***Architecture Program Report***

***APR***

Institution:

Date:

**Introducing the APR Reporting Template**

The Architecture Program Report (APR) Template is designed to enhance consistency in reporting processes.

It provides in a Word Format, a structured framework for programs to articulate their compliance with requirements.

The template suggests a limit of **5,000** character for each section and a total of **150** pages.

Following finalization, the APR is submitted to the CACB in **PDF** format.

The highlighted sections in the APR template document cannot be reformatted.

|  |  |
| --- | --- |
| **Institution** |  |
| **Name of Academic Program** |  |
| **Degree****Track(s)** *(Please include all tracks offered by the program. Examples:*A: with Pre-professional degree B: with undergraduate degree in any discipline  | [ ]  Master of ArchitectureTrack :Track:  |
| **Year of Previous Visit** |  |
| **Current Term of Accreditation**  |  |
| **Head of Program:** Name and email address |  |
| **Dean: Name and email address** |  |
| **Provost and Vice-President Academic:** Name and email address |   |
| **President and vice-chancellor:** Name and email address |  |
| **Individual submitting the APR** |  |
| **Name and email address of individual to whom questions should be directed** |  |

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.

**Program Response:**

**1.2 Program Action Plan and Objectives**

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

**The APR must include:**

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

**Program Response:**

1. **Progress since the Previous Site Visit**

*Accreditation* is contingent on the assurance that deficiencies, both minor and serious, are being systematically addressed.

**The APR must include:**

* the *Program’s* summary of its responses to the previous team’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.”

**Program Response:**

1. **Compliance with the Conditions for Accreditation**

**3.1 Program Self-Assessment**

The *Program* must provide an assessment of the degree to which it is fulfilling its mission and achieving its strategic plan. The CACB requires absolute candor in conducting and reporting the self-assessment. If done well, it will anticipate the VTR.

**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.

 **Program Response:**

**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.”*

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

*“The CACB grants candidacy status to new programs that have developed viable plans for achieving initial accreditation. Candidacy status indicates that a program should be accredited within six years of achieving candidacy if its plan is properly implemented.”*

**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.

**Program Response:**

**3.3 Equity, Diversity, and Inclusion**

The *Program* must conform to provincial and institutional policies that augment and clarify the provisions of the Charter of Rights and Freedoms as they apply to social equity. Policies in place that are specific to the school or professional *Program* should be clearly stated, as well as the means by which the policies are communicated to current and prospective faculty, students, and staff.

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

**Program Response:**

**3.4 Student Composition, Well-Being, and Enrichment**

The *Program* must demonstrate that it provides support and encouragement for students to achieve their full potential during their school years and later in the profession, as well as an interpersonal milieu that embraces cultural differences. The *Program* must demonstrate that it benefits from and contributes to its institutional values. Given its particular mission, the APR may cover issues such as: how students participate in establishing their individual and collective learning agendas; how they are encouraged to cooperate, assist, and share decision-making with and give respect to students who may be different from them; students’ access to the critical information needed to shape their futures; and how the diversity, distinctiveness, self-worth, and dignity of students is nurtured in the academic environment.

**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.

**Program Response:**

**3.5 Faculty and Staff Resources**

The *Program* must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient complement of appropriately qualified faculty, administrative, and support staff, and an administrative head that devotes no less than fifty percent of his or her time to program administration. Student enrollment and the scheduling of design studios must assure adequate time for an effective tutorial exchange between faculty members and students. The student/faculty ratio in the studio should be between 12:1 and 15:1, with 15:1 as the maximum. The total teaching load should allow faculty members adequate time to pursue supervision, research, scholarship, and/ or practice. The *Program* must have a clear policy outlining both individual and collective opportunities for faculty and staff growth within and outside the *Program*.

**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.

**Program Response:**

**3.6 Space and Technology Resources**

The *Program* must provide physical resources that are appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each full-time student, lecture and seminar spaces that accommodate a variety of learning modalities, office space for the exclusive use of each full-time faculty member, and related instructional support space. The *Program* must demonstrate that all students, faculty, and staff have convenient, equitable access to appropriate visual, digital, and fabrication resources that support professional education in architecture.

**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.

**Program Response:**

**3.7 Information Resources**

The *Program* must provide ample, diverse, and up-to-date resources for faculty, staff, and students to support research and skills acquisition. The *Program* must demonstrate that all students, faculty, and staff have convenient, equitable access to literature and information resources that support professional education in architecture and access to librarians, visual resource, and information technology professionals who provide services, teach, and develop skills related to each of these resources.

**The 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.

**Program Response:**

**3.8 Financial Resources**

The *Program* must have access to sufficient institutional support and 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

**Program Response:**

**3.9 Administrative Structure**

The *Program* must be part of an institution accredited for higher education by the authority having jurisdiction in its province. The *Program* must have a degree of autonomy that is comparable to that afforded to the other relevant professional programs in the institution and sufficient to ensure conformance with the requirements of the *CACB Conditions and* *Terms for Accreditation*.

**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.

**Program Response:**

**3.10 Professional Degrees, and Curriculum**

A CACB-accredited professional *Program* in architecture prepares students to enter the practice of architecture as architectural interns. *Accreditation* is based on the overall quality of the program objectives and the specific performance criteria that students meet through coursework.

The CACB only awards accreditation to professional degree *Programs* in architecture.

A CACB-accredited professional *Program* in architecture is defined as the totality of a student’s post-secondary education culminating in a designated professional university degree, which may be a bachelor of architecture (BArch) or a master of architecture

(M. Arch) degree.

