will make a decision regarding the Program's eligibility to apply for Candidacy, based on the report of the Eligibility Review Panel. Eligibility is confirmed if the Board considers that the Program can achieve accreditation according to its plan for initial accreditation.

## 1.2 Candidacy

An eligible program can apply for Candidacy once students have been admitted and classes have commenced. Applications must be received in hard copy and, if received no later than September 15, will be processed by the CACB by July 1 of the following year. The application must include the following:

- a) A letter from the Institution's Chief Academic Officer (Provost or equivalent) applying for candidacy for initial accreditation;
- b) Payment of the fee identified in the fee schedule;
- c) Evidence that students have been admitted and classes have begun; and
- d) An Architecture Program Report (APR).

The CACB's receipt of the application initiates a Candidacy review, which is the same as a Cyclical Accreditation Review described in Section 2 - The Cyclical Accreditation Review Process, with the following exceptions:

- the Candidacy Visiting Team consists of 3 voting members: an educator, a practitioner, and the CACB Executive Director;
- the Candidacy Visit is 4 days in duration (see Appendix A-2).;
- exhibition of student work is not required; and
- expenses for the Candidacy Visiting Team are paid for by the Program.

The Board then reviews the APR, the Candidacy VTR, the viability of the Program's plans for complying with the requirements of the CACB Conditions and Terms for Accreditation and additional relevant information. Candidacy status is granted if the Board considers that the Program is implementing its development plan and can achieve accreditation according to that plan no later than 2 years after the planned graduation of the first student cohort.

### 1.2.1 Candidacy Term

Candidacy status expires 2 years after the planned graduation of the first student cohort, or on initial accreditation, whichever comes first.

### 1.2.2 Maintaining Candidacy Status

Once granted, the Program must maintain its candidacy status through subsequent biennial site visits that are initiated by submitting an APR. The duration of candidacy status is limited to a term no longer than 2 years after the planned graduation of the first student cohort. The Program pays for all direct expenses for these visits.

## 1.3 Initial Accreditation

Candidate programs that have met the following eligibility requirements may apply for Initial Accreditation:

- a) Completion of a minimum of 2 years of continuous candidacy status; and
- b) Completion of the professional degree program, for which accreditation is sought, by one graduating class. This cohort must have graduated not more than 2 years before the year in which the Initial Accreditation is granted (e.g. for visits in 2020, the first cohort must have graduated in 2018 or 2019).

Applications must be received in hard copy and, if received no later than April 30, will be processed by the CACB by July 1 of the following year. The application must include a letter from the Program head applying for initial accreditation that states that by the end of January



of the following year, at least one cohort of students will have completed the professional program for which accreditation is being sought.

### 1.3.1 Initial Accreditation Process

With the exception of the application referenced above, the process for Initial Accreditation is identical to Cyclical Accreditation. An Initial Accreditation Site Visit cannot take place until after one graduating class has completed the professional degree program, for which accreditation is sought.

### 1.3.2 Term of Initial Accreditation

Programs that achieve Initial Accreditation will be granted 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. To be eligible for CACB certification, students must have graduated from the Program not more than 2 years before its Initial Accreditation.

The Accreditation Review following the initial three-year term will be a regular maintenance Accreditation Review, where the terms of Continuing Accreditation will apply.

### 1.3.3 Failure to Achieve Initial Accreditation

If the Program fails to achieve Initial Accreditation in its first attempt, the Program can reapply for Initial Accreditation in the following year. An institution that has had a program that failed to achieve Initial Accreditation after its second attempt, may apply for eligibility with a new proposal.



## 2. The Cyclical Accreditation Review

Accreditation is reviewed on a regular cycle determined by the previous term of Accreditation. The process is undertaken by three parties: the Program, represented by the Program Head; the Visiting Team, represented by the Team Chair; and the CACB Board, represented by then Executive Director. Each of these parties has duties and responsibilities in each phase of the process.

The CACB recognizes that areas of focus and levels of excellence will vary among architecture programs, as will approaches to meeting the conditions and reporting requirements. Considered together, the APR, the exhibition of work at each School, and the ensuing site visit are intended to assure full consideration of the accredited Program's unique potential for contributing to the needs of students, the institution, the community, the profession, and society.

The review process has three phases. The first, Pre-visit Activities, is made up largely of selfassessment and preparation for the site visit. The second, the Site Visit, refers to the period of time that the Visiting Team spends at the Program site. The last phase, Post-visit Activities, is comprised of the completion of the VTR and the decision by the CACB Board. Sections 2.2 through 2.4 outline each of these phases in chronological sequence.

### 2.1 General Requirements

#### 2.1.1 Roles and Responsibilities of the Visiting Team

##### 2.1.1.1 Visiting Team Chair and Visiting Team Members

- Review Section 2.1.2 Conflicts of Interest and verify to the CACB office that no conflict of interest exists;
- Prior to the Site Visit, review the CACB Conditions and Terms for Accreditation and CACB Procedures for Accreditation, the Program's APR, the format for the VTR, the team members' résumés, and Appendix A-3 Typical Initial and Maintenance Accreditation Site Visit Agenda;
- Examine documentation in the Team Room as assigned by the Team Chair;
- Participate in all aspects of the Site Visit and carry out all tasks assigned by the Team Chair

- Participate in writing the VTR, which should reflect the team’s consensus on all matters of substance by the final night of the visit;
- Maintain strict confidentiality and sign the CACB confidentiality agreement, as specified under Section 4.2 Maintaining Confidentiality; and
- Adhere to the timeline and schedules set out in this document.

### 2.1.1.2 Visiting Team Chair

The Visiting Team Chair is fully in charge throughout the site visit and its preparation.

#### Before the Site Visit

- Reviews the APR and completes the APR Review Form;
- Recommends the acceptance or rejection of the APR to the CACB Board;
- Informs team members of their roles and responsibilities;
- Works with the Program to develop a site visit schedule (including all meetings) and offers advice on the content and organization of the Team Room; and
- Works with the CACB office to schedule a conference call meeting with the Visiting Team to discuss visit responsibilities, and emphasize the preparation required.

#### During the Site Visit

- Conducts an orientation meeting and a documentation review for all Visiting Team participants on Day 1 of the visit as described in Section 2.3.1.2 Team Orientation, and requests any additional documentation the Visiting Team may need from the Program;
- Leads the Visiting Team in all activities, introduces the team to all involved, and speaks on behalf of the team at meetings and events; and
- Complies with the requirements of CACB Conditions and Terms for Accreditation and CACB Procedures for Accreditation.

#### After the Site Visit

Coordinates the production of the VTR with Visiting Team members, ensuring that timelines and schedules set out in this document are adhered to;

- Sends the confidential recommendation, with signature pages to the CACB office;
- Sends the Final Draft VTR to the Program for corrections of fact;
- Consults with the CACB on any corrections or clarifications requested by the Program;
- Submits the Final VTR to the CACB; and
- Reviews the first full narrative Annual Report (AR) following the accreditation visit.

### 2.1.1.3 Visiting Team Members

#### Before the Site Visit

- Receive and study the APR submitted by the Program and identify questions and issues prior to arrival on site;
- Read and understand the CACB Conditions and Terms for Accreditation and the CACB Procedures for Accreditation;
- Participate in introductory conference call(s) scheduled by the Visiting Team Chair; and
- Coordinate travel and arrival details.

#### During the Site Visit

- Comply with the requirements of CACB Conditions and Terms for Accreditation and CACB Procedures for Accreditation; and
- Complete assignments as directed by the Team Chair.

#### After the Site Visit

- Participate in the production of the draft VTR as directed by the Team Chair; and
- Sign required pages of the final VTR.

### 2.1.2 Conflicts of Interest

**2.1.2.1** The CACB seeks to avoid any conflict of interest related to its procedures, deliberations, and accreditation decisions. Every effort is made to ensure that individual CACB Directors and Visiting Team members will be able to examine and evaluate Programs objectively. To guard against a conflict of interest, or the appearance thereof, CACB Directors who are, or have been, associated with a particular

Program are prohibited from participating in the accreditation decision concerning that Program or in the deliberations leading to that decision.

**2.1.2.2** The CACB will not assign any individual to serve on a Visiting Team if it appears that the individual has a conflict of interest, or an appearance of a conflict of interest, that would raise a question as to that individual's unbiased performance during the evaluation. The CACB reviews academic affiliations of the Visiting Team when accreditation assignments are being made.

**2.1.2.3** CACB Directors and potential Visiting Team members are responsible for determining and reporting if they have a conflict of interest, or an appearance of a conflict of interest, with regard to a particular accreditation matter or a particular program, and they should request removal of candidacy from the particular Visiting Team, or from the Board's deliberations. Such conflicts of interest may include the following:

**Direct Relationship:** Is an alumni or former student of the Program being evaluated or is or was ever employed by the Program being evaluated. Such conflicts disqualify individuals from participating on the accreditation Visiting Team and in accreditation deliberations regarding that Program.

**Indirect Relationship:** While prominent educators and practitioners often have a wide circle of acquaintances in a variety of Programs, an indirect relationship that is likely to impact an individual's judgment, will constitute a conflict of interest. Any individual Board or Visiting Team member who has been in any substantive relationship with the Program, must declare such potential conflict of interest, and may, at the discretion of the CACB Board, be disqualified from participation.

**Preconceived Opinion:** If any individual CACB Director or Visiting Team member has demonstrably formed a strong impression of a Program that would prevent that individual from reviewing the evidence at hand objectively, that person may, at the discretion of the CACB Board, be disqualified from participation.

## **2.2 Pre-visit Activities**

### **2.2.1 Initiation of Process**

The CACB sends electronic letters of reminder to the Program Head both at eighteen and at nine months prior to the deadline for submission of the APR, which is due on September 15.

