CANADIAN ARCHITECTURAL CERTIFICATION BOARD
CONSEIL CANADIEN DE CERTIFICATION EN ARCHITECTURE

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Guide for Online Accreditation Report (ACR) Submission

Version: 4.0: May 24, 2023

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Foreword

This is a guide for those who already have an awareness of CACB's Accreditation processes, conditions, and procedures. This guide refers to acronyms and definitions (such as APR, VT, VTR) which are noted in the following pages and in the *CACB Conditions and Terms of Accreditation*, as well as the *CACB Procedures for Accreditation*.

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Acronyms

ACR	Accreditation Report
APR:	Architecture Program Report
AR:	Annual Report
CACB:	Canadian Architectural Certification Board
CASA:	Canadian Architecture Students Association
CCUSA:	Canadian Council of University Schools of Architecture
CES :	Canadian Education Standard
CEGEP:	Collège d'enseignement général et professionnel
MRA:	Mutual Recognition Agreements
NAAB:	National Architectural Accrediting Board (United States)
PPC:	Program Performance Criteria
ROAC:	Regulatory Organizations of Architecture in Canada
SPC:	Student Performance Criteria
VTR:	Visiting Team Report

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Definitions

Ability: 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.

Accreditation: The public recognition accorded to a professional program that meets established professional qualifications and educational standards through initial and periodic evaluations.

Certification: The confirmation that an individual's academic qualifications comply with the standards for entry to the profession.

Elective Studies: 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.

General Studies: 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.

Pre-Professional Degree: 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.

Program Performance Criteria: The measures used to evaluate the *Program* for accreditation.

Program(s): The particular curriculum, human resources, governance, and physical and administrative infrastructure used by an institution seeking accreditation.

Student Performance Criteria: The measures used to evaluate student outcomes and identify the skills and knowledge that graduates of the *Program* must attain for accreditation.

Understanding: The capacity to analyze, classify, compare, summarize, explain, and/or interpret information.

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Introduction

The CACB is a national independent non-profit corporation and is the sole organization recognized by the architectural profession in Canada to accredit professional degree programs in architecture offered by Canadian universities (Accreditation Program). Graduation from a CACB-accredited program is the first of three steps (education, experience, and examination) on the path towards licensure as an Architect.

The Accreditation process is governed by the CACB 2017 *Conditions and Terms for Accreditation* and *the Procedures for Accreditation* (C+P 2017). They contain the official requirements for the Accreditation of Canadian Programs in Architecture. It is important to note that the requirements, procedures, and timelines specified in these documents remain unchanged. PDF copies of the Conditions and Terms for Accreditation and the Procedures for Accreditation can be obtained from https://cacb.ca/accreditation/

The previous APR/VTR process generated large volumes of information that was onerous and expensive for the Programs to produce, and difficult for the Visiting Teams to evaluate.

While it was understood it was with the best of intentions to produce a high-quality and impressive APR, the previously unrestricted format of the APR resulted in disparate, superfluous, and repetitive information.

Consequently, the Visiting Teams spent far too much time searching for data to summarise and analyse information to fit the mandatory VTR template and timeframe.

Therefore, CACB is refining the accreditation process to be more focused on compliance statements. The new CACB phased approach for the completion of the ACR is to divide the reporting functions, with the first phase to be completed by the Programs (Stage A), and the second phase by the Visiting Teams (Stage B). Both Stage A (APR and Matrix) and B (VTR) are visible in the same online form. It is expected that this new format and approach will enhance the "cause and effect" between the compliance statements and the audit assessment. It should be noted that in Stage A, the Program is writing their contribution to the final ACR report which will be published on CACB's website.

In 2020, the CACB proposed a major update with the following key objectives:

1. minimize the effort in time and direct costs at each step in the accreditation sequence;

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2. improve effectiveness, and remove redundancies and repetitiveness.
3. ensure that accreditation results are transparent, fair, and consistent; and
4. ensure the results of accreditation are more meaningful and accessible.

The purpose of the online form

The accreditation process requires the production of three main documents:

1. Phase A - APR and Matrix
    - the Architecture Programme Report (APR)
    - Student Performance Criteria (SPCs) Matrix; and
2. Phase B - the Visiting Team Report (VTR).

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1- What is New?

A mandatory web-based form has been developed by the CACB to be used by both the Architecture Programs and the Visiting Teams. The new form merges the previous APR and VTR documents into a single Accreditation Report (ACR) prepared in two stages, as explained below.

In the first stage (Stage A of the report, APR Section III) the Program completes the identical table of contents of the APR as specified in the (C+P 2017). The Program produces focused *Compliance Statements* (recommended limit of 5,000 characters for each entry field) of how each condition and criteria is being met by the Program. The recommended limit is purposeful to reduce lengthy submissions and to standardize Program submissions. Programs are able to supplement submission content with public URLs of additional information that are publicly available materials from the Institution.
Stage A also includes the submission of the Matrix which is also a mandatory Web-form. Once submitted, the APR is the final Accreditation Report that will be assessed by the Visiting Team, and the Program is no longer able to edit the document. Both the APR and Matrix methodology will be further discussed in this guide.

In the second stage (Stage B of the report, titled VTR), the Visiting Team (VT) reviews the compliance of the Program for each condition and criteria with supporting evidence (max 1,500 characters for each entry field). The VT is no longer required to reinterpret and summarize the APR content in the VTR. The APR is already in a final summary format and the VT can focus their efforts on gathering evidence to assess compliance.

Upon submission of both Stage A (APR) and Stage B (VTR), together these documents constitute the final *Accreditation Report (ACR)*, which then is submitted to the CACB Board for the final decision on Accreditation. Once the CACB Board has made its decision, the ACR is made available on CACB's website, as well as published to the Architectural Programs' website and library.