**The *Programs* include:**

* a minimum of five years of post-secondary study culminating in a master of architecture degree, which follows a *pre-professional* bachelor's degree, except in Quebec, where the minimum is four years of professional studies following two years of CEGEP;
* a minimum of six years of post-secondary study culminating in a master of architecture degree, which follows a bachelor’s degree in any discipline and includes a minimum of three years of professional studies in architecture; or
* a minimum of five years of post-secondary study culminating in a bachelor of architecture degree.

In keeping with the principal of outcome-based *Accreditation*, the CACB does not restrict the structure of a professional *Program* and/or the distribution of its coursework.

**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.

**Program Response:**

**3.11 Performance Criteria**

The *Program* must demonstrate satisfactory performance in relation to *program performance criteria* (PPC), and *student performance criteria* (SPC) as detailed below. The CACB does not specify the structure and content of educational programs nor the forms of evidence used to satisfy the criteria. *Programs* are therefore encouraged to develop unique learning and teaching strategies, methods, and materials to satisfy these criteria.

For PPCs, evidence of performance may take many diverse forms not limited to course work and its outcomes. The *Program* must describe and demonstrate that it creates an environment in which these criteria are satisfied.

For SPCs, evidence of performance must include student work and the pedagogical objectives and assignments of any given course. With respect to fulfilling the criteria, the *Program* must demonstrate that all of its graduates have achieved, at minimum, a satisfactory level of accomplishment.

The roster of six PPCs and twenty-four SPCs is intended to foster an integrated approach to learning. Their order is not intended to imply a weight assigned to each.

**A. Program Performance Criteria (Six PPCs)**

1. Professional development

2. Design education

3. Global perspectives and environmental stewardship

4. Collaboration, leadership, and community engagement

5. Technical knowledge

6. Breadth of education

**B. Student Performance Criteria (Twenty-Four SPCs)**

A. Design (eight SPCs)

B. Culture, communications, and critical thinking (five SPCs)

C. Technical knowledge (five SPCs)

D. Comprehensive design (one SPC)

E. Professional practice (five SPCs)

**The APR must include:**

* an overview of the curricular goals and content of the *Program*;
* a thematic summary of how the *six program performance criteria* (PPC) and *twenty four student performance criteria* (SPC) are acknowledged in the structure and deployment of the curriculum described below; and
* a graphic matrix that cross-references each course with the *student performance criterion* (SPC) it addresses.

**3.11.1 Program Performance Criteria**

The *Program* must provide its students with a well-thought-out curriculum with educational opportunities that include *general studies,* professional studies, and *elective studies*.

Each of the PPCs must be addressed in a clear narrative statement and with reference to any relevant supporting documentation.

***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.

**Program Response:**

***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.

**Program Response:**

***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.

**Program Response:**

***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.

**Program Response:**

***PPC 5. Technical Knowledge***

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

**Program Response:**

***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.

**Program Response:**

**3.11.2 Student Performance Criteria**

**A. Design (Eight SPCs):**

**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.

**Program Response:**

**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.

**Program Response:**

**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.

**Program Response:**

**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.

**Program Response:**

**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.

**Program Response:**

**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.

**Program Response:**

**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.

**Program Response:**

**A8. Design Documentation**

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.

**Program Response:**

**B. Culture, Communications, and Critical Thinking (Five SPCs):**

**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.

**Program Response:**

**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.

**Program Response:**

**B3. Architectural Theory**

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

**Program Response:**

**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.

**Program Response:**

***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.

**Program Response:**

**C. Technical Knowledge (Five SPCs):**

**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.

**Program Response:**

**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.

**Program Response:**

**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.

**Program Response:**

**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.

**Program Response:**

**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.

**Program Response:**

**D: Comprehensive Design (One SPC):**

**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.

**Program Response:**

**E: Professional Practice (Five SPCs):**

**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.

**Program Response:**

**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.

**Program Response:**

**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.

**Program Response:**

**E4. Professional Contracts**

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

**Program Response:**

**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.

**Program Response:**

**4. Supplemental Information**

**4.1 Introduction to the Institution and *Program* History**

**4.1.1 History, Description, and Mission of the Institution**

The appendix of the APR must provide a brief history and description of the institution in which the *Program* exists, as well as the institution's current mission statement and the date of its adoption or last revision. This may be provided as a web link.

**Program Response:**

**4.1.2 Program History**

The appendix of the APR must provide a brief *Program* history.

**Program Response:**

**4.2 Student Progress Evaluation**

**The appendix of the APR must include:**

* the procedures for evaluating student transfer credit and advanced placement; and
* the procedures for evaluating student progress, including the institutional and *Program* policies and standards for evaluation, advancement, graduation, appeal, and remedial measures.

**Program Response:**

**4.3 Current Course Description**

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

**Program Response:**

**4.4 Current Faculty Resumes**

The appendix of the APR must include a condensed resume (no more than two pages) for each faculty member currently teaching in the *Program*. The resume must list: current course roster; educational background and registration data; recent honors and awards; recent research, scholarship, and creative activity; recent publications; current academic, professional, and public service; and professional memberships. The term “recent” refers to accomplishments since the previous *accreditation* visit.

**Program Response:**

**4.5 Visiting Team Report from the Previous Visit**

The appendix of the APR must include a copy of the report from the previous site visit in its entirety.

**Program Response:**

**4.6 Annual Reports**

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

**Program Response:**