## 2.2.2 Selection of Visiting Team Chair

2.2.2.1 Visiting Team Chairs are selected by the CACB Board at the CACB spring Board Meeting.

2.2.2.2 Based on a review of résumés of former Visiting Team Chairs and experienced Visiting Team members, the CACB Executive Director makes recommendations to the Board; however, the selections must be approved by the Board by vote.

2.2.2.3 The Visiting Team Chair is always an experienced educator, or an experienced practitioner who has knowledge of University contexts.

2.2.2.4 A Visiting Team Chair must have been a member (voting or non-voting) of at least three Visiting Teams. At the discretion of the Board, an individual who has been a member of fewer Visiting Teams but has served as Program Head during a visit may be selected as a Visiting Team Chair.

2.2.2.5 The Visiting Team Chair carries significant responsibility before, during, and after the site visit.

2.2.2.6 The Program must review and accept (or reject) the nomination of a Team Chair in writing. Grounds for rejection of a proposed Visiting Team Chair are limited to Conflicts of Interest as set out in Section 2.1.2.

## 2.2.3 Preparing and Submitting the Architecture Program

2.2.3.1 The Program prepares and writes the APR. For a detailed description of the contents of the APR, refer to 'Writing the Architecture Program Report (APR)' in the CACB Conditions and Terms for Accreditation.

2.2.3.2 Preparation of the APR should serve as a catalyst for a School's planning and self-assessment process, and should provide a view of the professional degree Program that cannot be derived solely from the presentation of written material. The APR should reflect the pedagogical aims of a particular school and its professional Program(s).

2.2.3.3 One electronic and two hard copies of the APR, addressing each of the subsections described in the CACB Conditions and Terms for Accreditation, must be received by the CACB office no later than September 15 of the year before the term of accreditation is up for renewal.

2.2.3.4 Should the Program become aware that the APR will be late for any reason; the Program will notify the CACB office in writing immediately,

and with reasons outlined. Such notification must be forwarded no later than September 1 of the given year. The CACB Board will determine whether to grant an extension to the APR submission.

**2.2.3.5** Failure to submit an APR by the deadline CACB has determined will lead to an automatic two-year probationary term, which begins on September 16.

## **2.2.4 Review and Acceptance of the Architecture Program Report (APR)**

**2.2.4.1** The Visiting Team Chair must review the APR and complete the APR Review Form within **2 weeks** of receipt.

The primary purpose of this review is not to assess the quality of the Program but rather to determine the completeness and clarity of the APR, and to discern the complexity of the Program's structure. Issues that can affect the size of the team or length of the site visit, such as the existence of multiple or satellite Programs should be taken into account in setting up the visit.

A copy of the completed APR Review Form is forwarded to the Program. The Program has 3 weeks to provide any additional information as identified in the APR Review Form.

**2.2.4.2** Within **2 weeks** of receipt of any additional information, the Visiting Team Chair forwards a recommendation to the CACB Board for action, which leads to one of the following decisions:

- Accept the APR and schedule the site visit;
- Accept the APR contingent on the receipt for Board review, within 7 weeks, of specified additional information. The site visit dates will be determined once this information is accepted; or
- Reject the APR and grant a two-year probationary term.

**2.2.4.3** After the APR has been accepted, and the Program has formally accepted the Visiting Team, the Program is required to forward a hard copy of the APR directly to the mailing address of each Visiting Team member (including all non-voting members) at least 6 weeks before the Site Visit.

## **2.2.5 Selection of the Visiting Team**

**2.2.5.1** Pending acceptance of the APR, a Visiting Team is proposed to visit the Program. All Visiting Team members are representatives of the CACB.

**2.2.5.2** After the Board has accepted the APR, the Executive Director recommends the Visiting Team composition to the Board, based on a

review of the résumés of nominees. The Board then approves Visiting Team selections at its fall meeting.

2.2.5.3 In addition to avoiding conflicts of interest, the CACB makes every effort to ensure that selected Visiting Team members (voting and non-voting) collectively represent:

- a balance and diversity of viewpoints about architecture and education; and
- demographic and geographic diversity.

2.2.5.4 The Visiting Team consists of Voting Members (core visiting team) and may include non-voting members and observers

2.2.5.5 The core Visiting Team is comprised of five voting members (including the Team Chair). It is comprised of two members representing the CCUSA, who are experienced architectural educators; two members representing the CALA, who are broadly experienced practicing architects; and a student representative or an intern.

2.2.5.6 Current CACB directors are not appointed to the core Visiting Team.

2.2.5.7 The core Visiting Team is selected so that no member, with the possible exception of the intern or student member is on his/her first accreditation visit. At the Board's discretion, team members who have not previously been on a CACB Visiting Team, but who have been on Visiting Teams for similar systems, may be included in the core Visiting Team.

2.2.5.8 No member of the core Visiting Team may reside in the Province or Territory in which the Program is located.

2.2.5.9 With the exception of the situation described in 2.2.5.10, no individual will be assigned to serve as a member of a Visiting Team for the same Program on two consecutive visits.

2.2.5.10 If a Program received a reduced term of accreditation during its previous accreditation cycle, then at least one member of the previous core Visiting Team will be assigned to the subsequent Visiting Team.

2.2.5.11 In addition to the core Visiting Team, the Visiting Team may include as many as two non-voting members. The Program may appoint one of these, while the CACB may appoint the second for training purposes. With the Program's agreement, the CACB may appoint additional non-voting members.

2.2.5.12 The team should respect that non-voting members are in training, but participate fully in the site visit and in the preparation of the draft VTR but do not participate in the vote. Non-voting members must leave the Team Room before voting occurs.



**2.2.5.13** Non-voting members appointed by the CACB may include prospective visiting team members or CACB Directors.

**2.2.5.14** The non-voting member recommended by the Program cannot be a current faculty member (including adjunct or sessional instructors) of the Program. The Program recommends its non-voting member to the CACB. The non-voting member that the Program recommends must not be an advocate for the Program, but may facilitate an understanding of the Program. Nonvoting members must leave the Team Room before voting occurs.

**2.2.5.15** At the CACB's discretion, one or more observers may also be present during a visit, for either the full visit or a portion of it. Observers may be, but are not limited to: foreign visitors, CACB staff or consultants, or representatives of affiliated accrediting and regulatory agencies. The Program and the CACB must agree upon the number of observers attending. Observers do not participate in the visit but are there to observe the process. Observers must leave the Team Room before voting occurs.

**2.2.5.16** All Visiting Team members (including the Team Chair) must meet CACB training requirements

**2.2.5.17** All Visiting Team members should be fluent in the language of the Program they are visiting.

**2.2.5.18** The CACB notifies the Program of the Visiting Team composition. If the Program challenges a member of the Visiting Team on the grounds included in Section 2.1.2 Conflict of Interest, the Executive Director suggests other nominees to the Board, who votes on these members and then presents the new composition of the Visiting Team to the Program.

**2.2.5.19** Once the Program is informed of, and has agreed to, the Visiting Team composition, the CACB office invites the Visiting Team members (voting and non-voting) to serve on the visiting team, and confirms their role and responsibilities. The CACB will forward all Team Members' résumés to the Program for distribution to faculty, staff, and students.

## **2.2.6 Setting the Site Visit Schedule and Agenda**

**2.2.6.1** Site visits are typically scheduled during the months of February or March following the submission of the APR. Site visits are scheduled while studio classes are in session. The visit schedule will be arranged by asking the Visiting Team members to indicate their availability on three possible dates proposed by the Program.

**2.2.6.2** The Program will work with the Team Chair to develop a site visit agenda (see Appendix A-3). The agenda should accommodate

the particular circumstances of the Program and the Visiting Team Chair. Time must be allocated for reviewing exhibited work, conducting interviews, and drafting the VTR.

**2.2.6.3** At least 6 weeks prior to the site visit, the schedule and agenda must be finalized by the Program, and accepted by the Team Chair and distributed to Visiting Team members (and observers if applicable) prior to the Visiting Team conference call.

**2.2.6.4** Visiting Team Conference Call(s) No later than 1 week before the Site Visit, Visiting Team Members will participate in a conference call, organized by the Team Chair to identify issues and concerns in the APR and to discuss visit responsibilities.

## **2.3 Site Visit**

During a typical visit, the following activities take place:

### **The Program**

- Introduces the Visiting Team to the Team Room and the Exhibition of student work; and
- Provides additional material/evidence or other support as requested by the Visiting Team.

### **Visiting Team Chair**

- Conducts Visiting Team orientation;
- Participates in and coordinates all Visiting Team activities; and
- Conducts daily debriefing sessions.

### **Visiting Team**

- Engages in the APR review;
- Meets with the Program Head;
- Tours the facilities;
- Meets with the school or college administrators, the Institution's Chief Academic Officer(s), faculty, and students;
- Engages in review of student and faculty exhibits;
- Engages in review of general studies, electives, and related programs;
- Engages in observation of studios, lectures, and seminars;
- Meets with student representatives;

- Meets with alumni and local practitioners;
- Participates in daily debriefing sessions;
- Deliberates on accreditation Conditions and drafts the VTR; and
- Attends exit meetings with the Program Head (Director/Chair), with the school or college administrators, Chief Academic Officer(s) of the Institution, faculty and students.

### 2.3.1 Site Visit Agenda

The site visit, in conjunction with the APR, allows the Visiting Team to evaluate the Program in relation to the CACB Conditions and Terms for Accreditation. During the site visit, the Visiting Team reviews documentation of the Program's institutional context, examines student and faculty exhibits, conducts openended meetings and interviews, and tours the facilities to identify strengths and concerns that the APR may not have made evident. Although the items listed below may be combined in different ways, a typical site visit agenda must include the following:

**2.3.1.1 Site Visit duration** Visiting Team members must arrive on Saturday and remain through midday on Wednesday, as specified in the agenda.