Web-form Login Credentials

Approximately 18 months prior to the next visit, the CACB will send to the Program the formal notice of the visit by email including the Login information and Password for the mandatory web-based form.

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Please note that to avoid complex IT programming issues, such as document security and version control, the mandatory web-based form was designed for a single user login and input. The mandatory web-based form is not meant to be a productivity tool, but rather a method for submission.

Figure 1-Login Access

After logging in to the Program's Web-form, the following home page is displayed:

Figure 2- Programs Home Page

In Stage B, The Visiting Team Chair will be granted access to the mandatory web-based form after Stage A (APR) and the Matrix have been submitted by the Program.

Figure 3-Visiting Teams Home Page

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2- Submission Process

There are two stages to the submission process, the number of steps in each depend on the category of user:

- Stage A: The Program Head prepares and submits the Architecture Programme Report (APR) and Matrix using the new mandatory Web-form.
- Stage B: The Visiting Team Chair prepares and submits the Visiting Team Report.

Usage of fields is restricted to respective users; Stage A users cannot edit or write on Stage B fields and vice-versa. The combination of the two stages will culminate in the Accreditation Report (ACR) which will be posted on CACB Website in PDF format.

Programs are requested to ensure that any links referencing supplemental material remain active, and that they content they reference remains accessible to the public, even after the visit is completed.

2.1- Stage A: Architecture Program Report (APR) and Matrix Submission

2.1.1- APR Submission

Stage A (APR) Users

Stage A users (the Program's user responsible for APR submission), are required to provide information and Compliance Statements in accordance with the *Conditions for Accreditation* and within the recommended limit of 5,000 characters for each field. The amount of time required will vary based on the content entered, and the deadline of APR submission, and the SPCs Matrix submission.

The Program's self-assessment report forms the basis for the Visiting Team to prepare for the site visit and evaluate evidence during the visit. This standardized Web-form only allows text input.

Programs are required to enter their identifying information as shown in Figure 4 below.

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Figure 4- Fields in blue for Stage A

Program enter Compliance statements in the blue input boxes

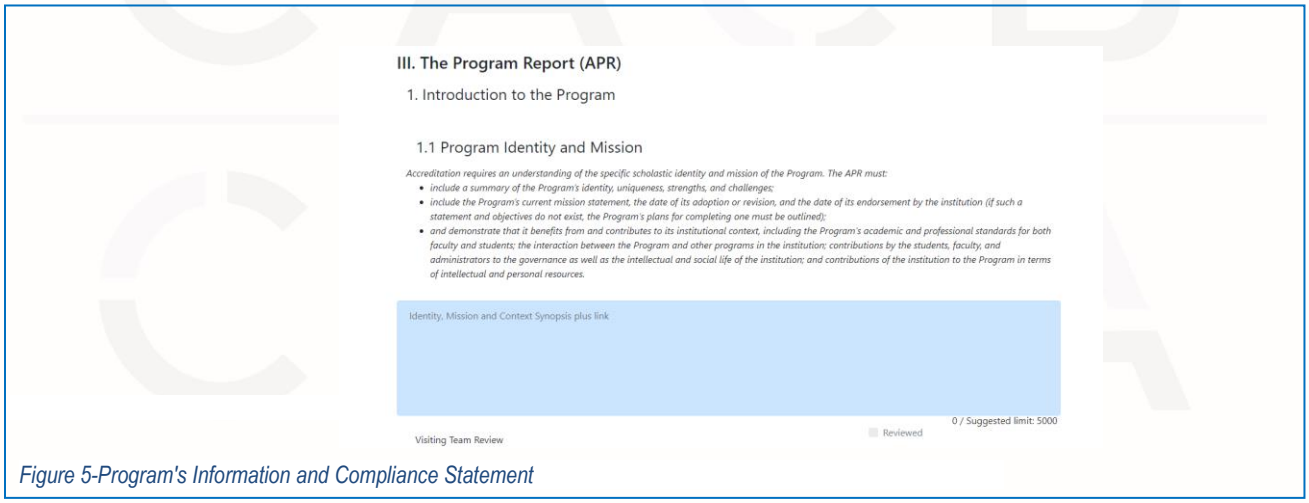

Figure 5-Program's Information and Compliance Statement

In Stage B, the Visiting Team will eventually enter their assessment of these compliance statements in the grey input boxes found below each compliance statement.

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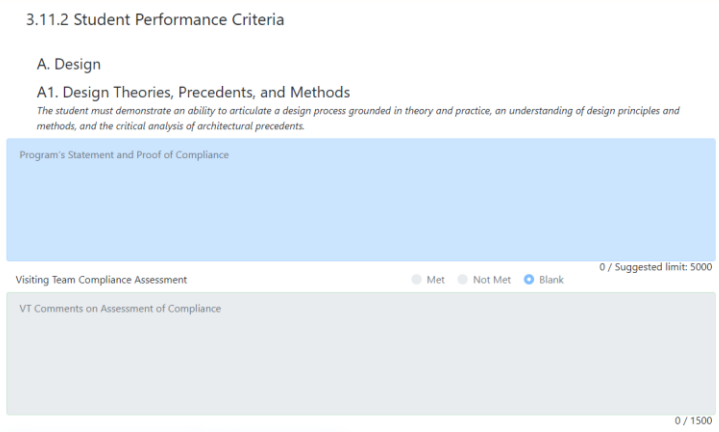

Figure 6-Compliance Assessment fields below each Compliance Statement

In order to generate a PDF draft version while completing the Stage A sections, click the "Back" button to return to the home pages and then click on "PDF Preview Report" Report.

Once the report is generated, it can then be saved or printed.

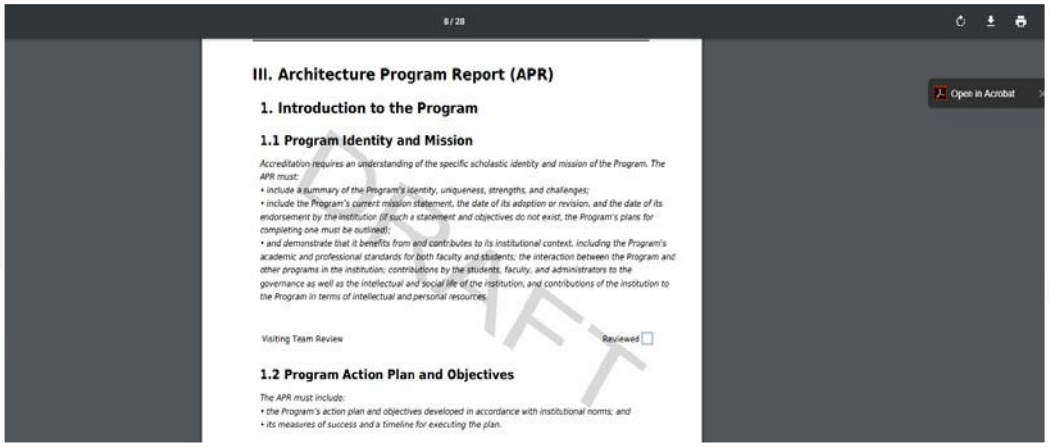

Figure 7-PDF Preview

2.1.2- Matrix Submission

This step requires the Program to enter the Mandatory and Optional Courses for each year of Study of the complete Accredited Program. The mandatory Web-form allows a maximum of 5 boxes to be checked per criteria. See the discussion concerning the expected result in section 8 of this guide. Note: for any Criterion fulfilled by Optional Courses, the Program must demonstrate how all students acquire that criterion via the Curriculum.

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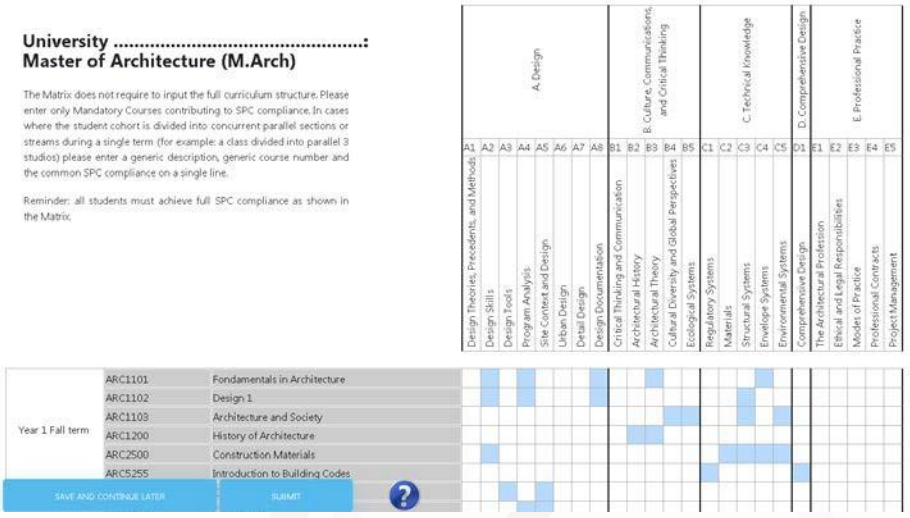

Figure 8-Student Performance Criteria Matrix

Similarly to the APR, the Program can preview the Matrix as it is being completed by clicking "PDF Preview Matrix" on the Home page.

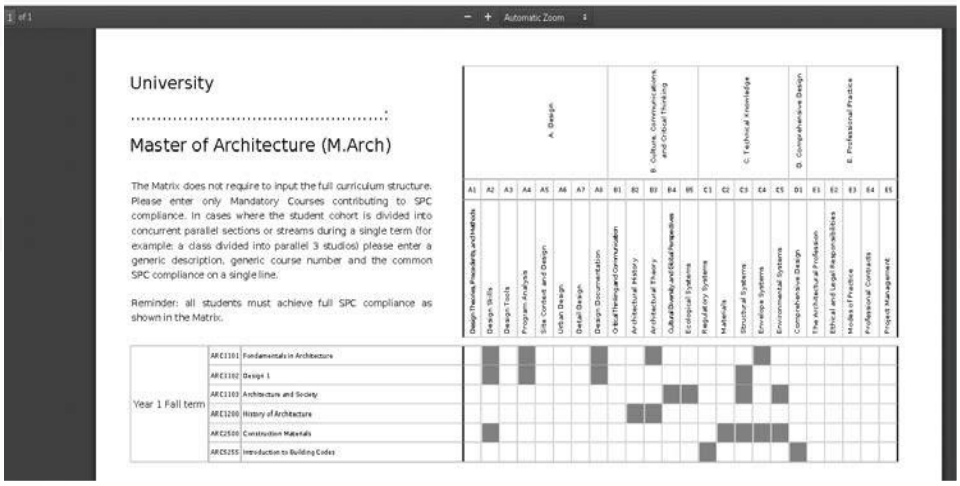

Figure 9-Student Performance Criteria Matrix – PDF Preview Report

2.2- Stage B: Visiting Team Report (VTR)

Stage B (VTR) Users

Stage B users, the Visiting Team Members responsible for submitting the VTR, are required to check the appropriate box indicating whether a Condition is "Met" or "Not-Met", and comment on each Condition and Criterion, within the limit of allowed number of character for

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each field.