**2.3.1.2 Visiting Team Orientation and Document Review (Visiting Team only):** This is a mandatory component, in which the following tasks will be accomplished:

- CACB Conditions and Terms for Accreditation and CACB Procedures for Accreditation are reviewed;
- Interview protocols for various meetings and how the team will work together are discussed;
- The APR and any issues and causes for concern are reviewed and identified;
- The questions that must be addressed during the site visit are identified and prioritized; and
- Team assignments are outlined with the potential for agenda details to be revised.

**2.3.1.3 Tours of the Facilities (Visiting Team, Program Representative, and Others):** Usually led by the Program Head or designate, this includes the following:

- A tour and explanation of how the Team Room is organized;
- A tour of the facilities used by the Program (within the school

building, institution, and community);

- Meetings with the personnel of media centres, workshops, and laboratories as available; and
- A tour of the library, including a meeting with the architecture and visual resources librarians to discuss the self-assessment(s) included in the APR.

**2.3.1.4 Presentation of the Curriculum** Faculty or administrators discuss the structure of the curriculum, its various components and interrelations, its pedagogical goals, and the relationships of individual projects and assignments to those goals. The discussion must also include general studies, electives, minors or concentrations that students may pursue, and any programs or groups that have a significant relationship with the accredited degree Program in architecture.

**2.3.1.5 Meetings with Program Head (Visiting Team)** These include discussions of issues such as those listed herein:

- The Visiting Team's questions arising out of the APR review;
- The Program's strategic plan and self-assessment;
- Progress made since the previous site visit;
- Any changes required to the visit agenda; and
- Any additional materials that the Visiting Team needs.

**2.3.1.6 Entrance Meetings** These are distinct meetings that include the specific group and the Visiting Team, to discuss the Program's strengths and causes for concern, issues the APR raises, and interrelationships between the Program and other units in the school, faculty, and institution with:

- University President and Provost;
- Dean(s) or Faculty Head(s);
- Head of Program and Associate Head(s) of Program;
- Faculty;
- Staff; and
- The Student body.

Meetings with administrators should explore the institutional plans for supporting the Program. Meetings with faculty must be open to all ranks from the various curricular areas, including those providing

support to the Program from other disciplines. The meeting with the student body should be arranged so that all students can attend, without faculty or staff present. All of these meetings are informal discussions, not formal presentations.

#### **2.3.1.7 Review of Student Work and Faculty Exhibits**

Visiting Team members assume individual and joint responsibility for assessing work presented in the Team Room and elsewhere, as assigned by the Team Chair. Preferably early in the visit, the Team Chair requests supplemental student work, as necessary.

#### **2.3.1.8 Review of Transfer Credit Policy**

The Visiting Team should assess how the Program evaluates transfer students coming into their Program from other universities. This includes how the Program Performance Criteria (PPC) and Student Performance Criteria (SPC) and/or curricular equivalencies are satisfied.

#### **2.3.1.9 Observation of Studios, Lectures, and Seminars**

The Visiting Team may attend scheduled classes, and drop in on studios.

#### **2.3.1.10 Meeting with Student Association Representatives**

This is an informal gathering of a small group of students with the Visiting Team without the presence of administrators or faculty. Student association representatives may include officers in student organizations or those elected to attend by their peers.

#### **2.3.1.11 Reception with Alumni and Local Practitioners**

This is an event that the Visiting Team, faculty, and provincial association members and administration attend. This exchange is intended to provide insight into how the Program has changed over time as well as the role of its graduates in the professional community. This event may be hosted by a local architecture firm or other sponsor(s). This event must not be held in the Team Room.

#### **2.3.1.12 Debriefing Sessions**

Each evening, the Visiting Team meets to evaluate its progress, adjust assignments, and assess the need for additional information. During these sessions, material for the preparation of the VTR should be summarized.

#### **2.3.1.13 Accreditation Deliberations and Drafting of the VTR**

The last evening of the site visit is devoted to developing consensus on the Program's performance in relation to each of the CACB Conditions and Terms for Accreditation, drafting the VTR, and agreeing on the confidential recommendation to the CACB Board on the term of accreditation. By the end of the evening, the VTR should be in draft form and ready for editing by the Team Chair.

#### 2.3.1.14 Exit Meetings

These are distinct meetings that include the specific group and the Visiting Team, during which the Team Chair reads the Team's General Comments, Program Strengths, and Causes of Concern from the draft VTR. The Team Chair should remind all present that the VTR is still in draft form. No information regarding the Conditions or SPCs met and not met, or regarding the confidential recommendation, may be divulged in any form.

These meetings provide the opportunity for discussion and clarification, and are held in the following order:

- Program Head;
- Dean(s) or equivalent; and
- University President (or designate) and Provost (CAO)

Absolutely no information regarding the confidential Visiting Team recommendation should be communicated. This remains the role of the CACB Board, following its final decision.

#### 2.3.2 The Team Room

The Team Room is a secure and private space set up in the Program's facilities so the Visiting Team can evaluate the Program and carry out its work in privacy. The Team Room includes the presentation of student work in digital and/or physical formats. Faculty member photos in the room or elsewhere in the building are also helpful for the Visiting Team.

The Team Room must contain student studio work, student course work and have a Team "work area". Before the site visit, the Program Head usually discusses the content and organization of the Team Room with the Team Chair. Such consultations notwithstanding, the character, organization, and content of the Team Room, is the responsibility of the Program Head and his/her faculty. At the discretion of the Program under review, material in the Team Room may be presented digitally or in physical form or in some combination thereof. In arranging the Team Room, it is important to keep in mind that the Visiting Team will need to gain an overview of the curriculum and the integration of studio and course work during each part of the Program.

**2.3.2.1** The Team Room must contain clearly identified and easily accessible presentations of student work, in either digital and/or physical formats. Exhibits must include examples of both minimum pass and high achievement, be of sufficient quantity to ensure that all graduates are meeting the performance criteria, have been executed since the previous site visit, and span no less than a single academic year.

2.3.2.2 The presentation of course work must contain a syllabus showing weekly activities and assignments; bibliography; quizzes, tests, and examinations where applicable; and corresponding samples of student work.

2.3.2.3 Although electives, including both studio and course work, are not evaluated for accreditation purposes, there should be a clear strategy for showing how mandatory or integral elective courses relate to the Program.

2.3.2.4 Evaluation of the PPC may include but is not restricted to supporting materials presented in the team room.

2.3.2.5 The means of presenting studio work is at the Program's discretion, but each project must be cross-referenced to the Student Performance Criteria (SPC) matrix and criteria it addresses, contain the date, and indicate its assessment, from minimum pass to high achievement. The presentation of studio work must represent the full range of approaches taken and assignments made by various studio critics, and must include project assignments, handouts, bibliographies, and corresponding samples of student drawings and models in either digital and/or physical formats. In addition to final projects, in-progress work and student journals may also be included. The progress of one cohort over time may also be illustrated.

2.3.2.6 Whether in digital and/or physical formats, all materials outlined in 2.3.1 through 2.3.4 should be clearly labelled and able to be viewed and revisited at the Visiting Team's pace.

2.3.2.7 Exhibits in spaces outside the Team Room may complement but not substitute for the presentation of student work in the Team Room; they should be identified in a manner that is consistent with that used in the Team Room.

2.3.2.8 If more than one professional Program is being reviewed, student work from each Program must be clearly distinguishable.

### 2.3.3 The Team Work Area

The Team work area should be in or very near the Team Room where the presentation of student work related to the Program is held. In preparing the Team work area, the Program Head should discuss what requirements are necessary with the Visiting Team Chair well in advance of the visit. The Team work area should have daylight and must contain a conference table, with seating that is large enough to accommodate the entire Visiting Team. The Team work area must contain a shredder, computer equipment with Internet access as requested by the Team Chair, a printer, a digital projector(s), a screen and sufficient electrical outlets. These requirements may vary (i.e.



range of media) depending on how the Program chooses to present its material to the Visiting Team. University personnel also need to be aware of the Visiting Team's arrival as Visiting Team members may need to provide personal computer information for systems access while on-site, as well as personal information for university security clearance.

#### 2.3.4 Faculty Exhibit

An exhibition of faculty work in digital and/or physical formats is helpful in assessing the academic context. The exhibition of faculty work should not be in the Team Room. Faculty work may illustrate the range of research, scholarship, and creative activity carried out by all faculty since the previous site visit. It is helpful to furnish an abstract or short summary of the projects and, if applicable, to indicate the faculty member's contribution. The Faculty Exhibit may contain the work of tenured and tenure track faculty. It may also contain the work of non-tenure track faculty, including adjuncts and sessionals, clearly indicating each person's affiliation with the Program.

#### 2.3.5 Visiting Team Travel Arrangements

The Program, in consultation with the CACB and the Visiting Team Chair, is responsible for travel arrangements in accordance with the current CACB expense policy. Hotel accommodations must include a suitable private room for team meetings. The Visiting Team should expect to be informed of their accommodations at least **4 weeks** before the visit.

### 2.4 Post-visit Activities

After the site visit, all parties continue to participate in ongoing activities, which include:

#### The Visiting Team

- Writes and finalizes the draft Visiting Team Report (VTR); submit it to the Program Head for clarification and factual accuracy; and then submit the signed, final VTR to the CACB Board;
- Completes the Team Member evaluation forms (Refer to Appendix A-5 and A-6); and
- Applies for expense reimbursement to the Program for payment within thirty calendar days of submitting the Expense Claim.