It is also necessary to provide a summary of the Program's Strengths and Causes of Concern. All VTR input fields in the Web-form are mandatory. The amount of time required will vary depending on the content entered and the deadline of final draft VTR submission.

Figure 10-Visiting Team input boxes – Section II of the VTR

The Assessment Options are limited to "Met" and "Not Met". The "Blank" button shown is not a new option, it is the default value. The final submission once all fields have been completed, should not contain "Blank".

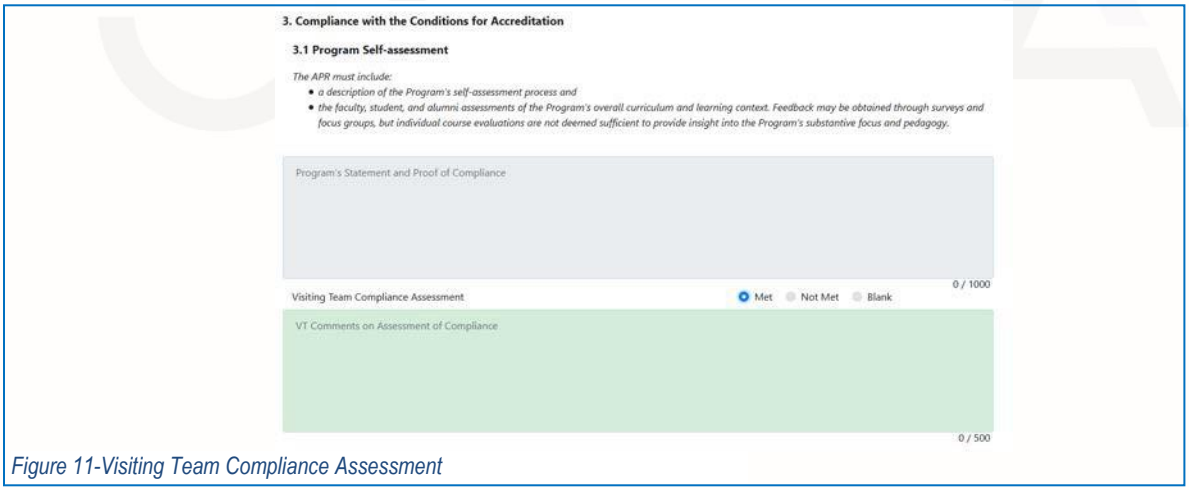

Figure 11-Visiting Team Compliance Assessment

In order to generate a PDF draft version while completing the Stage B sections, click the "Back" button to return to the home page and then click on "PDF Preview Report" Report. Once the report is generated, it can then be saved or printed.

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Figure 12-Visiting Tem Report – PDF Report Preview

The "Met" / "Not Met" summary table is automatically generated as each criterion is evaluated. The summary does not appear in the Web-form, it appears only in the PDF version. A PDF can be generated at any time in the process by clicking on the "PDF Preview Matrix" button found on the Home Page

At the conclusion of the Stage B, the Team Chair is expected to circulate the Visiting Team Signatures pages via email or otherwise, for Team Members to sign.

Figure 13-Visiting Team Report – Report Signatures page

3- Help and Support

For technical support or questions about the platform submission content and process contact the CACB at: cacbaccreditation@cacb.ca

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4- Web-Form Submission Detailed Process

Stage A (APR and Matrix)
In accordance with Procedure 2.2.3, the completed Stage A Web-forms (APR and Matrix) are due no later than September 15 of the year prior to the accreditation visit. Once E-signed and submitted, the Web-forms are locked to the Program.

Review and Acceptance of Stage A – APR and Matrix

Procedure 2.2.4 allows 2 weeks for the CACB and VT Chair to conduct a review of completeness of the report as submitted. Should changes be required to the Stage A submission, the CACB will unlock the Web-form for the Program to make the necessary revisions and resubmit. The Team Chair and CACB will then confirm Acceptance of the report, and then Stage A of the forms (APR and Matrix) shall be permanently locked.

Stage B (VTR)
In Stage B (VTR) of the Web-form, the Visiting Team Assesses the Stage A Compliance Statements with supporting evidence, and determines if the conditions are "Met / Not Met".

Section II of the Stage B - VTR Form contains the Summary of the Visiting Team's findings from previous VTR. Note the Matrix cannot be modified by the VT in stage B. Once E- signed and submitted, the Web-form Stage B is locked to the VT.

Important: The Confidential recommendation made by the VT is not part of the Web-Form and is submitted separately to the CACB.

Following Stage B – VTR submission, the CACB coordinates with the Program to review the draft Stage B - VTR for validation of fact in accordance with Procedure 2.4. Should changes be required to the Stage B – VTR submission, the CACB will unlock the form for the Team Chair to make the necessary revisions and resubmit. Once submitted, the Web-forms Stage B is permanently locked by the CACB.

5- Offline Production Methodology

As noted above, the CACB online ACR Web-form is for a single user and is not intended to be a productivity tool, but rather a method for submission. Preparing the Stage A (APR and Matrix) and Stage B (VTR) documents typically involves many contributors, whereby

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sections can be delegated and distributed to team members for completion, and later assembled by a single user for submission.

The CACB is providing a single page PDF template of Stage A (APR and Matrix), for the Program and Stage B (VTR), for the Visiting Team, that can be distributed as an *Offline Tool for dissemination*. The pages can then be re-assembled and organized for submission. When ready, the contents can be easily copy-pasted to the Web-form (See Appendices).

6- Working With Character Limits

The Web-form provides character limits as follows:

- Stage A – *Suggested* character limit of 5,000 characters,
- Stage B – Character limit of 1,500 characters.

Programs are encouraged to ensure that compliance statements are direct, to the point, and concise. The Programs should assume that the compliance statements alone ought to be sufficient for the VT assessment without supplementary information. The text fields can also be used to provide public URLs containing supplemental information, as described further in the following section: Additional Information and Supplemental Information of the APR.

The VT Assessment statements do not need to repeat or summarize information provided by Programs. Comments provided as Assessment Statements should be direct, to the point, and concise.

7- Additional Information and Supplemental Information of the APR

Notwithstanding the required completeness of the compliance statements, it is understood that Additional Information and Supplemental Information (section 4 of the ACR) must be provided by the program, in addition to completing the Web-form.

This allows the Program to optimise the use of existing public communication materials that are readily available, for example, the history and mission of the Program and its Institutional setting, curriculum and course descriptions, which are available on the Institution's or Program's websites. There is no longer a need to repeat this information in the ACR. The same goes for CV's and other statistics which normally already exist in some form at the Institution.

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The Program is encouraged to utilize existing information. The only caution is to be specific in references to Additional Information and Supplemental Information so that the VT can easily access, locate, and review this information. Referenced content should also remain accessible to the even after the visit is completed.

There may be required information that is not yet available and/or will not fit into the Web form. An Accreditation webpage that is accessible to the public can be prepared by the School, and simply updated in future Accreditation visits. In Stage B – VTR submission it is important to ensure that the information that is linked is concise and precise, and that it is accessible to the public.

7.1- Examples of Additional information:

- 3.3 Equity, Diversity, and Inclusion: The Program's Compliance Statement can be supported with links to Institutional Policies and Procedures,
- 3.8 Financial Resources: The ACR Compliance Statement should describe the financial situation of the Program plus provide a link to the Program's detailed budget,
- Appendix A-3 Library Statistics Report: The Program should provide a link to the Library Statistics Report.

7.2- Supplemental Information (Section 4 of the C+P's)

All required Supplemental Information noted in Section 4 of the C+P's is mandatory, and the links to the information for each Section should be provided. In addition, the information is provided should be concise and precise, and accessible to the public

8- Matrix

The Matrix is an important road map intended to quickly orient the Visiting Team when viewing student work in advance of the visit, as well as during the onsite portion of the accreditation visit. The focus for the programs are to provide linkages between courses and the "key" locations where Student Performance criteria compliance can be found by the VT.

The Matrix Web-form is designed to support up to 12 Academic terms. The title box for each term can be customizable by the Program (e.g Fall, Spring, etc.). Each Term allows for up to 12 courses, cross-referenced with SPCs.

To make the PDF version as compact as possible, fields (Terms and Courses) that have no entries will not be displayed. It is expected that a standardised form will assist the VT in finding and understanding the information provided.

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- Discussion using the example of SPC A6 - Urban Design

  SPC A6 requires the development of an *Ability* and this outcome must be consistently achieved by all students graduating from the Programme. The Visiting Team will be looking for evidence to confirm that Compliance is Met or Not Met.

  Attaining this Ability takes time and students will need to be exposed to increasing complexity before attaining this Ability as defined in the SPC. The Program will convey Urban Design knowledge at many instances throughout the Program delivery and the Students will gain practical experience in the production of their work. This subject could easily be present in each mandatory academic course and in each studio project, and the Program may wish to celebrate this fact in the Matrix. Even if factual, regrettably this leads to a crowded Matrix so that it is of little use to the VT as a roadmap.

  In preparing the Matrix, it is necessary to indicate up to 5 instances as evidence demonstrating where all students are specifically and consistently acquiring this ability. Ideally it would reflect the evolution of acquiring the Ability from the lower years to graduation, and be reflected in both the academic and studio streams. This will greatly simplify the assessment of compliance by the Visiting Team without obviating the fact that the Ability is developed in many more instances than the 5 allowed in the form.

9- Harmonization between the Conditions and the Procedures for Accreditation (2017 Edition) and the Accreditation Report Web Form

The *Conditions and Terms for Accreditation* and the *Procedures for Accreditation*, (2017 Edition) predate and consequently do not mention the new mandatory Web-Form process for the Accreditation Report Submission. The CACB is in the process of assembling comments for a future update to the two documents to seamlessly incorporate the Web Form process.

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10- Guidelines for Responses

Schools may use the following guidelines in completing the ACR Stage A:

- Remove any superfluous marketing language
- Answer each Condition and SPC from a met or not met perspective
- Bullet Points are acceptable
- Public Links can be used to supplement submission content

III. The Program Report (APR)

1. Introduction to the Program

1.1 Program Identity and Mission

Accreditation requires an understanding of the specific scholastic identity and mission of the Program. The APR must:

- include a summary of the Program's identity, uniqueness, strengths, and challenges;
- include the Program's current mission statement, the date of its adoption or revision, and the date of its endorsement by the institution (if such a statement and objectives do not exist, the Program's plans for completing one must be outlined);
- and demonstrate that it benefits from and contributes to its institutional context, including the Program's academic and professional standards for both faculty and students; the interaction between the Program and other programs in the institution; contributions by the students, faculty, and administrators to the governance as well as the intellectual and social life of the institution; and contributions of the institution to the Program in terms of intellectual and personal resources.

Guideline for responding for this specific Condition:

- *Summarize the program and demonstrate its contribution to the greater mission of the institution*

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1.2 Program Action Plan and Objectives

The APR must include:

- the Program's action plan and objectives developed in accordance with institutional norms; and
- its measures of success and a timeline for executing the plan.

Guideline for responding for this specific Condition:

- *Highlight program actions with timeline and success indicators*

2. Progress Since the Previous Site Visit

The APR must include:

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

Guideline for responding for this specific Condition:

- *Summarize program actions taken since the last Accreditation Visit and the last Annual Report submission*

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3. Compliance with the Conditions for Accreditation

3.1 Program Self-assessment

The APR must include:

- a description of the Program's self-assessment process and
- the faculty, student, and alumni assessments of the Program's overall curriculum and learning context. Feedback may be obtained through surveys and focus groups, but individual course evaluations are not deemed sufficient to provide insight into the Program's substantive focus and pedagogy.