## The Program

- Reviews the draft VTR for correction of fact and makes appropriate revisions and/or responses;
- Receives the final, signed VTR;
- Completes the Program Head's Evaluation of the Accreditation Sequence form (refer to Appendix A-4) and forwards it to the CACB;
- Completes the CACB Cyclical Accreditation Review Cost Report included in Appendix A-7)
- Maintains accreditation status through Annual Reports (AR); and
- Submits a Focused Evaluation Report, if applicable, according to the procedures in this document (Section 3.2.3).

## The CACB

- Responds to questions from the Programs concerning the preparation of responses to the VTR;
- Answers ongoing questions from the Programs regarding accreditation issues;
- Makes accreditation decisions at its Board meetings;
- Notifies each Program of the CACB Board decision regarding its term of accreditation;
- Reviews the Visiting Team's evaluations of its members;
- Reviews the Program Head's evaluation of the process;
- Notifies each Program of the due date of the Annual Reports (AR), and accepts them;
- While the first full AR following the accreditation visit is reviewed by the Visiting Team Chair, in subsequent years the CACB office reviews the ARs and provides written responses to the Programs; and
- Updates the CACB website to keep its information regarding accreditation current, including the accreditation status for each professional Program in architecture within Canada.

### 2.4.1 Writing the Final Draft Visiting Team Report (VTR)

The VTR conveys the Visiting Team's assessment of the Program, as measured by the students' performance and the overall learning environment. It establishes the degree to which the Program is as described in the APR, and includes documentation of:

- The Program’s noteworthy qualities with respect to the CACB conditions;
- The Program’s deficiencies with respect to the CACB conditions;
- Concerns about the Program’s future performance.

The VTR must be concise and consistent because it may serve multiple purposes: it is essential to the CACB in making its accreditation decision; it may also serve to strengthen the Program and its position within its Institution, and it may inform current and prospective students about the nature and quality of the Program.

An initial draft of the VTR is to be completed by the end of the visit. This draft is signed by all team members, and forms the basis for further versions.

At the visit’s completion , the Visiting Team Chair sends the confidential recommendation on the term of accreditation directly to the CACB along with signatures of voting team members.

A team-approved final draft of the VTR, **excluding the confidential recommendation on the term of accreditation**, must be delivered to the Program within **5 weeks** of the end of the site visit. The Team Chair is encouraged to have Visiting Team members draft sections of the report prior to the end of the site visit. The milestones to be met are as follows:

- No later than **2 weeks** after the visit, the Team Chair circulates a more refined second draft to the Visiting Team and the CACB;
- No later than **1 week** after receiving the second draft, Individual team members return their suggested revisions to the Team Chair
- The Team Chair then completes the Final Draft, incorporating the necessary revisions, and sends it to all Team Members and the CACB.

The final draft is signed only by the Team Chair, whose signature certifies that the Team has been consulted. A Team Member who feels unable to support the final draft must provide written reasons for this position to the CACB no later than 1 week after receiving the final draft VTR.

#### 2.4.2 Writing the Final Visiting Team Report (VTR)

When the Team Chair sends the final draft VTR, **excluding the confidential recommendation on the term of accreditation**, to the

Program Head for corrections of fact, the CACB must be copied. The next **4 weeks** are for review and revision.

**2.4.2.1** The Program is given **2 weeks** in which to make a response to the Final Draft VTR. The Program sends its comments to the Visiting Team Chair with a copy to the CACB. Should the Program suggest amendments to the report that are other than corrections of fact, the Visiting Team Chair copies the response to the Visiting Team members.

**2.4.2.2** Within **2 weeks** after receipt of the Program's comments to the VTR by the CACB, the Team Chair and the CACB Executive Director review the Program's response, make revisions as applicable, and send the Final VTR to the Program and to all the Visiting Team members, with a copy to the CACB.

**2.4.2.3** The Final VTR is signed only by the Team Chair, whose signature certifies that the Team has been consulted. A Team Member who feels unable to support the Final VTR must provide written reasons for this position to the CACB no later than **1 week** after receiving the Final VTR. Any such communications will be appended to the Final VTR.

**2.4.2.4** The Program may provide a response for the Board to review in making their accreditation decision. Any such response forms a permanent attachment to the VTR and should be sent directly to the CACB.

**2.4.2.5** Any other correspondence related to the VTR will not be considered.

### **2.4.3 The Program Head's Evaluation of the Accreditation Sequence**

Within 1 month after the completion of the visit, the Program Head is required to provide an evaluation of the accreditation procedure to assist the CACB in improving the performance of its Visiting Teams and the overall accreditation process. Refer to Appendix A-4.

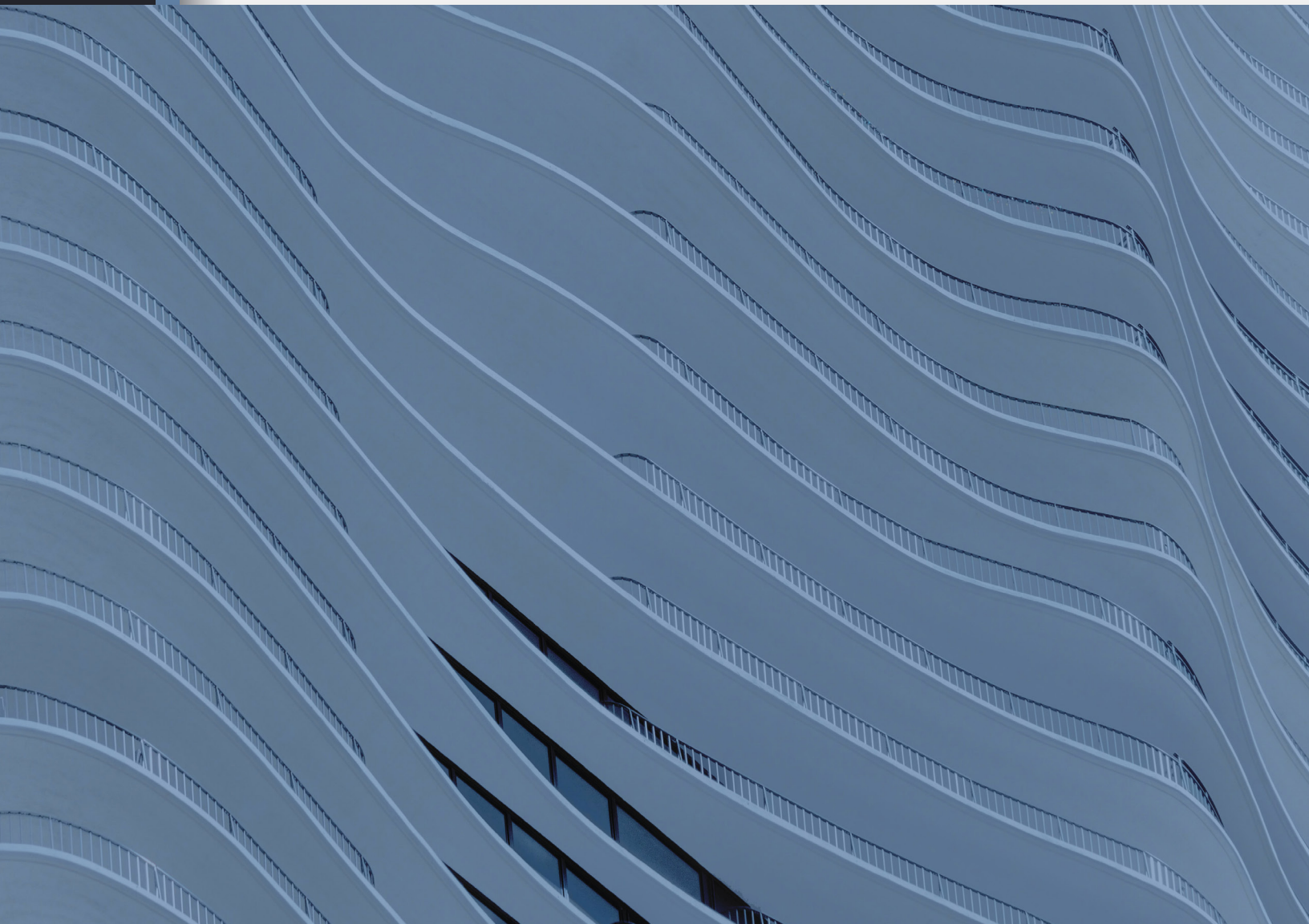
### **2.4.4 Cyclical Accreditation Review Cost Report**

Within 1 month after the completion of the visit, the Program is required to provide a completed Cyclical Accreditation Review Cost Report. Refer to Appendix A-7.