Guideline for responding for this specific Condition:

- *Summarize program actions taken since the last Accreditation Visit in self-assessing the program*
- *Summarize findings from self-assessment and any actions taken*

3.2 Public Information

The Program must provide clear, complete, and accurate information to the public and include the following text in its official Program information.

"In Canada, the Canadian Architectural Certification Board (CACB) is the sole agency authorized by the Canadian Architectural Licensing Authorities (CALA) to accredit Canadian professional degree programs in architecture for the purposes of architectural licensure."
The APR must include:

- the program description as it appears in the university academic calendar or any other institutionally authorized official description of the Program; and
- evidence that the Program has communicated to all faculty and incoming students the information regarding the CACB process for accreditation.

Guideline for responding for this specific Condition:

- *Summarize program actions taken since the last Accreditation Visit for publication of official program info*

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3.3 Equity, Diversity, and Inclusion

The APR must include procedures in place to achieve equity, diversity, and inclusion in school operations and activities.

Guideline for responding for this specific Condition:

- *Summarize how the school meets EDI requirements and any new policies, procedures or actions taken*

3.4 Student Composition, Well-Being, and Enrichment

The APR must include:

- *a description of the student cohort (background, gender, etc.); the Program's academic standards for students; a description of the students' educational backgrounds; and the selectivity, retention, and graduation rates of the Program since the last accreditation sequence;*
- *evidence that the school has policies and procedures in place for a safe, positive, and respectful learning and working environment;*
- *a description of the Program's approach to co-curricular, extracurricular, and enhanced learning opportunities available to students;*
- *evidence of the Program's facilitation of student opportunities to participate in field trips and other off-campus activities;*
- *evidence of opportunities to participate in student professional societies, honors societies, and other campus-wide student activities;*
- *a list of guest lecturers and visiting critics brought to the Program since the previous site visit;*
- *a list of public exhibitions brought to the Program since the previous site visit;*
- *a description of student support services, including health and wellness, academic and personal advising, career guidance, evaluation of progress, and internship placement (if applicable); and*
- *a description of teaching and research assistant opportunities for students.*

Guideline for responding for this specific Condition:

- *Summarize student cohort demographics and highlight how the program supports student well-being and provides enrichment opportunities*

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3.5 Faculty and Staff Resources

The APR must include:

- *a description and tabulation of the academic and professional qualifications of faculty, as well as a description of the distribution of effort between teaching and the other responsibilities of each faculty member;*
- *a description of the distribution of effort between administration and other responsibilities for each position;*
- *a description and tabulation of the administrative and technical roles and qualifications of Program support staff, as well as a description of the distribution of effort where roles and responsibilities are split among multiple tasks or positions;*
- *the Program's policy regarding human resources development opportunities;*
- *a description of the policies, procedures, and criteria for faculty appointment, promotion, and tenure;*
- *a description of faculty and staff development opportunities;*
- *evidence of how faculty activities encourage currency in the knowledge of changing demands of practice and licensure; and*
- *a description of the Program's approach to research, research activities carried out within the Program, and how the research may or may not inform the professional curriculum.*

Guideline for responding for this specific Condition:

- *Summarize faculty demographics and highlight how the program supports development opportunities*
- *Summarize Research approach and activities*

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3.6 Space and Technology Resources

The APR must include:

- a general description with labeled plans indicating seminar rooms, lecture halls, studios, offices, project review and exhibition areas, libraries, computer facilities, workshops (including technology), and research areas;
- a description of any changes to the facility (including furniture, equipment, etc.), whether under construction, funded, or proposed;
- a description of workshop and fabrication resources including equipment, infrastructure, and other resources available to students, faculty, and staff; and
- a description of the information technology available to students, faculty, and staff, including hardware, software, networks, services, staff, and other computer resources.

Guideline for responding for this specific Condition:

- *Summarize program facilities and highlight any changes that are proposed, funded, or under construction since last Accreditation Visit and Annual Report*
- *Identify IT resources available*

3.7 Information Resources

APR must include:

- a description of the library, including library collections, visual resources, digital resources, services, staff, facilities, equipment, and budget/administration/operations;
- a library statistics report; and
- a current action plan outlining recurring levels of staff support; renewal of hardware, software, equipment, and infrastructure; anticipated modifications to the current installation; and a demonstration of sufficient funding to execute the action plan.

Guideline for responding for this specific Condition:

- *Summarize all library resources and explain how funding supports the program's action plan*

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3.8 Financial Resources

The APR must include:

- an itemized Program budget that includes operating and salary expenses and a description of research funding, endowments, scholarships, and development activities.

Guideline for responding for this specific Condition:

- *Provide a description of any financial highlights and provide public accessible link to program budget*

3.9 Administrative Structure (Academic Unit & Institution)

The APR must include:

- *a description of the Program's administrative structure, a comparison of this structure with those of other professional programs in the institution, and a list of any other programs offered if the Program is part of a multi-discipline unit.*

Guideline for responding for this specific Condition:

- *Describe Program administration hierarchy/framework, explain if part of a multi-discipline unit, and identify if/how it differs from other program structures*

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3.10 Professional Degrees and Curriculum

The APR must include:

- specification of the degree(s) offered;
- an outline of the curriculum of the Program describing how each performance criterion included in Section 3.11 is met and how the Program achieves its pedagogical goals;
- a description of any Program components that are outside of the administrative purview of the unit or institution that is accredited;
- a summary description of processes and requirements related to degree Program admissions that make up the Program, including those governing student applications for advanced placement; and
- student admission assessments concerning advanced placement within the Program.

Guideline for responding for this specific Condition:

- *Describe degrees, program components, and student admissions*

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3.11 Performance Criteria

3.11.1 Program Performance Criteria

For PPCs, the Program must describe and demonstrate that it creates an environment in which these criteria are satisfied. The Program must provide its students with a well-thought-out curriculum with educational opportunities that include general studies, professional studies, and elective studies.

Guideline for responding to Program Performance Criteria:

- *Each criterion must be addressed in a clear narrative statement and any relevant supporting documentation must be clearly cross-referenced. Ensure that cross-referenced sections are consistent and correct.*
- *If linking to active webpages, links may break as webpages are changed or updated. Please ensure pages are held static during the review period of the Accreditation Visit. Include only relevant information and do not include raw data or non-relevant policies or procedures.*
- *The goal is demonstrate that the Program creates an environment in which these criteria are satisfied. Student learning objectives may be embedded in or mapped to specific courses and can be assessed within the course structure. The data presented must be specific to that outcome and related to the learning of students in the accredited program.*
- *Compliance can be achieved through curricular or non-curricular activities that students in the accredited degree program experience. A curricular example would be all students taking one required elective from a list of three courses. A non-curricular activity might be a program requirement to work with a community group or organization that have different social contexts but provide opportunities to apply effective collaboration skills.*
- *For each Value listed below, schools need to describe how they approach inculcating the value, the outcomes sought, how the outcome is assessed, and its current status.*
- *Study previous APR and Matrix as there is no need to re-invent the wheel.*
- *The team will indicate in the VTR whether the information in the APR was verified during the site visit. The team may cite examples from the APR or observed during the visit that exemplify the program's integration of PPCs.*

PPC 1. Professional Development

The Program must demonstrate its approach to engaging with the profession and exposing students to a breadth of professional opportunities and career paths, including the transition to internship and licensure.

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PPC 2. Design Education

The Program must demonstrate how it situates and values education and training in design at the core of the curriculum, including the ways in which the design curriculum weaves together the social, technical, and professional streams of the curriculum.

PPC 3. Global Perspectives and Environmental Stewardship

The Program must demonstrate how it embraces the diverse contexts that define contemporary architecture, including local, global, and environmental interests.

PPC 4. Collaboration, Leadership, and Community Engagement

The Program must demonstrate how it supports and fosters effective individual and team dynamics, a spirit of collaboration and inclusion, community engagement, and diverse approaches to leadership.

PPC 5. Technical Knowledge

The Program must describe how it engages fundamental and emerging technical aspects of building construction.

PPC 6. Breadth of Education

The Program must demonstrate how it provides an opportunity for students to participate in general studies and elective studies in the pursuit of a broad understanding of human knowledge and a deeper study of topics within the discipline of architecture.

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3.11.2 Student Performance Criteria

For SPCs, the Program must demonstrate that all of its graduates have achieved, at minimum, a satisfactory level of accomplishment.

Guideline for responding to Student Performance Criteria:

- *The SPCs are the measures used to evaluate student outcomes, and identify the skills and knowledge that graduates of the Program must attain for accreditation. SPC are evaluated primarily through curricular work, and the emphasis is on the articulation of learning objectives.*
- *SPCs have one of two achievement levels: Understanding, or Ability. The Program must describe their approach to covering each SPC, whether through curricular or non-curricular activities that all students in the accredited degree program must experience, as well as the benchmarks used to assess whether the criterion is achieved.*
- *Address all elements of the condition, including sub-conditions. Sub-conditions should be noted and addressed separately.*
- *Use ONLY data that reflects the learning of students enrolled in MANDATORY courses of the accredited program. Course codes and course numbers must be included in the narrative, and details must match exactly what is shown in the Matrix.*
- *The Program must also provide cross-reference and links to the types of evidence that will be provided for each SPC. Student work is submitted in electronic format 45 days before site visit. It is important to ensure to ensure beforehand that the work submitted corresponds with what is in the APR.*
- *Supporting materials demonstrating how the program accomplishes its objectives related to each criterion. Organize the supporting exhibits in the format specified by the CACB and include the following for each course associated with the student learning outcome:*
    - *a) Course Syllabus. The syllabus must clearly articulate student learning outcome objectives for the course, the methods of assessment (e.g., tests, project assignments), and the relative weight of each assessment tool used by the instructor(s) to determine student performance.*
    - *b) Course Schedule. The schedule must clearly articulate the topics covered in the class and the amount of time devoted to each course subtopic.*
    - *c) Instructional Materials. The supporting materials must clearly illustrate the instructional materials used in the course. These may include a summary of required readings, lecture materials, field trips, workshop descriptions, and other materials used in the course to achieve the intended learning outcomes.*
    - *Student Work Examples: The program must provide 3 to 5 examples of high pass and low pass student work produced for the course(s) in which the SPC is met.*

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A: Design

A1. Design Theories, Precedents, and Methods

The student must demonstrate an ability to articulate a design process grounded in theory and practice, an understanding of design principles and methods, and the critical analysis of architectural precedents.

A2. Design Skills

The student must demonstrate an ability to apply design theories, methods, and precedents to the conception, configuration, and design of buildings, spaces, building elements, and tectonic components.

A3. Design Tools

The student must demonstrate an ability to use the broad range of design tools available to the architectural discipline, including a range of techniques for two-dimensional and three dimensional representation, computational design, modeling, simulation, and fabrication

A4. Program Analysis

The student must demonstrate an ability to analyze and respond to a complex program for an architectural project that accounts for client and user needs, appropriate precedents, space and equipment requirements, the relevant laws, and site selection and design assessment criteria.