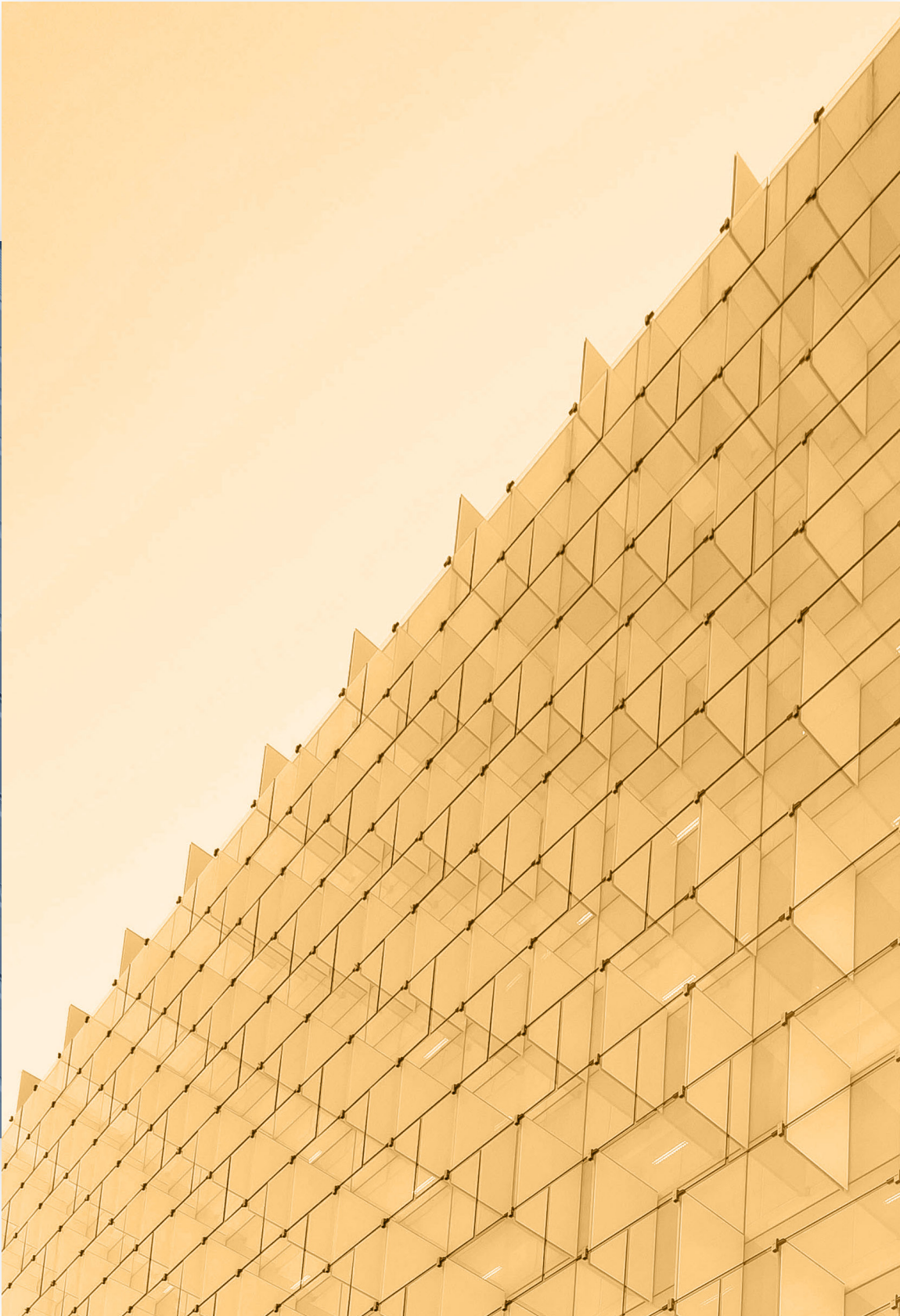
### **2.4.5 Expense Reimbursement for Visiting Team Members**

Following the site visit, Visiting Team members must make arrangements for reimbursement. The Program reimburses all related costs for the Core Visiting Team during the site visit, and for the Non-Voting Team Member appointed by the Program (if applicable). The

CACB reimburses all related costs for the Non-Voting member and any observers appointed by the CACB. Visiting Teams are reimbursed in accordance with CACB and University Reimbursement Policy. The Program shall contact the CACB sufficiently in advance of the Visit to coordinate the reimbursement process.







# Part B:

## Policies and Decisions

### 3. Decisions and Reporting

#### 3.1 Accreditation Decisions

The CACB Board makes the accreditation decision based on the Program's APR, the VTR regarding compliance with the CACB Conditions and Terms for Accreditation, and the confidential recommendation submitted by the Visiting Team to the CACB. The CACB Board also takes into account an assessment of the Programs' accreditation history.

The Program receives notification of the accreditation decision no later than July 1.

#### 3.2 Maintaining Accreditation through Reporting to CACB

##### 3.2.1 Annual Reports (AR)

The AR is part of the ongoing accreditation process. Notwithstanding each Program's term of accreditation, all Programs must submit ARs every year to maintain their accreditation status.

3.2.1.1 ARs are due at the CACB office on June 30 of each year, and must include the following:

- a) A response, in the order listed, to each CACB condition identified as "notmet" and to each cause of concern listed in the Team Findings section of the VTR. The AR narrative may also address any new changes or area of specific expertise;
- b) If applicable, demonstration of compliance with revised or new CACB Conditions and Terms for Accreditation and the Procedures for Accreditation, or a plan and schedule for achieving compliance;
- c) Clearly written documentation of any major curriculum or structural changes to any part of the architectural program or programs; The AR narrative should describe how these changes directly affect the Program's compliance with the CACB conditions so that the CACB is kept aware of evolving curricula;
- d) A Human Resources Statistics Report (refer to Appendix A-8);
- e) A program academic calendar for the current year; and
- f) Any other additional information that the CACB specifically requests.



### 3.2.1.2 Annual reports are due in the following sequence:

- On June 30 of the final year of an accreditation term, statistical report only (a Site Visit has just been completed)
- On June 30 of the next-to-final year of an accreditation term, statistical report only (APR due in the following September)
- On June 30 of all other years, a full AR, including narrative report and statistical report.

3.2.1.3 Should the AR not be received by the June 30 due date, the CACB will send a letter to the Program Head, with a copy to the appropriate senior university administration, emphasizing the importance of the report for continuing accreditation. Daily fines will be imposed for the late submission of the AR, as identified in the Fee Schedule on the CACB website.

3.2.1.4 The CACB Board will review each Program's AR and will take one of the following actions:

- a) Accept the AR;
- b) Reject the AR, provide the reasons supporting the decision, and require a revised report to be submitted for the Board's review by September 15; or
- c) Reject the revised AR and consider taking action to advance the schedule for the next accreditation sequence. In such cases, the Program Head, as well as the Institution's Chief Academic Officer are notified of the decision and the reasons that support it.

3.2.1.5 Responses to the AR will be sent to each Program within 30 calendar days following the CACB fall board meeting.

### 3.2.2 Automatic Certification

Programs must submit a list of graduated students, along with their year of graduation and contact information, to the CACB for certification purposes within 3 months of graduation.

### 3.2.3 Focused Evaluation Reporting

When requiring a Program to undergo a Focused Evaluation, the CACB will clearly specify which Conditions are found to be deficient, including Program Performance Criteria and Student Performance Criteria 'not met,' are required to be reported on. The Program is required to prepare a Focused Evaluation Report (FER), as outlined in the letter the Program receives from the CACB regarding the Board's

accreditation decision. The FER is to be submitted to the CACB by April 30 of the year in which the evaluation is scheduled. The steps in the Focused Evaluation process are as follows:

**3.2.3.1** The FER identifies the changes made or planned by the Program to remove each Condition found deficient (“not met”), as addressed in the VTR and according to the CACB decision letter. The report should include course descriptions, course assignments, and samples of work (digital or hard copy) for particular SPC and or PPC not met, along with a written description of how the Program is addressing each condition targeted for Focused Evaluation.

**3.2.3.2** The CACB reviews the FER submitted by the Program. The Board appoints a Focused Evaluation Team composed of two members of the Visiting Team that last visited the Program plus a CACB Board Member. The Focused Evaluation Team considers the FER, along with the APR, the VTR, the Program’s response to the VTR, and any other pertinent documents upon which the CACB based its finding of deficiency during the accreditation process.

**3.2.3.3** Based on the evidence presented, the Focused Evaluation Team writes a Focused Evaluation Team Report (FETR) outlining its findings, which it will submit along with a confidential recommendation to the CACB. If the Focused Evaluation Team determines that all “not met” deficiencies in the conditions have been addressed, and the Board approves its findings, the Program will receive notification that no visit is necessary and no further action with respect to the Focused Evaluation is required.

**3.2.3.4** If the Focused Evaluation Team recommends additional evaluation to ensure that all deficiencies have been addressed, the Focused Evaluation Team will then conduct a focused evaluation visit. The Program Head will be advised of the visit 3 months in advance to prepare the material on-site for the Focused Evaluation Visit.

**3.2.3.5** The Focused Evaluation Team makes a special on-site visit to review the conditions “not met” in the VTR and according to the CACB decision letter. This team then prepares its FETR, confined to an analysis of the conditions identified in the Focused Evaluation decision, and submits its recommendation to the Board. The CACB will forward the final FETR to the Program. The Program may provide a written response to the final report, forwarding a copy of the response to the CACB that forms part of the permanent record.

**3.2.3.6** Once the CACB receives the FETR with the team’s confidential recommendation and the Program’s response, the Board will make a decision regarding the Focused Evaluation based on one of the following outcomes:

- a) Allow the schedule for the next accreditation visit to stand unchanged; or
- b) Advance the time for the next accreditation visit, while allowing adequate time for the Program to prepare for such a visit.

**3.2.3.7** Decisions of the Board concerning a Focused Evaluation are final and not subject to appeal.

### **3.3 Revocation or Lapse in Accreditation**

In the event that a Program's accreditation status is revoked, the Institution's Chief Academic Officer must make a request for reinstatement. The procedures for reinstatement are the same as those described in "Candidacy Application" under Section 1.2. The maximum period of candidacy in this case will be 4 years.

If a Program's accreditation has lapsed, the procedures for reinstatement are the same as those described for Initial Accreditation under Section 1.3. The period of candidacy for Programs whose accreditation has lapsed will be for one year. There is also a fine associated with a lapse in accreditation, as identified in the Fee Schedule on the CACB website.



## 4. Rules of Communication

### 4.1 Correspondence from Programs and Visiting Teams to the CACB Office

- All correspondence, regarding the accreditation review process, between the Visiting Team Chair and the Program Head must be copied to the CACB.
- All correspondence, regarding the accreditation review process, between the CACB and the Program Head must be copied to the Visiting Team Chair.
- All correspondence, regarding the accreditation review process, between the Visiting Team Chair and the Program Head ends once the final VTR is submitted.

### 4.2 Maintaining Confidentiality

- 4.2.1 The Visiting Team, including non-voting members, must maintain strict confidentiality in perpetuity with respect to materials reviewed, interviews conducted, and team deliberations, including the Visiting Team's confidential recommendation to the CACB Board on a term of accreditation.
- 4.2.2 The Visiting Team bases its assessment of the Program, in part, on interviews with various constituencies of the Program. All individual or group interviews are confidential, and the information obtained from them is for the exclusive use of the Visiting Team in preparing its VTR and confidential recommendation.
- 4.2.3 Prior to the CACB accreditation decision, both the CACB and the Program are prohibited from making the VTR available to the collateral organizations or the public. The VTR must not be made available in any form to persons or groups outside the Institution until the Program has received its term of accreditation notification from the CACB.

### 4.3 Public Disclosure of Accreditation Outcomes

- 4.3.1 After receipt of the CACB accreditation decision, the Program is required to store these documents together in the architecture library and make them available on its website and freely accessible to all:
  - the APR; and
  - the final VTR and all attachments, including reference to the CACB Conditions and Terms for Accreditation and CACB Procedures for Accreditation on the CACB website.

- 4.3.2 Unless written permission otherwise is obtained from the CACB, the Program may disseminate only complete copies of the VTR.
- 4.3.3 The CACB will make the APRs and the VTRs of all accredited and candidate Programs available at its office and on its website.
- 4.3.4 Each year, the CACB will publish its accreditation decisions on the CACB website.
- 4.3.5 If a decision is made to place a Program on probation or revoke accreditation, the CACB will notify the member organizations of the decision within 1 month. In the case of a revocation of accreditation, the Program is responsible for notifying its students.



## 5. Petitioning Procedures

### 5.1 Reconsideration and Appeals of Accreditation Decisions

Accreditation decisions may be reconsidered at the request of an institution. This process has 2 stages: an informal reconsideration process by the CACB board, and a formal appeal process by an independent appeal panel. These 2 stages may be completed sequentially, or an institution may choose to go directly to the appeal process without the informal stage. These stages are detailed below.

### 5.2 Reconsideration Process

Reconsideration is an informal hearing process that allows a Program to request that the Board revisit its accreditation decision. The Board conducts a reconsideration hearing at its fall meeting, with representatives from the Institution present. The CACB Office must receive requests for reconsideration by September 1 in the year of the CACB accreditation decision.

The Program must provide evidence that:

- a) Allow the schedule for the next accreditation visit to stand unchanged; or
- b) Advance the time for the next accreditation visit, while allowing adequate time for the Program to prepare for such a visit.

Requests for reconsideration on other grounds will not be considered.

- 5.2.1 All correspondence concerning a reconsideration hearing must be addressed to the CACB.
- 5.2.2 The Institution will bear all expenses directly associated with the hearing, such as those for travel, meals, and lodging of attendees representing the Institution, as well as for witnesses appearing at its request.
- 5.2.3 The outcome of a reconsideration hearing is subject to appeal by the Institution.

### 5.3 Reconsideration Procedures

To initiate reconsideration, the Chief Academic Officer of the Institution must send a written request to the CACB President. The request must specify the grounds for reconsideration and include relevant supporting evidence. A request for reconsideration sets in motion the following sequence of events:



- 5.3.1 The reconsideration hearing is placed on the agenda for the next board meeting.
- 5.3.2 At least **2 weeks** before the Board Meeting, the Chief Academic Officer of the Institution informs the CACB Executive Director of the persons who will be attending the hearing.
- 5.3.3 Attendees at the hearing include the CACB's Directors and Executive Director, and representatives of the Institution as determined by the Institution.
- 5.3.4 The Board opens the hearing by introducing the participants and their respective roles, and by explaining the procedures to be followed.
- 5.3.5 A representative(s) of the Institution makes a presentation, confined to the specific matters of the accreditation decision under reconsideration.
- 5.3.6 The Board may seek clarification by means of questions addressed to the Institution's representatives, the Visiting Team Chair, or the CACB Executive Director.
- 5.3.7 The Institution's representative makes a closing statement, which will conclude the hearing.
- 5.3.8 The CACB Directors review the evidence presented during the hearing and render a reconsideration decision. No member of the visiting team may be present during the process. The Board records the decision and the reasons supporting it.
- 5.3.9 Within **2 weeks** of the hearing, the CACB President informs the Institution of the reconsideration decision and provides supporting reasons in writing.

#### 5.4 Appeal Process

An appeal is a formal hearing process available to Institutions to contest the CACB accreditation decision. Requests for an appeal, including payment of the fee identified in the fee schedule, must be received at the CACB office within 2 weeks after receiving the CACB accreditation or reconsideration decision. The fee is refundable in the case of a successful appeal. Each party is responsible for their respective costs. The Program must provide evidence that:

- a) The Board's accreditation decision is not supported by factual evidence cited in the VTR and/or other official material, and/or;
- b) The CACB and/or Visiting Team failed to comply substantially with established accreditation procedures and that any such departure significantly affected the decision.

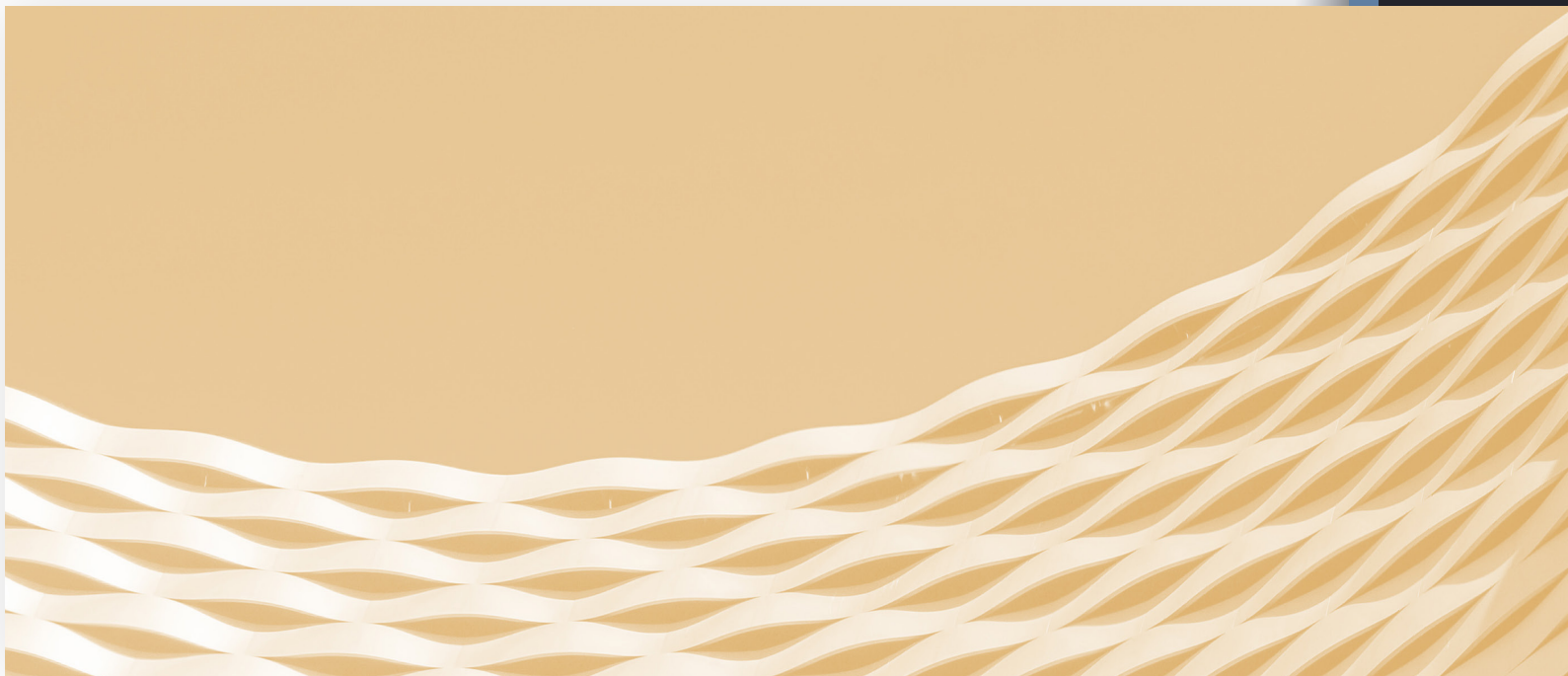


Requests for reconsideration on other grounds will not be considered.

## 5.5 Appeal Procedures

- 5.5.1** To initiate an appeal hearing, the Chief Academic Officer (CAO) must send a written request to the CACB President within 2 weeks after receiving official notification of the CACB's decision regarding accreditation. The request must specify the grounds for appeal and include relevant supporting evidence.
- 5.5.2** 5.5.2 Upon receipt of the request by the CACB, an appeal panel is then formed as follows:
- a) Each CACB Member organization (CALA & CCUSA) is informed of the appeal hearing and asked to submit a list of persons who can represent the Member organizations, who are willing to serve on the Appeal Panel; and who are not, and have not been, involved with either the Institution or the accreditation action under appeal.
  - b) This list must be submitted to the CACB President, who reviews the list of names provided by the Member organizations to appoint an Appeal Panel composed of four persons, with two from each Member organization.
  - c) The Appeal Panel appoints one of its members to serve as Panel Chair with voting privileges.
  - d) Within 2 weeks of receiving a request for an appeal hearing, the CACB Executive Director forwards the membership of the Appeal Panel to the Chief Academic Officer of the Institution.
  - e) Within 1 week of receiving the list, the Chief Academic Officer of the Institution may notify the CACB Executive Director of any potential conflict of interest.
- 5.5.3** The Appeal Panel receives and reviews the Program's APR, VTR, responses to the VTR, the board accreditation decision / reconsideration decision letter, the appeal request, and any other relevant documents.
- 5.5.4** The Appeal Panel Chair, in consultation with the Chief Academic Officer, determines a time and place to convene for the appeal hearing.
- 5.5.5** Legal counsels for the Institution and for the CACB may attend upon request of their respective organizations.
- 5.5.6** The Appeal Panel Chair opens the hearing by introducing the participants and their respective roles, and by explaining the procedures to be followed.

- 5.5.7 The Institution makes a presentation, confined to the specific matters of the accreditation decision under appeal.
- 5.5.8 The CACB may respond to the institution's presentation.
- 5.5.9 The Appeal Panel Chair may seek clarification by means of questions addressed to the Institution or CACB participants.
- 5.5.10 The Appeal Panel Chair calls a brief recess so that the Appeal Panel may consider whether it needs to request and/or receive additional information prior to its deliberations.
- 5.5.11 The Institution's representative makes a closing statement, which concludes the hearing.
- 5.5.12 Deliberations are held in camera. If necessary, appeal hearing deliberations may occur via a conference call or by any other acceptable and secure electronic means of communication to finalize the decision. The Appeal Panel Chair prepares an Appeal Panel Report containing the appeal panel decision along with the reasons supporting that decision.
- 5.5.13 The Appeal Panel Chair delivers the Appeal Panel Report to the CACB office within 2 weeks of the hearing.
- 5.5.14 Within 1 week of receipt of the report, the CACB President forwards the report to the Chief Academic Officer of the institution.
- 5.5.15 Decisions of the Appeal Panel are final and binding on both the Institution and the CACB.





## **Part C: Appendices**

**A-1 Typical Eligibility Consultation Agenda**

**A-2 Typical Candidacy Site Visit Agenda**

**A-3 Typical Initial and Maintenance Accreditation Site Visit Agenda**

**A-4 Program Head's Evaluation of the Accreditation Sequence**

**A-5 Team Chair Evaluation Form**

**A-6 Visiting Team Evaluation Form**

**A-7 The Cyclical Accreditation Review Cost Report**

**A-8 Human Resources Statistics Report**

**Appendices:**

**A-4, A-5, A-6, A7, and A-8 will be provided by the CACB Office in an editable format.**

## A-1 Typical Eligibility Consultation Agenda

The order and timing of these items may vary depending on meeting availability and other factors. This template provides a framework for ordering the site visit in a timely manner.

### Day 1 PM

- ☐ Visiting Team arrival and check-in at hotel
- ☐ Visiting Team debriefing and orientation
- ☐ Short meeting with Program Head
- ☐ Team-only dinner

### Day 2 AM

- ☐ Review of Plan for Achieving Initial Accreditation with Program Head
- ☐ Tour of facilities (if appropriate)

### Day 2 PM

- ☐ Meeting with faculty (if appropriate)
- ☐ Meeting with Students (if appropriate)
- ☐ Meeting with University President and Provost (Chief Academic Officer)
- ☐ Meeting with faculty administration
- ☐ Team-only dinner
- ☐ Debriefing session
- ☐ Accreditation deliberations and development of draft Eligibility Visit Report

### Day 3 AM

- ☐ Check-out from hotel
- ☐ Team breakfast with Program Head
- ☐ Team member departures

## A-2 Typical Candidacy Site Visit Agenda

The order of these items may vary depending on meeting availability and other factors. This template gives a framework for ordering the site visit in a timely manner.

### Day 1 PM

- ☐ Visiting Team arrival and check-in at hotel
- ☐ Visiting Team introductions and orientation
- ☐ APR review and assembly of issues and questions
- ☐ Short meeting with Program Head before dinner
- ☐ Team-only dinner

### Day 2 AM

- ☐ Team-only working breakfast
- ☐ Entrance meeting with Program Head
- ☐ Continued review of APR
- ☐ Tour of facilities
- ☐ Team lunch with Program administrators

### Day 2 PM

- ☐ Entrance meeting with faculty
- ☐ Entrance meeting with University President and Provost
- ☐ Entrance meeting with school or college administrator(s)
- ☐ Reception with faculty, administrators, and local practitioners
- ☐ Team-only dinner

### Day 3 AM

- ☐ Team working breakfast with Program Head
- ☐ School-wide meeting with students
- ☐ Deliberations and development of draft CVTR

### Day 3 PM

- ☐ Lunch with selected faculty
- ☐ Deliberations and continued development of the draft CVTR
- ☐ Team-only dinner

#### Day 4 AM

- ☐ Check-out from hotel
- ☐ Team breakfast and exit meeting with Program Head
- ☐ Exit meeting with school or college administrator(s)
- ☐ Exit meeting with President (or designate) and Provost (Chief Academic Officer)

#### Day 4 PM

- ☐ Lunch and Visiting Team member departures





## A-3 Typical Initial and Maintenance Accreditation Site Visit Agenda

The order of these items may vary depending on meeting availability and other factors. This template gives a framework for ordering the site visit in a timely manner.

### Saturday PM

- ☐ Visiting Team arrival and check-in at hotel
- ☐ Visiting Team introductions and orientation
- ☐ APR review and assembly of issues and questions
- ☐ Short meeting with Program Head before dinner
- ☐ Team-only dinner

### Sunday AM

- ☐ Team-only working breakfast
- ☐ Overview of team room by Program Head
- ☐ Initial review of exhibits and records
- ☐ Team lunch with Program administrators

### Sunday PM

- ☐ Tour of facilities
- ☐ Entrance meeting with faculty
- ☐ Continued review of exhibits and records
- ☐ Team-only dinner
- ☐ Debriefing session

### Monday AM

- ☐ Team working breakfast with Program Head
- ☐ Entrance meeting with University President and Provost (Chief Academic Officer)
- ☐ Entrance meeting with school or college administrator(s)
- ☐ Continued review of exhibits and records
- ☐ Lunch with selected faculty

### Monday PM

- ☐ Observation of studios
- ☐ Continued review of exhibits and records
- ☐ School-wide entrance meeting with students
- ☐ Reception with faculty, administrators, alumni, and local practitioners
- ☐ Team-only dinner
- ☐ Continued review of exhibits and records
- ☐ Debriefing session and development of draft VTR

### Tuesday AM

- ☐ Team working breakfast with the Program Head
- ☐ Review of general studies, electives, and related programs
- ☐ Observation of lectures and seminars
- ☐ Continued review of exhibits and records
- ☐ Team lunch with student representatives

### Tuesday PM

- ☐ Meeting with faculty
- ☐ Completion of review of exhibits and records
- ☐ Team-only dinner
- ☐ Accreditation deliberations and continued development of the draft VTR

### Wednesday AM

- ☐ Check-out from hotel
- ☐ Team breakfast and exit meeting with Program Head
- ☐ Exit meeting with school or college administrator(s)
- ☐ Exit meeting with University President (or designate) and Provost (Chief Academic Officer)

### Wednesday PM

- ☐ Lunch and Visiting Team member departures

# A-4 Program Head's Evaluation of the Accreditation Sequence

A-4 will be provided by the CACB office as an editable file.

**A-4 Program Head's Evaluation of the Accreditation Sequence**

To assist CACS in maintaining the highest standards throughout the accreditation sequence, kindly complete this evaluation form and return it to the CACB within 1 month after the visit's completion. Responses will be held in confidence and used only as an internal advising tool.

Date: \_\_\_\_\_ Program name: \_\_\_\_\_

Person completing the evaluation: Name: \_\_\_\_\_ Title: \_\_\_\_\_

**1. Please provide evaluation of the Visiting Team Chair.**  
Consider communication and organizational skills, accessibility, leadership, preparedness, and knowledge, as you understand it from your interactions with the Chair. Would you recommend that this person be asked to Chair future visits?

\_\_\_\_\_

**2. Please provide evaluation(s) of the Visiting Team Members.**  
Consider team composition, its individual members, and their interactions with members of the program. Would you recommend any Team Members for future visits?

\_\_\_\_\_

**3. Please provide evaluation of the procedures for preparing for an Accreditation Visit.**  
Consider interaction with the CACB office, preparation of the APP, and setting up of the team room and other exhibits.

\_\_\_\_\_

**4. Please provide evaluation of the Accreditation Visit.**  
Consider the site visit agenda, visit logistics, communications during the visit, quality of meetings, clarity of the process. Consider any recommendations you would like to make to improve the structure of accreditation visits.

\_\_\_\_\_

**5. Please provide any other comments.**

\_\_\_\_\_

# A-5 Team Chair Evaluation Form

A-5 will be provided by the CACB office as an editable file.

**A5-Team Chair Evaluation Form**

To assist in maintaining consistency and quality throughout the accreditation sequence, CACS would like to receive your comments on the Accreditation Process and on the Team Member's performance.

Please note that your responses will remain confidential and will be used for CACS purposes only.

Team Chair: \_\_\_\_\_ Visit location: \_\_\_\_\_ Visit date: \_\_\_\_\_

**1. PREPAREDNESS BASED ON THE APP**

1. In my opinion, \_\_\_\_\_ had \_\_\_\_\_ for the visit ahead of time by reading the APP and completing review of materials.

2. In my opinion, \_\_\_\_\_ had \_\_\_\_\_ for the visit ahead of time by reading the APP and completing review of materials.

3. In my opinion, \_\_\_\_\_ had \_\_\_\_\_ for the visit ahead of time by reading the APP and completing review of materials.

4. In my opinion, \_\_\_\_\_ had \_\_\_\_\_ for the visit ahead of time by reading the APP and completing review of materials.

5. In my opinion, \_\_\_\_\_ had \_\_\_\_\_ for the visit ahead of time by reading the APP and completing review of materials.

6. In my opinion, \_\_\_\_\_ had \_\_\_\_\_ for the visit ahead of time by reading the APP and completing review of materials.

Comments: \_\_\_\_\_

**2. INTERACTION**

7. In my opinion, \_\_\_\_\_ an active participant in meetings with the faculty, students, and administration as well as team meetings.

8. In my opinion, \_\_\_\_\_ an active participant in meetings with the faculty, students, and administration as well as team meetings.

9. In my opinion, \_\_\_\_\_ an active participant in meetings with the faculty, students, and administration as well as team meetings.

10. In my opinion, \_\_\_\_\_ an active participant in meetings with the faculty, students, and administration as well as team meetings.

11. In my opinion, \_\_\_\_\_ an active participant in meetings with the faculty, students, and administration as well as team meetings.

12. In my opinion, \_\_\_\_\_ an active participant in meetings with the faculty, students, and administration as well as team meetings.

Comments: \_\_\_\_\_

**3. LEVEL OF CONTRIBUTION**

13. In my opinion, \_\_\_\_\_ to the team's assembly of information and in team deliberation.

14. In my opinion, \_\_\_\_\_ to the team's assembly of information and in team deliberation.

15. In my opinion, \_\_\_\_\_ to the team's assembly of information and in team deliberation.

16. In my opinion, \_\_\_\_\_ to the team's assembly of information and in team deliberation.

17. In my opinion, \_\_\_\_\_ to the team's assembly of information and in team deliberation.

18. In my opinion, \_\_\_\_\_ to the team's assembly of information and in team deliberation.

Comments: \_\_\_\_\_

**4. NEXT ACCREDITATION VISIT**

19. Would you recommend to serve on another accreditation visit?

20. I would recommend \_\_\_\_\_ to serve on another accreditation visit.

21. I would recommend \_\_\_\_\_ to serve on another accreditation visit.

22. I would recommend \_\_\_\_\_ to serve on another accreditation visit.

23. I would recommend \_\_\_\_\_ to serve on another accreditation visit.

24. I would recommend \_\_\_\_\_ to serve on another accreditation visit.

25. Would you recommend any team member to serve as chair on a future visit? If so, who would you recommend?

Comments: \_\_\_\_\_

**5. OVERALL COMMENTS**

Please provide recommendations regarding the visit and any suggestions that will enhance quality and consistency.

\_\_\_\_\_

THANK YOU!

## A-6 Visiting Team Evaluation Form

**A6-Visiting Team Evaluation Form**

To assist in meeting transparency and equity throughout the accreditation process, CACB would like to receive your comments on the Accreditation Process and on the performance of your Visiting Team Members.

Please note that your responses will remain confidential and will be used for CACB purposes only.

Visiting Team Member: \_\_\_\_\_ Visit dates: \_\_\_\_\_

**A. PREPAREDNESS BEFORE THE VISIT**

1. In my opinion, identifying issues of concern, had \_\_\_\_\_ for the visit ahead of time by reading the APT and identifying issues of concern.

2. In my opinion, identifying issues of concern, had \_\_\_\_\_ for the visit ahead of time by reading the APT and identifying issues of concern.

3. In my opinion, identifying issues of concern, had \_\_\_\_\_ for the visit ahead of time by reading the APT and identifying issues of concern.

4. In my opinion, identifying issues of concern, had \_\_\_\_\_ for the visit ahead of time by reading the APT and identifying issues of concern.

5. In my opinion, identifying issues of concern, had \_\_\_\_\_ for the visit ahead of time by reading the APT and identifying issues of concern.

6. In my opinion, identifying issues of concern, had \_\_\_\_\_ for the visit ahead of time by reading the APT and identifying issues of concern.

**B. INTERACTION**

7. In my opinion, faculty, students, and administration as well as team meetings, an active participant in meetings with the faculty, students, and administration as well as team meetings.

8. In my opinion, faculty, students, and administration as well as team meetings, an active participant in meetings with the faculty, students, and administration as well as team meetings.

9. In my opinion, faculty, students, and administration as well as team meetings, an active participant in meetings with the faculty, students, and administration as well as team meetings.

10. In my opinion, faculty, students, and administration as well as team meetings, an active participant in meetings with the faculty, students, and administration as well as team meetings.

11. In my opinion, faculty, students, and administration as well as team meetings, an active participant in meetings with the faculty, students, and administration as well as team meetings.

12. In my opinion, faculty, students, and administration as well as team meetings, an active participant in meetings with the faculty, students, and administration as well as team meetings.

**C. LEVEL OF CONTRIBUTION**

13. In my opinion, information and in team deliberation, to the team's assembly of information and in team deliberation.

14. In my opinion, information and in team deliberation, to the team's assembly of information and in team deliberation.

15. In my opinion, information and in team deliberation, to the team's assembly of information and in team deliberation.

16. In my opinion, information and in team deliberation, to the team's assembly of information and in team deliberation.

17. In my opinion, information and in team deliberation, to the team's assembly of information and in team deliberation.

**D. NEXT ACCREDITATION VISIT**

18. Would you recommend any team member to serve on another accreditation visit? Please comment below.

19. Would you recommend \_\_\_\_\_ to serve on another accreditation visit?

20. Would you recommend \_\_\_\_\_ to serve on another accreditation visit?

21. Would you recommend \_\_\_\_\_ to serve on another accreditation visit?

22. Would you recommend \_\_\_\_\_ to serve on another accreditation visit?

23. Would you recommend \_\_\_\_\_ to serve on another accreditation visit?

24. Would you recommend \_\_\_\_\_ to serve on another accreditation visit?

25. Would you recommend \_\_\_\_\_ to serve on another accreditation visit?

26. Would you recommend any team member to serve as chair on a future visit? If yes, who would you recommend?

**E. TEAM CHAIR'S ROLE**

26. Please comment on the team chair's work for the visit before, during, and after the visit.

27. Would you recommend \_\_\_\_\_ to chair another accreditation visit? Please comment below.

**THANK YOU!**

## A-7 The Cyclical Accreditation Review Cost Report

A-7 will be provided by the CACB office as an editable file.

A-7 The Cyclical Accreditation Review Cost Report		
1- ACCREDITATION VISIT COSTS		
Expenses*	Description/Explanation	Cost
1 Core Visiting Team Members 2 Educators, 2 Practitioners, 1 Intern/Student		\$0.00
1.1 Travel		
1.2 Ground Transportation		
1.3 Accommodations		
1.4 Hotel/Motels/Room		
1.5 Meals		
2 Team Room Preparation Including Team Work Area		\$0.00
2.1 Design		
2.2 Information Technology		
2.3 Execution (Subsidiary)		
2.4 Material (Digital and/or Handwritten)		
2.5 Furniture/Exhibition System		
3 Reports		\$0.00
3.1 Document Development (Content, Presentation)		
3.2 Printing/Scanning (APR, CTR)		
3.3 Courier/Postage		
4 Reception (Provide Details) - Catering, Food, Drink		\$0.00
5 Miscellaneous (Provide details)		\$0.00
5.1 Additional Food Costs		
5.2 Faculty Exhibit		
5.3 Archiving of Student Work		
5.4 Environmental Services		
5.5 Software Acquisition and Update		
Total		\$0.00
*Further clarification may be required in certain cases		
2- AUTOMATIC CERTIFICATION COSTS		
Expenses	Description/Explanation	Cost
1 Preparation and Processing of Automatic Certification Files		\$0.00
1.1 Submission of Official Transcripts to CACB		
1.2 Collection of Student Work		
Grand Total		\$0.00

## A-8 Faculty Data

A-8 will be provided by the CACB office as an editable file.

[illegible]

## Student Data

STUDENT DATA									
School or Program									
Student Data	Pre-professional Degree			Master of Architecture Degree or Bachelor of Architecture Degree					
	Current Year	Previous Year	2 Years Ago	Current Year	Previous Year	2 Years Ago			
Full-Time Students in Program	Men								
	Women								
	Non-binary								
Part-Time Students	Men								
	Women								
	Non-binary								
Total Men (Full-time and Part-time Students)	0	0	0	0	0	0			
Total Women (Full-time and Part-time Students)	0	0	0	0	0	0			
Total Non-binary (Full-time and Part-time Students)	0	0	0	0	0	0			
	Non-binary								
Total Full-Time Equivalent (FTE) Students <sup>1</sup>									
FTE Foreign Students <sup>2</sup>									
Students in Design Studio									
Student Ratio (Students in Design Studio/No. Studios Taught for a Year)									
Student Data	Current Year	Previous Year	2 Years Ago	Current Year	Previous Year	2 Years Ago			
Number of Applicants									
Number of Entering Students									
With Advanced Standing									
Total Degrees Awarded <sup>3</sup>									
	Men								
	Women								
	Non-binary								
Graduation Rate (%) <sup>4</sup>	0%	0%	0%	0%	0%	0%			

1. Full-Time Equivalent Students (FTE): Number of full-time students reported above \* Number of full-time equivalent for part-time students calculated on the basis of a full course load required to complete the program in the normal number of years.

2. FTE Foreign Students: Students included in Total FTE Students who are not Canadian citizens or landed immigrants.

3. Transferring from another Program to the Professional Program receiving credits: CACEP's intention is to understand how many students are moving from one accredited professional program to another. This includes students who complete the undergraduate portion of a CAACEP accredited program, but enrolled in an M.Arch. program at a different institution where they are given advanced standing in a third-year M.Arch. program, based on previous studies within an accredited program, and students who transfer between undergraduate or graduate portions of earning students, receiving partial degree credit for their previous studies.

4. Number of degrees awarded or repackaged/number of entering students at the beginning of the degree.





CANADIAN ARCHITECTURAL  
CERTIFICATION BOARD  
CONSEIL CANADIEN DE  
CERTIFICATION EN ARCHITECTURE

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