A5. Site Context and Design

The student must demonstrate an ability to analyze and respond to local site characteristics, including urban, non-urban, and regulatory contexts; topography; ecological systems; climate; and building orientation in the development of an architectural design project.

A6. Urban Design

The student must demonstrate an ability to analyze and respond to the larger urban context where architecture is situated; its developmental patterning and spatial morphologies; the infrastructural, environmental, and ecological systems; to understand the regulatory instruments that govern this context; the broader implications of architectural design decisions on the evolution of cities; and the impact of urbanism on design.

A7. Detail Design

The student must demonstrate an ability to assess, as an integral part of design, the appropriate combinations of materials, components, and assemblies in the development of detailed architectural elements through drawing, modeling, and/or full-scale prototypes.

A8. Design Documentation

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The student must demonstrate an ability to document and present the outcome of a design project using the broad range of architectural media, including documentation for the purposes of construction, drawings, and specifications.

B: Culture, Communications, and Critical Thinking

B1. Critical Thinking and Communication

The student must demonstrate an ability to raise clear and precise questions; record, assess, and comparatively evaluate information; synthesize research findings and test potential alternative outcomes against relevant criteria and standards; reach well-supported conclusions related to a specific project or assignment; and write, speak, and use visual media effectively to appropriately communicate on subject matter related to the architectural discipline within the profession and with the general public.

B2. Architectural History

The student must have an understanding of the history of architecture and urban design in regard to cultural, political, ecological, and technological factors that have influenced their development.

B3. Architectural Theory

The student must have an understanding of conceptual and theoretical frameworks and how they have shaped architecture and urban design.

B4. Cultural Diversity and Global Perspectives

The student must have an understanding of the diverse needs, values, behavioural norms, and social/spatial patterns that characterize different global cultures and individuals and the implications of diversity on the societal roles and responsibilities of architects.

B5. Ecological Systems

The student must have an understanding of the broader ecologies that inform the design of buildings and their systems and of the interactions among these ecologies and design decisions.

C: Technical Knowledge

C1. Regulatory Systems

The student must have an understanding of the applicable building codes, regulations, and standards for a given building and site, including universal design standards and the principles that inform the design and selection of life-safety systems.

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C2. Materials
The student must have an understanding of the basic principles used in the appropriate selection and application of architectural materials as it relates to fundamental performance, aesthetics, durability, energy, resources, and environmental impact.

C3. Structural Systems
The student must have an understanding of the principles of structural behavior in withstanding gravitational, seismic, and lateral forces, including the selection and application of appropriate structural systems.

C4. Envelope Systems
The student must have an understanding of the basic principles used in the design of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, durability, energy, material resources, and environmental impact.

C5. Environmental Systems
The student must have an understanding of the basic principles that inform the design of passive and active environmental modification and building service systems, the issues involved in the coordination of these systems in a building, energy use and appropriate tools for performance assessment, and the codes and regulations that govern their application in buildings.

D: Comprehensive Design

D1. Comprehensive Design
The student must demonstrate an ability to produce an architectural design based on a concept, a building program, and a site which broadly integrates contextual factors, structural and environmental systems, building envelopes and assemblies, regulatory requirements, and environmental stewardship.

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E: Professional Practice

These SPCs require that students understand business principles for the practice of architecture, including management, advocacy, and the need to act legally, ethically, and critically for the good of the client, society, and the public. Student learning outcomes may include:

- *Comprehending the business of architecture and construction*
- *Discerning the valuable roles and key players in related disciplines*
- *Understanding a professional code of ethics, as well as legal and professional responsibilities*

E1. The Architectural Profession

The student must have an understanding of the organization of the profession, the Architects Act(s) and its regulations, the role of regulatory bodies, the paths to licensure including internship, and the reciprocal rights and responsibilities of interns and employers.

E2. Ethical and Legal Responsibilities

The student must have an understanding of the ethical issues involved in the formation of professional judgment; the architect's legal responsibility under the laws, codes, regulations, and contracts common to the practice of architecture; intellectual property rights; and the role of advocacy in relation to environmental, social, and cultural issues.

E3. Modes of Practice

The student must have an understanding of the basic principles and types of practice organization, including financial management, business planning, entrepreneurship, marketing, negotiation, project management, and risk mitigation, as well as an understanding of trends that affect the practice.

E4. Professional Contracts

The student must have an understanding of the various contracts common to the practice of architecture.

E5. Project Management

The student must have an understanding of the relationships among key stakeholders in the design process; the methods for selecting consultants and assembling teams; building economics and cost control strategies; the development of work plans and project schedules; and project delivery methods.

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11- Appendices

ACR-1. Program Worksheet Template for Offline Work (PDF Editable format)

Accreditation Report Worksheet **Stage A**

The intent of the worksheet is to assign and distribute the writing of Compliance Statements on a single sheet for each Condition and Criterion of the APR (Item Number). The Program Head can assemble, review and organise the worksheets before transferring (copy-paste) into the Web form for Stage A submission.

Item Number: Select Item

Program's Name: Master of Architecture (M.Arch)

University: Select Institution

Prepared by (name):

Date:

Compliance Statement:

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ACR-2. Visiting Team Worksheet Template for Offline Work (PDF Editable format)

Accreditation Report Worksheet — Stage B

The intent of the worksheet is to assign and distribute the writing of Compliance Assessments on a single sheet for each Condition and Criterion of the APR(Item Number). The Team Chair can assemble, review and organise the worksheets before transferring (copy-paste) into the Web form for Stage B submission.

Item Number: Select Item

Program's Name: Master of Architecture (M.Arch)

University: Select Institution

Prepared by (name):

Date:

Compliance Assessment: