CANADIAN ARCHITECTURAL
CERTIFICATION BOARD
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Architecture Program Report

Master of Architecture Program

Carleton University_2023

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The text in this document is presented in two different colors:

- **Black** for the Conditions for Accreditation requirements
- Gold for the Program's responses to the Conditions for Accreditation

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I. Introduction • CACB Accreditation

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 that are offered by Canadian universities.

Professional accreditation of a Program means that it has been evaluated by the CACBand substantially meets the educational standards that comprise, as a whole, an appropriate education for an architect.

The Accreditation process is governed by the Conditions and Procedures for Accreditation, (current Edition 2017). PDF copies can be obtained at https://cacb.ca/accreditation/

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

For more information on the CACB, please refer to the website at: www.cacb-ccca.ca

III. The Program Report

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; andcontributions of the institution to the Program in terms of intellectual and personal resources.

The Azrieli School of Architecture and Urbanism (ASAU) occupies unceded, non-Treaty, Algonquin Anishinaabeg territory. Given the School's location in the nation's capital, it is all the more important to acknowledge the legacies and atrocities that this occupation implies. To this end, we are committed to transforming our spaces, programs, and practices through honorable and respectful engagement with Indigenous peoples, land-based knowledges, and holistic approaches to architectural and urban design. As a School, our aspiration is to advance design education and research, working responsibly and creatively at the intersections of architecture, conservation, and urbanism, while remaining cognizant that design has the capacity both to enrich and to threaten communities, cultures, and ecologies. ASAU provides students with a supportive environment in which to nurture their sense of purpose.

The School's long-standing engagement in speculative thinking and material craft, coupled with its commitment to addressing critical societal issues, offers students a range of perspectives on the discipline and the profession. The School's inclusive and diverse approach to education is reflected in its three undergraduate majors (Conservation and Sustainability, Design, Urbanism), its array of graduate degrees (MArch, MAS, GDAC, PhD), and two forthcoming graduate programs – in Adaptive Architecture and in Urban Design. Students benefit from exceptional faculty, several of whom are cross-appointed, and an increasing number of existing and potential opportunities for interdisciplinary studies in areas such as climate change, African studies, accessibility, and community engagement. Research groups and initiatives at ASAU and within the broader university community (e.g., the Kinàmàgawin Report, the EDI Action Plan, University sustainability and accessibility goals), also provide a stimulating framework within which to engage urgent issues. These include the right to housing, social justice, and the relationship of conservation and adaptive reuse to sustainability. Addressing critical societal issues through inclusive education and design – for example in community-engagement studios, design-build projects, funded

directed studies abroad opportunities, and collaborative research initiatives – the School is committed to centering active engagement with critical social, political, and environmental concerns, including the climate crisis.

In Ottawa, ASAU has forged ongoing relationships with numerous local and national organizations, including Ottawa Community Housing, the National Capital Commission, Gignul Non-Profit Housing, and the Canada Lands Company. These collaborations help shape national architectural policies, contribute to a re-thinking of our relationship to the land, and open new potentials for architecture. The number of partnerships and community-engagement projects at ASAU is substantial, with activities that extend internationally through global studios, research partnerships, and scholarly networks. Through collaborative learning and research, ASAU works earnestly to serve and to build trust with diverse communities, near and far. ASAU strives to provide undergraduate, professional, post-professional, and doctoral students a rigorous, imaginative, and accessible education. The aspiration is for students to understand both their responsibilities and agencies as designers and architects, for them to learn to confidently use their disciplinary expertise to work collaboratively with different stakeholders, and to acquire a holistic view of the broader social, technological, and ecological context within which they intervene. Link to additional information: https://cmailcarletonca.sharepoint.com/sites/ASAU_Accreditation/SitePages/1.1%20Program-Identity-and-Mission.aspx

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.

The Azrieli School of Architecture and Urbanism's Action Plan is organised around the three strategic directions set out in the 2020 Carleton University Strategic Integrated Plan, and around which the 2023 Carleton Academic Plan is structured. These are as follows: (1) "Share Knowledge, Shape the Future", (2) "Strive for Wellness, Strive for Sustainability", and (3) "Serve Ottawa, Serve the World". Within ASAU's plan, each of these directions is further defined through a series of objectives that respond to the school's unique strengths, challenges and priorities as identified through the self-assessment and planning process (see section 3.1 'Program Self-Assessment').

Reinforcing Carleton University's (CU) goal to "Share Knowledge, Shape the Future", ASAU's first set of objectives supports an opening and rethinking of the design disciplines while maintaining the rigour and critical role of design education. Building on the different pathways and on the multiple existing and prospective programs across the Undergraduate (Conservation and Sustainability, Design, Urbanism) and Graduate levels (Architecture, Urban Design and Adaptive Architecture), these objectives are broadly summarized as an aspiration to "Broaden Access to Design's Expanded Roles". Developing a framework that better promotes emerging faculty's expertise, collaborative specializations, more inclusive practices and pedagogical shifts already underway at ASAU and Carleton University, a second group of objectives support ASAU's aspiration to "Orient Teaching, Research and

Operations towards Climate and Collective Wellbeing", reinforcing CU's goal to "Strive for Wellness, Strive for Sustainability".
Finally, in line with the University's goal to "Serve Ottawa, Serve the World", and building upon ASAU's ongoing community-based work and extensive collaborations in Ottawa, across Canada, and around the world through Directed Studies Abroad (DSAs) and scholarly networks, a third group of objectives supports an aspiration to "Uphold and Practice Architecture and Urbanism for Public Interest, Locally and Globally". Link to additional information:
https://cmailcarletonca.sharepoint.com/sites/ASAU_Accreditation/SitePages/1.2-Program-Action-Plan-and-Objectives.aspx

2. Program progress Since the Last 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 wellas the "causes of concern." It may also address the conditions identified as "met" or it may address "team comments."

There were three conditions "Not Met" in the 2017 Accreditation, but the ASAU was no longer required to report on (1) Public Information as of 2019. With respect to (2) the Program Self-Assessment, the recent self-study process and re-alignment of priorities to the University Strategic Integrated Plan is summarized in sections 1.2 'Program Action Plan' and 3.1 'Program Self-Assessment'. Regarding (3) Physical Resources, the response includes the list of improvements conducted over the past six years, an update on our building renewal process to date, and the current status of the University's commitment to support the work.

This section also includes our responses to four "Causes of Concerns" raised in 2017. Regarding (1) the Role of Faculty Research, we outline the school's increased institutional support for research activities and collaborations, its work to facilitate connections and support research and researchers within the ASAU, as well as the initiatives put in place to encourage the dissemination and celebration of research.

Our response to (2) Program's Vision, Goals, and Objectives is summarized in sections 1.2 'Program Action Plan' and 3.1 'Program Self-Assessment'. In response to (3) Human Resources and Human Resource Development (faculty), we outline how we were able to free additional time for research, scholarships, and practice in a readjustment of faculty teaching load, and note the updated Unit Standards that better acknowledge the breadth of research in architecture, as well as our work to make research more visible in ASAU courses and curriculum, while encouraging synergies between research trajectories and teaching assignments whenever possible.

As to (4) Human Resource Development (students), we highlight the multiple opportunities for students to engage in courses, events, workshops, exhibitions, and programs outside the School, as well as the increase in faculty research activities, which has opened up more possibilities for student participation in ASAU faculty research projects. Link to additional information:
https://cmailcarletonca.sharepoint.com/sites/ASAU_Accreditation/SitePages/2.-Progress-Since-the-Previous-Visit.aspx

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.

Since the last Accreditation Visit in 2017, the ASAU conducted a review of its undergraduate and graduate programs as part of the provincial Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP), and has continued to engage in the regular assessment of its programs' foci and pedagogy through committee work, annual retreats, and in response to various internal processes (e.g. teaching evaluations, Carleton University's 'Strategic Integrated Plan', and other campus-wide strategies and plans).

Early in 2023, ASAU embarked on a Self-Assessment Process (see section 3.1), gathering feedback and establishing priorities through (1) faculty and staff retreats; (2) focused conversations with student groups and School Committees; (3) ad-hoc working groups; and (4) student, alumni, and faculty surveys. The work was summarized and presented back to the faculty and staff for information, feedback, and support, in the form of a 2023 ASAU Action Plan (see section 2.1), a working and living document informed by the three strategic areas identified by the University in the Strategic Integrated Plan:
Share Knowledge, Shape the future; Strive for Wellness, Strive for Sustainability; and Serve Ottawa, Serve the World.

Prioritized actions emerging from this assessment include a curricular review of the three Majors in our undergraduate degree, a reaffirmation of the curricular arc at the undergraduate and graduate levels, a review of service and committee structures, and a mandate to re-invigorate the role of our facilities to better support the wellbeing of the School community and the intersection of our research, teaching, and service.
These activities are underway, and the work has involved careful consideration of our current programmatic needs, together with the needs of the proposed new programs in Urban Design and Adaptive Architecture, as well as, more broadly, ASAU's projected trajectory in teaching, research, and community service. Link to additional information:
https://cmailcarletonca.sharepoint.com/sites/ASAU_Accreditation/SitePages/3.1-Program-Self-assessment.aspx

3.2 Public Information

The Program must provide clear, complete, and accurate information to the public and include thefollowing text in its official Program information.
"In Canada, the Canadian Architectural Certification Board (CACB) is the sole agency authorized bythe 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 informationregarding the CACB process for accreditation.

The required CACB language is in Carleton University calendar, where students and any members of the public can read the information regarding the CACB process for accreditation. The ASAU's academic programs' pages also include the required information, which appears both on our BAS page for the pre-professional degree, and on the M.Arch page for the professional degree. Both these pages include a link to the Accreditation page on the CACB website. For contract instructors, the posting for Contract instructor Teaching Opportunities includes reference to the Canadian Architectural and Certification Board's Student Performance Criteria, and, along with all teaching faculty, contract instructors receive guidelines annually on the SPCs that they need to address in the courses they teach. This year, they have all been contacted regarding the collection of accreditation material for the current process. For students, the CACB student performance criteria are also included in course outlines, as well as on a Brightspace page, along with references to the CACB accreditation process. Link to Carleton University Calendar: https://calendar.carleton.ca/accreditation/ Link to additional information: https://cmailcarletonca.sharepoint.com/sites/ASAU_Accreditation/SitePages/3.2-Public-Information.aspx

3.3 Equity, Diversity, and Inclusion

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

ASAU's ongoing work towards equity, diversity, and inclusion is informed by initiatives developed internally by the School, as well as by commitments, policies, and supports within the University and Faculty. At the level of the University, these include strategic initiatives (Kinàmàgawin (2020), EDI Action Plan (2021), Carleton's plan SP4CE (2021), and Accessibility Strategy); centers (Centre for Indigenous Support and Community Engagement (CISCE), Anako Indigenous Research Institute, and Equity and Inclusive Communities (ECI)); policies such as for hiring and Indigenous Initiatives; as well as training opportunities (e.g. Kinàmàgawin Indigenous Learning Certificate and Student Support Certificate).
At the Faculty of Engineering and Design (FED) level, new initiatives include the 2023 draft of FED's EDI Action Plan, and the creation of a new Associate Dean role to support equity.
Within the School, our practices benefit from institutional EDI policies (hiring, indigenous initiatives, admissions, accessibility, etc.), as well as from ASAU's own work to promote equity and inclusion in our curriculum, research, and teaching. Recent actions include the Critical Intersections series of workshops and events, hosting the Canadian Architectural Forum on Education (CAFÉ) Capital "Towards Equity", and holding the Indigenous Feast and workshops. It also includes ongoing work to open up the curriculum (e.g. new courses, course titles, and calendar descriptions), to expand perspectives (e.g. by providing funding to invite guest speakers, supporting work with under-served communities, facilitating cross-appointment as well as collaborative programs with Interdisciplinary Studies and the Institute of African Studies), and, more broadly, to make space for training and conversations.
In short, ASAU's progress towards a more equitable, diverse, and inclusive school is happening through projects, action plans, and commitments formulated at multiple levels in the Institution, as well as through projects that individual faculty, instructors, staff, and students take on. The discussions held throughout our self-assessment process (See section 3.1 'Program Self-Assessment') evidence of the School community's awareness of the importance of EDI, and many of our strategic plan initiatives—such as looking at our spaces,

curriculum, outreach, and admissions to ensure they are aligned with our EDI ambitions—attest to our ongoing commitment to this work. Link to additional information: https://cmailcarletonca.sharepoint.com/sites/ASAU_Accreditation/SitePages/3.3-Equity,-Diversity-and-Inclusion.aspx

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.

Admission to ASAU's pre-professional and professional programs is competitive. Our programs receive between five and eight applications for every seat, and we admit strong undergraduate and graduate students based on previous academic performance and portfolio. The student cohorts are mainly drawn from Ontario and the rest of Canada, though we do get many international applicants, particularly at the graduate level. Since the last accreditation cycle, the number of women applicants has been consistently larger, representing between 65 and 70% of the undergraduate student population, and around 60% of the graduate student population. Currently, non-binary students represent close to 1.5% of the total students enrolled. In both our undergraduate and graduate cohorts, retention and graduation rates stand at around 92%.

Trips and off-campus activities are integral to students' education at ASAU. Student participation in field trips and other off-campus activities occurs across different courses, events, and opportunities: Forum Lecture and Open Forum series (see sub-section 3.4.6), Directed Studies Abroad (DSA) across the undergraduate and graduate levels, global studios at the graduate level, community engagement studios, and design-build opportunities, as well as participation in research labs, student societies, field trips, exchange, Co-op placements,

Azrieli Architecture Student Association (AASA) as well as ASAU events (lectures, exhibitions, workshops), and membership in a broad variety of other University and community groups. Both within the School and across the University, resources and support are available in the form of school committees, such as ASAU Students Well-Being Committee (SWBC) and through different University centres—for example Mental Health and Wellness, Academic Advising, Career Services, Indigenous Support and Community Engagement, and Student Services. Link to additional information: https://cmailcarletonca.sharepoint.com/sites/ASAU_Accreditation/SitePages/3.4-Student-Composition,-Well-Being,-and-Enrichment.aspx

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 outwithin the Program, and how the research may or may not inform the professional curriculum.

The ASAU is comprised of 25 faculty members, 13 women and 12 men. Of these faculty members, five are cross-appointed (with commitments in architecture ranging from 25% to 75%), so our total Full-Time Equivalent (FTE) is currently 22.75 FTE, with two positions currently open, for a total of 24.75 FTE faculty complement. This marks a 30% increase in faculty lines since the last visit, when there were 19 Faculty members and 17.5 FTE. This change was a result of a successful union grievance that helped to re-establish an appropriate teaching load for ASAU faculty members, taking into consideration the time-commitment that studio teaching represents. Across ranks, there are four Full Professors, 14 Associate Professors, and seven tenure-track Assistant Professors. This represents a distributed growth across all ranks since the last visit, with two additional Full Professors, two additional Associate Professors, and two additional tenure-track Assistant Professors. About 50% of faculty members are licensed architects (12), 70% hold doctoral degrees (15) or post-professional master degrees (3), and only 20% of faculty hold previous degrees from Carleton University.

The range of institutions and experience that faculty bring is extremely broad, with expertise ranging from urbanism to climate, conservation, social justice, fabrication, history and theory, representation, and building science. Research is integral to the program. It is supported through a more balanced workload and the provision of services and resources (space, funding, and research assistance). Faculty development and research is also supported through intentional synergies between course instruction and research, budget allocation, support for research dissemination (Professional Expenses Reimbursement fund (PER), Sabbatical Allocation), funds to create opportunities to invite speakers to build research networks (Studio and Course guest and workshop budgets), dedicated School and University spaces such as CIMS, the recently initiated Incubator Lab, CSALT, CLIFF, and C-URL, as well as regular and ad-hoc School, Faculty, University, and Union workshops on research-related topics, teaching and learning, and promotion. Link to additional information: https://cmailcarletonca.sharepoint.com/sites/ASAU_Accreditation/SitePages/3.5-Faculty-and-Staff-Resources.aspx

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.

The ASAU hosts most of its activities—administration, offices, large lectures and seminars, studio spaces and research labs, fabrication, computing, exhibition, and reviews—in the Architecture Building, a building designed by architects Carmen and Elin Corneil in partnership with Jeff Stinson, and opened in 1973. While small transformations have been undertaken over the last 50 years to update and maintain the building so that it meets the evolving needs of students, faculty, and staff, more significant work is needed to upgrade its different systems and ensure the building can continue to accommodate changes in architecture pedagogy and future growth of the School community. As it stands, we are still able to provide all students with their studio space, we benefit from different classroom setups that can support a range of different teaching scenarios (seminar, lecture, tutorial, reviews, etc.), faculty and staff all have individual offices, and the building also provides exhibition areas, reading rooms, computer facilities, workshops, and research areas. As detailed in 2.1. Progress since the Last Visit, the work on the building over the past six years has included (1) continuous improvements to address specific, ongoing, or urgent maintenance concerns, (2) work to determine strategic direction, potential scope, and associated costs of building renewal projects, and (3) work to secure University support, and commitment for funding and fundraising. In parallel, we continue to regularly upgrade our workshop, fabrication resources, and information technology support so that students have access to the range of visual, digital, and fabrication resources

needed for their professional education in architecture. Link to additional information: https://cmailcarletonca.sharepoint.com/sites/ASAU_Accreditation/SitePages/3.6-Space-and-Technology-Resources.aspx

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.

ASAU students, faculty, and staff can physically access information resources through three main sources: (1) the MacOdrum Library, (2) the Barbara A. Humphreys Memorial Reading Room, and (3), the ASAU's PhD Library and Nan Griffiths Collections.The MacOdrum Library's collection includes approximately 1.2 million print monographs, 2.8 million e-books, and over 277,000 e-journals in a wide range of subjects and disciplines. The Library is also a member of HathiTrust, which gives students, staff, and faculty access to a digital repository of millions of books, serials, and other materials from research institutions and libraries around the world. The Library's collection includes specific resources to support ASAU programs, including top-ranked journals in Architecture, Urban Studies, as well as in Urban Studies and Planning. Through the Library, students have access to GIS resources, as well as several databases, including Avery Index to Architectural Periodicals, Directory of Federal Heritage Designations, GreenFILE, JSTOR, OMNI, PAIS Index, Scopus, and WorldCat. Whether on-site or off-site, the MacOdrum Library provides a range of services, including gIndividual Research Consultations, Research Help, Instruction, Teaching and Practicums, Online Learning Support, and Research Partnerships. Within the School building, students, faculty, and staff benefit from the collections held in the PhD Library, the book collections of Nan Griffiths and Gil Sutton, and urbanism titles from the collection of Barbara A. Humphreys.

Students can also access the Barbara A. Humphreys Memorial Reading Rooms, a student-run room with a permanent collection that is open to all during academic terms. Link to additional information: https://cmailcarletonca.sharepoint.com/sites/ASAU_Accreditation/SitePages/3.7-Information-Resources.aspx

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.

The ASAU's budget funds 25 FTE positions and 11 permanent staff positions, and salaries represent around 85% of the total budget allocated by the University. In addition to salary expenses, the Faculty of Engineering and Design (FED) provides an annual operating budget and may support ad-hoc requests for minor or major improvements. While we are in

conversation with FED regarding the budget allocation for Contract Instructors and a few additional staff roles, the budget otherwise covers ASAU's basic expenses.
For any program enhancement, the School is fortunately able to draw revenues from special programs, endowments, as well as from ongoing development activities. Together, these additional funds effectively represent about 15% of our total actual budget.
Research grants and awards provide additional funding to faculty and students. With an average annual research revenue of 1.5M over the past six years, there has been some overhead flowing through the ASAU, a small amount used to support research in the School.

Additionally, ASAU's endowed awards provide $145,000 in student aid annually, entrance awards represent another $300,000 distributed at the graduate level, and the value of teaching assistantships granted within the School amount to another $500,000 that helps support graduate students every year. The one critical question regarding financial resources at this time is whether the University and FED will be able to commit the required funds to undertake a substantial building renewal project for the ASAU. The University-wide operating budget is accessible here:

https://carleton.ca/financialservices/financial-reports/ Link to additional information: https://cmailcarletonca.sharepoint.com/sites/ASAU_Accreditation/SitePages/3.8-Financial-Resources.aspx

3.9 Administrative Structure

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 otherprograms offered if the Program is part of a multi-discipline unit.

The Azrieli School of Architecture and Urbanism is one of the seven units within the Faculty of Engineering and Design (FED). Unlike most other units, the ASAU has its own Faculty Board. Along with the School of Industrial Design, the School of Information Technology, and the four other Engineering departments (Civil and Environmental Engineering, Electronics, Mechanical and Aerospace Engineering, and Systems and Computer Engineering), the School plays a role in Faculty governance.

While the School reports to the Dean of the Faculty of Engineering and Design administratively, the ASAU reports directly to Senate on academic matters. This is a hybrid structure that only three other units enjoy in the University (School of Industrial Design, the School of Information Technology, and the School of Computer Science).

All other units report to their deans on both academic and administrative matters. The ASAU, as well as Industrial Design, are the only two units that have their own Faculty Boards. Link to additional information:

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 ofthe 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.

CACB link to Requirements for Acceptable Degrees

The ASAU offers two paths towards a professional degree in Architecture. The first is with entry as an undergraduate student in our 4-year, eight-academic-term Honour, pre-professional Bachelor of Architectural Studies (BAS Design), followed by Advanced Placement in the M.Arch program (2-Year M.Arch pathway), for a total of 6 years or 12 terms of academic studies. The curriculum is built around studios (ARCS), technical courses (ARCC), history and theory (ARCH), and design techniques courses (ARCN). Students with either Professional degrees at a non-Canadian institution, or a pre-professional degree in Architecture from a Canadian or American program, can also be granted Advanced Placement in the M.Arch degree and complete their professional graduate studies in four academic terms.

The second path is with entry into our full 3-year, seven-academic-term M.Arch professional degree (3-Year M.Arch pathway), with a non-related or non-professional honours undergraduate degree. These students (M.Arch) enter in the first year of the program, completing courses across all streams (ARCS, ARCC, ARCH, and ARCN), before joining with the students who hold pre-professional degrees in their fourth term of graduate studies.

At that point, they have four additional terms, together with students granted Advanced Placement (AP M.Arch), in which they complete a comprehensive building design studio, other professional, technical, and seminar courses, as well as a master's thesis.
Admissions requirements for the BAS and M.Arch are listed in the University calendars and on the ASAU website. Link to additional information:
https://cmailcarletonca.sharepoint.com/sites/ASAU_Accreditation/SitePages/3.10-Professional-Degrees-and-Curriculum.aspx

3.11 Performance Criteria

- 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-fourstudent 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.

The BAS Design and M.Arch pages present the curricular goals and content of the Program. - For an overview of how the twenty-four student performance criteria are acknowledged in the structure and deployment of the curriculum, see sub-section 3.10.2. - For the Program Performance Criteria, see sub-section 3.11.1 - For Students Performance Criteria, see sub-section 3.11.2 - The Matrix can be accessed here by courses or by student performance criteria. Link to additional information:
https://cmailcarletonca.sharepoint.com/sites/ASAU_Accreditation/SitePages/3.11-Performance-Criteria.aspx

3.11.1 Program Performance Criteria

The Program must provide its students with a well-thought-out curriculum with educationalopportunities 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

This is an area in which the ASAU is strong, with multiple possibilities for faculty and students to engage through a variety of curricular (e.g. studio collaboration and professional courses) and non-curricular opportunities (co-op, external reviewers, lectures, exhibitions, presence of professional associations, etc.). Ultimately, we ensure many opportunities for professional development are available to our students.

A busy calendar of events and continuous exposure to practitioners (i.e. including Faculty, Contract Instructors, guest reviewers, lecturers, and extended network) productively introduce students to different aspects of the profession. Our goals are (1) to ensure that students are exposed to traditional and alternative modes of practice, understanding the different moments of transition from education through to internship and licensure; (2) that students gain an awareness of the different stakeholders and associations they could be in relation with as students, architecture graduates, interns, and architects; and (3), that students have a good grasp of practice-related issues including economics, project management, contracts, legal and ethical responsibilities, modes of practice, and the organization of the profession more broadly.

As our alumni survey confirms (See section 3.1 'Program Self-Assessment'), ASAU graduates are successful in pursuing professional careers in architecture and beyond. Link to additional information:
https://cmailcarletonca.sharepoint.com/sites/ASAU_Accreditation/SitePages/3.11-Performance-Criteria.aspx

PPC 2. Design Education

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

All BAS students work through an extensive series of design studios. These courses synthesize and build upon other coursework in the curriculum. In many cases, our studio courses are tethered to lecture-based courses required in the same term, situating content within a design process in the studio environment. Expanding in scope and depth as students' progress through the program, the studio sequence culminates in ARCS4105 Comprehensive Studio in the fall term of the fourth year. In the M.Arch, design education begins with professional and technical skill building. As students' progress through the program, studio courses weave together timely and topical social dimensions of architecture as well. This arc culminates in the thesis year, where students leverage acquired design training to undertake independent research and scholarship, demonstrating their ability and understanding of the discipline.

Travel opportunities (see PPC 3 Global Perspectives and Environmental Stewardship) are a key part of the School's commitment to exposing students to a broad range of social and physical contexts, and Directed Studies Abroad exist both in the BAS and M.Arch curricula (ARCS3107 DSA Studio and ARCS5106 DSA Studio). Through the series of studios and their relationship to courses in our technical, professional, and history and theory streams, our goal is to train skilled architectural designers who are empowered by a clear understanding of the capacity of architecture to address and inflect social and environmental crises. Our BAS and M.Arch curricula are designed with the intersections of the social, technical and professional issues in mind. We measure our success by the local, national, and international recognition that our School, students, and faculty acquire for design excellence and for critically situating architectural education within timely social and environmental contexts. Link to additional information:
https://cmailcarletonca.sharepoint.com/sites/ASAU_Accreditation/SitePages/3.11-Performance-_Criteria.aspx

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.

The program embraces diversity and environmental issues locally and globally through specific content in core and studio courses, through the existence of the three majors (Design, Conservation and Sustainability, and Urbanism) and collaborations across programs and departments (including the Collaborative Specialization on Climate Change); through our exhibitions, lecture series, and School events (see documents in sub-sections 3.4.6: 'Forum and Open Forum Lecture Series' and '3.4.7.1 Public Exhibitions'); as well as through faculty research with the ASAU and broader community. History and theory courses include traditionally omitted voices and contextualize architectural history within settler colonialism and non-Western perspectives. These courses all touch on

environmental stewardship. A new BAS course, ARCC2100 Design and the Environment, has been approved and is intended to address climate change and architecture's capacity to both enrich and threaten ecologies. Already, questions of conservation and sustainability are integral to the ASAU as one of the BAS Majors, in Conservation and Sustainability.

At the graduate level, ARCC5100 Advanced Building Systems foregrounds environmental questions and introduces different considerations in designing our responses as architects; 30% of students opted for a collaborative specialization in Climate Change, and PhD students will soon be able to participate in the Collaborative PhD in African Studies. Through Directed Studies Abroad (DSAs) programs, both undergraduate and graduate students learn to address the diverse social and physical contexts within which their studio projects are situated. To improve equity and access to study trips opportunities, we established a bursary that allocated based on financial need. Ultimately, we seek to foster a broad and inclusive understanding of architecture for our students, and this permeates all aspects of our school, from courses, to hires, guests, events, travel opportunities, research, and collaborative ventures both within and outside the institution. We assess our success through student and faculty feedback. Link to additional information: https://cmailcarletonca.sharepoint.com/sites/ASAU_Accreditation/SitePages/3.11-Performance-Criteria.aspx

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.

Students work collaboratively as well as independently in their courses and have many opportunities to engage communities and experts in both structured and self-directed ways. Teamwork and group projects are a mainstay of many courses. All BAS students are required to work in teams in several core courses. The weaving of the three Majors (Design, Urbanism, and Conservation and Sustainability) and their coming back together in their fourth year promotes effective team dynamics and a spirit of collaboration. Community engagement is a defining characteristic of our programs, and it occurs at various points in the studio sequence (nearly 30% of our studios involves actual projects and collaborations with community members, municipal leaders, landowners, and other stakeholders), as well as though the numerous lectures and symposia scheduled throughout the academic year (see for example Action Lab Affordable Housing Event, and the Indigenous Feast and workshops).

Our practices and spaces likewise encourage collaboration, inclusion, and a range of approaches to leadership (e.g. shared research space, reviews in communities, support for guests participants, bi-weekly meetings between students and Director, peer-to-peer programs, mentorships, and connections between cohorts through multiple teaching assistantships, etc.). There is student representation at Faculty Board, interactions with student-led committees such as the Student Well-Being Committee (SWBC), and support to student-led projects and spaces such as the Building 22 publication, Kosmic event, and the Barbara A. Humphreys Memorial Reading Room. Overall, we seek to inform our students' work with real world considerations and a broad approach to architecture for public

interest—collaborative, non-extractive, and in the service of communities. We measure our success through feedback from both our students and the communities we interact with, with the level of contributions that members of our own diverse school community feel empowered to make, as well as through the School's ability to maintain many meaningful connections with communities and experts in Ottawa, Canada, and internationally. Link to additional information:
https://cmailcarletonca.sharepoint.com/sites/ASAU_Accreditation/SitePages/3.11-Performance-Criteria.aspx

PPC 5. Technical Knowledge

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

Both the BAS and M.Arch curricula contain a strong technology sequence that addresses fundamental technical aspects of building construction in a series of four Architectural Technology courses. In the BAS program, these four technology courses, as well as ARCC1202 History of Structures, are all mandatory for Design Design majors, who routinely take on technology and building-detail focused projects in studios, and all BAS majors undertake a detailed building envelope model and a building systems exercise in the ARCS4105 4th-Year Comprehensive Studio. At the graduate level, the ARCC5100 Advanced Building Systems course ties emerging technical and environmental aspects of building construction to the ARCS5101 Graduate Studio 1 - Gateway. In addition to these courses, students can elect to engage with design-build through yearly projects undertaken by different faculty members.
Outside of classes, many students also work with faculty on technology-based research through the Carleton Immersive Media Studio (CIMS) or the Carleton Sensory Architecture and Liminal Technologies Lab (CSALT). ASAU students receive thorough technical training, woven together with the many other facets of architectural education, research, and community engagement. We measure our success through the evaluation of our students' technical aptitude, their ability to apply them to design projects, and via student and alumni feedback. Link to additional information:
https://cmailcarletonca.sharepoint.com/sites/ASAU_Accreditation/SitePages/3.11-Performance-Criteria.aspx

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.

While we can broadly categorize the courses we offer across disciplinary, general, and elective options, the School generally seeks to expand the boundaries of the discipline, opening it up to include cross-disciplinary explorations on the one hand, and also letting it be informed by public interest, community needs, as well as social and environmental urgencies on the other. This ambition informs the curricular orientation, course content, as well as research trajectories and connections we create through the different events,

guests, and projects we bring to the School (see documents in subsections 3.4.6: 'Forum and Open Forum Lecture Series', 'Public Exhibitions', and 'Visiting Critics and External Thesis Examiners'). Through the co-existence and interrelation between Design, Conservation and Sustainability, and Urbanism programs, students in the BAS are presented with an expansive education in the built environment.

The three undergraduate programs are embedded in adjacent departments (e.g. Department of Geography and Environmental Studies, Department of Civil and Environmental Engineering, School of Indigenous and Canadian Studies, Department of Sociology and Anthropology), and core courses in one major can be elective opportunities for students in the other majors. To give students a greater breadth of opportunity, electives options in Design are structured around course codes (ANTH, CDNS, GEOG, etc.), not on individual courses. With free electives in later years, students are better positioned to complete minors as part of their Carleton University education.
For graduate students, free elective courses can be filled by any course offered on campus at the 4000 level or higher. This allows students to undertake coursework from other fields to inform and support their thesis research. One measure of our success is the breadth of thesis research our students undertake (see ARCN5909 Thesis), as well as the growing interest across all majors and collaborative specializations we offer. Link to additional information:
https://cmailcarletonca.sharepoint.com/sites/ASAU_Accreditation/SitePages/3.11-Performance-Criteria.aspx

3.11.2 Student Performance Criteria

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.

Critical analysis of architectural precedents is best demonstrated in ARCN2105 Computer Modelling, Assignment 1 as well as in ARCS2106 Studio 3 and ARCS5031 Studio 1. All graduate studios, as well as ARCS4105 Studio 6, also demonstrate students' ability to adopt a design process grounded in theory and practice. Likewise, students' understanding of design principles and methods is evident through the studio sequence (ARCS courses), and key to the range of projects students undertake in thesis. Students get to analyse a diverse range of precedents throughout multiple courses (series of studios (ARCS), including ARCS3107 Directed Studies Abroad, ARCS4107 and ARCS5106 Option Studios, and ARCN 5909 Thesis), but the Lecture Journals in ARCH4002 Canadian Architecture present one instance of a more structured analysis. Link to Student Performance Criteria:
https://cmailcarletonca.sharepoint.com/sites/ASAU_Accreditation/SitePages/Student-Performance-Criteria.aspx

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.

This ability is built into all studio (ARCS) courses. It is most specifically demonstrated in ARCS2106 Studio 3 and ARCS4105 Studio 6 at the undergraduate level, and throughout the sequence of design studios generally (ARCS). At the graduate level, ARCS5032 Studio 2, ARCS5105 Graduate Studio 1—Gateway, and the different option studios (ARCS5106 Graduate Studio 2), which all build upon one another so that students develop and integrate a full range of design skills. Link to Student Performance Criteria: https://cmailcarletonca.sharepoint.com/sites/ASAU_Accreditation/SitePages/Student-Performance-Criteria.aspx

A3. Design Tools

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

The first three terms of the undergraduate degree build capacity through a series of design technique courses. These include ARCN2106 Introduction to Multimedia, ARCN2105 Introduction to Computer Modelling, as well as ARCC2202 Architectural Technology 1, which introduces simulations and 3-d modeling skills. It also includes ARCS1005 Drawing. All studios build on these skills, and they are well demonstrated in ARCS4015 Studio 6 - Housing. At the graduate level, ARCC5096 Building Technology (cross-listed as ARCC2202 Architectural Technology 1), along with ARCN5005 Theories and Practices of Representation, contribute to building and reinforcing abilities to use a broad range of design tools, and these abilities are best demonstrated in ARCS5105 Graduate Studio 1—Gateway. Link to Student Performance Criteria: https://cmailcarletonca.sharepoint.com/sites/ASAU_Accreditation/SitePages/Student-Performance-Criteria.aspx

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, spaceand equipment requirements, the relevant laws, and site selection and design assessmentcriteria.

While most studio (ARCS) courses include programmatic responses and studies of precedents, contextual, and legal requirements, ARCS2106 Studio 3 as well as ARCS4015 Studio 6 offer examples of structured work at the scale of the building and of the block, in which students demonstrate the ability to analyze and work with complex programs. Students work from precedents, space, and equipment requirements, including accessibility and relevant laws, in order to develop good siting strategies to meet specific design criteria,

for example around access and urban design contribution. At the graduate level, ARCS5031 Studio 1, ARCS5032 Studio 2, and ARCS5105 Graduate Studio 1—Gateway all contribute to the development and demonstration of students' abilities to meet all aspects of Program Analysis criteria, including relevant laws, siting strategies, and assessment from specific projected design outcomes. Link to Student Performance Criteria: https://cmailcarletonca.sharepoint.com/sites/ASAU_Accreditation/SitePages/Student-Performance-Criteria.aspx

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.

At the undergraduate level, the series of studio courses place emphasis on different aspects of site context and design, from basic orientation in the first studio, to urban zoning and ecological considerations in ARCS2105 Studio 2 and ARCS2106 Studio 3 (assignments 1 and 2) and less visible aspects of site analysis in ARCS3105 Studio 4, culminating with a more comprehensive consideration of all these facets in ARCS4105 Studio 6 (exercise 4). At the graduate level, the first three studio courses require students to assess and respond to different site characteristics, with ARCS5031 Studio 1 and ARCS5032 Studio 2 including specific assignments and evaluation on site analysis and regulatory contexts. In ARCS 5105 Graduate Studio 1—Gateway (particularly in assignment 1), students demonstrate their ability to work, analyze, and respond to site characteristics. Likewise, ARCS5106 Graduate Option Studio work demonstrates this ability across different sites locally and globally. This learning is supported across different technical knowledge courses (ARCC), including ARCC2202 Architectural Technology 1/ARCC5096 Building Technology 1, ARCC5100 Advanced Building Systems, and ARCC3302 Architecture Technology 4/ARCC5099 Building Technology 4. Link to Student Performance Criteria: https://cmailcarletonca.sharepoint.com/sites/ASAU_Accreditation/SitePages/Student-Performance-Criteria.aspx

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 decisionson the evolution of cities; and the impact of urbanism on design.

Building on content introduced in history and urbanism courses (such as ARCU3100 Morphology of the City and ARCH2300 Introduction to Modern Architecture/ARCH5010 History and Theory of Modern Architecture), students learn and develop the ability to analyze the larger urban context, including its development and regulatory instruments. This ability is best demonstrated in ARCS4105 Studio 6 (assignment 6) and ARCS3105 Studio 4 (assignment 1) at the undergraduate level.

At the graduate level, this competency is evident in ARCS5103 Studio 2 (assignments 3 and 4), ARCS 5105 Graduate Studio 1—Gateway (assignment 1), as well as in ARCS5106 Graduate Option Studio, across different sites and in different contexts. Link to Student Performance Criteria:
https://cmailcarletonca.sharepoint.com/sites/ASAU_Accreditation/SitePages/Student-Performance-Criteria.aspx

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.

Work conducted in ARCC5100 Advanced Building Systems demonstrates students' ability to design and draw details that work to combine materials and meet the required performance both environmentally and in relation to the project as a whole.

The course runs along the ARCS 5105 Graduate Studio 1—Gateway, where students develop a detail for a larger project they are working on in that studio, with parallel explorations conducted through drawing, modeling and/or prototyping.
In ARCC3202 Architectural Technology 4/ARCC5099 Building Technology 4, all students undertake a thorough detailing exercise that includes an awareness of market standards and products. Additionally, ARCC2202 Architectural Technology 1/ARCC5096 Building Technology 1 introduce all students to wall assemblies, details, and technical drawings more generally, and assignments ensure that the acquisition of those skills are integral to students' learning in the course.
Link to Student Performance Criteria:
https://cmailcarletonca.sharepoint.com/sites/ASAU_Accreditation/SitePages/Student-Performance-Criteria.aspx

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 purposesof construction, drawings, and specifications.

Drawing and documentation abilities are developed across multiple design techniques (ARCN) and technical courses (ARCC), and integrated in studio courses outcome (ARCS), but the ability to document for the purpose of construction, drawings, and specifications is most clearly demonstrated in ARCC2202 Architectural Technology 1/ARCC5096 Building Technology 1 and ARCC3202 Architectural Technology 4/ARCC5099 Building Technology 4, as their assignments include specific requirements for this type of documentation. Additionally, ARCC5100 Advanced Building Systems includes design documentation in relation to the ARCS5105 – Graduate Studio 1 Gateway. Finally, ARCC2203 Architectural Technology 3 / ARCC5098 Building Technology 3 specifically assesses students' ability around permit application, technical drawing, specifications, and construction documentation.

Link to Student Performance Criteria: https://cmailcarletonca.sharepoint.com/sites/ASAU_Accreditation/SitePages/Student-Performance-Criteria.aspx

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.

Critical thinking and communication are introduced in ARCH1000 Introduction to Architecture, which provides a critical introduction to the body, land, place, and skin as sites, components, and markers of architecture, and asks students to consider their built environment critically in a few of its assignments. This knowledge is built upon and the ability is further developed through other ARCH and ARCN courses, most specifically in ARCH4002 Canadian Architecture and ARCH5020 Theories of Modernity, and further expanded upon in ARCH5200 Graduate Seminar 1. This ability is also demonstrated in all thesis work, in ARCN5909 Thesis. Link to Student Performance Criteria: https://cmailcarletonca.sharepoint.com/sites/ASAU_Accreditation/SitePages/Student-Performance-Criteria.aspx

B2. Architectural History

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

The history of architecture is introduced in the first year of the undergraduate degree (in two ARTH courses), and then students are presented with more focused opportunities to understand the relationships between architecture and urban design to cultural, political, ecological, and technological factors in ARCH2300 Introduction to Modern Architecture/ARCH5010 History and Theory of Modern Architecture, ARCU3100 Morphology of the City, ARCH5020 Theories of Modernity, and ARCH5201 Graduate Seminar 2. Link to Student Performance Criteria: https://cmailcarletonca.sharepoint.com/sites/ASAU_Accreditation/SitePages/Student-Performance-Criteria.aspx

B3. Architectural Theory

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

Conceptual and theoretical frameworks are introduced in the first year of the undergraduate degree through ARCH1000 Introduction to Architecture, after which students are presented with more focused opportunities to understand different conceptual and theoretical frameworks in ARCU3100 Morphology of the City as well as in ARCH5020 Theories of Modernity, and within a series of two additional Graduate Seminars, ARCH5200 Graduate Seminar 1 and ARCH5201 Graduate Seminar 2. Link to Student Performance Criteria: https://cmailcarletonca.sharepoint.com/sites/ASAU_Accreditation/SitePages/Student-Performance-Criteria.aspx

B4. Cultural Diversity and Global Perspectives

The student must have an understanding of the diverse needs, values, behavioral 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.

Cultural diversity is addressed throughout the curriculum, through the range of precedents, and the breadth of critical readings in history and theory being studied. Most specifically, students get a strong introduction of diverse needs, values, norms, and patterns, foregrounding the implications of diversity and positionality in relation to Architecture in ARCH1000 Introduction to Architecture. At the graduate level, a similar intention and introduction is offered through ARCH5020 Theories of Modernity, and this learning is expanded upon in ARCH5200 Graduate Seminar 1. These courses all include global perspectives. Additionally, students engage in global contexts through traveling studios, whether at the undergraduate (ARCS3107 Studio 5 Directed Studies Abroad) and/or at the graduate level (ARCS5106 Graduate Studio 2 Option Studio). Link to Student Performance Criteria: https://cmailcarletonca.sharepoint.com/sites/ASAU_Accreditation/SitePages/Student-Performance-Criteria.aspx

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.

Students gain an understanding of broader ecologies through a variety of core and studio courses, including ARCC2202 Architectural Technology 1/ARCC5096 Building Technology 1 and ARCS2106 Studio 3. At the graduate level, all students gain an understanding of technical and design implications through the comprehensive ARCS5105 Graduate Studio 1, and the course that runs in parallel to that studio, ARCC5100 Advanced Building Systems, particularly in assignment 1. Understanding of broader ecologies is also integrated in different studios throughout the curriculum, perhaps most importantly in the ARCS5106 Graduate Studio 2 Option Studio.

Link to Student Performance Criteria:
https://cmailcarletonca.sharepoint.com/sites/ASAU_Accreditation/SitePages/Student-Performance-Criteria.aspx

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.

Students are introduced to different codes, regulations, and standards across their technical (ARCC), studio (ARCS), and professional courses. Zoning and other regulations are introduced in ARCS4105 Studio 6 and in ARCC2203 Architectural Technology 3. At the graduate level, codes, regulations, and standards are introduced in ARCS5031 Studio 1, they are taught and inform design decisions in ARCS5032 Studio 2 (in particular in assignment 2), and are integrated as well in the design process and development of an architectural project in ARCS5105 Graduate Studio 1—Gateway.
Link to Student Performance Criteria:
https://cmailcarletonca.sharepoint.com/sites/ASAU_Accreditation/SitePages/Student-Performance-Criteria.aspx

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.

Basic principles in relation to materials are introduced in the technology sequence (ARCC), most specifically in ARCC2202 Architectural Technology 1/ARCC5096 Building Technology 1 and ARCC2203 Architectural Technology 3. At the graduate level, it is reinforced in ARCC5100 Advanced Building Systems, which runs together with ARCS5105 Graduate Studio 1—Gateway to ensure students can develop a better understanding of the implications of selecting materials and assemblies in the context of their design work. Link to Student Performance Criteria:
https://cmailcarletonca.sharepoint.com/sites/ASAU_Accreditation/SitePages/Student-Performance-Criteria.aspx

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 applicationof appropriate structural systems.

Structural systems are introduced in ARCC1202 History of Structures, reinforced in ARCC2202 Architectural Technology 1/ARCC5096 Building Technology 1 as well as in

CIVE2005 Architectural Technology 2 and ARCC5097 Building Technology 2. At the graduate level, principles of structures are again covered and strengthened in ARCC5100 Advanced Building Systems. Link to Student Performance Criteria: https://cmailcarletonca.sharepoint.com/sites/ASAU_Accreditation/SitePages/Student-Performance-Criteria.aspx

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 ofpassive and active environmental modification and building service systems, the issues involved in the coordination of these systems in a building, energy use and appropriate toolsfor performance assessment, and the codes and regulations that govern their application in buildings.

Environmental systems, their performance, and associated regulations are covered in the series of technical courses, and most specifically in ARCC2202 Architectural Technology 1/ARCC5096 Building Technology 1, in ARCC2203 Architectural Technology 3, as well as in ARCC5100 Advanced Building Systems and its associated studio, ARCS5105 Graduate Studio 1—Gateway. Link to Student Performance Criteria: https://cmailcarletonca.sharepoint.com/sites/ASAU_Accreditation/SitePages/Student-Performance-Criteria.aspx

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, structuraland environmental systems, building envelopes and assemblies, regulatory requirements, and environmental stewardship.

Learning is integrated across studio and technical course at multiple points in our programs to create opportunities to think comprehensively across different facets of a building project.

At the undergraduate level, this is most intentionally and significantly done in the housing comprehensive studio, ARCS4105 Studio 6, which runs in parallel with ARCC3202 Architectural Technology 4.

At the graduate level, there is a great degree of depth covered in relation to comprehensive abilities in ARCS5032 Studio 2, but this ability is most strongly demonstrated in Gateway, ARCS5105 Graduate Studio 1, which runs in parallel with ARCC5100 Advanced Building Systems to ensure students can integrate all required factors in their architectural design projects.

Link to Student Performance Criteria: https://cmailcarletonca.sharepoint.com/sites/ASAU_Accreditation/SitePages/Student-Performance-Criteria.aspx

E: Professional Practice

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.

Students learn about the different regulations, regulatory bodies, and paths to licensure through an entire course dedicated to different facets of the architectural profession, ARCC5200 Professional Practice. Link to Student Performance Criteria: https://cmailcarletonca.sharepoint.com/sites/ASAU_Accreditation/SitePages/Student-Performance-Criteria.aspx

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 roleof advocacy in relation to environmental, social, and cultural issues.

Students get their most thorough introduction to ethical and legal responsibilities in ARCC5200 Professional Practice, as well as in ARCC4500 Design Economics ARCC4500. In addition to the content learned in these two courses, consideration of ethical responsibilities plays out in many of our studios, including the Community Engagement Studio (ARCS3105 Studio 4), as well as in all the Graduate Option studios (ARCS5106 Graduate Studio 2), which all contribute to convey the important role of advocacy in relation to environmental, social, and cultural issues. Link to Student Performance Criteria: https://cmailcarletonca.sharepoint.com/sites/ASAU_Accreditation/SitePages/Student-Performance-Criteria.aspx

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.

Modes of practice and the various aspects of practice organization are covered in ARCC5200 Professional Practice, as well as in Design Economics ARCC4500.

Link to Student Performance Criteria: https://cmailcarletonca.sharepoint.com/sites/ASAU_Accreditation/SitePages/Student-Performance-Criteria.aspx

E4. Professional Contracts

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

Professional contracts are covered in ARCC5200 Professional Practice. Link to Student Performance Criteria: https://cmailcarletonca.sharepoint.com/sites/ASAU_Accreditation/SitePages/Student-Performance-Criteria.aspx

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.

Some elements of project management are introduced in ARCC2202 Architectural Technology 1/ARCC5096 Building Technology 1 and ARCC2203 Architectural Technology 3. It is more thoroughly presented in ARCC5200 Professional Practice, as well as in ARCC4500 Design Economics, with both these courses including aspects of costing, planning, financing, as well as project management more broadly. Link to Student Performance Criteria: https://cmailcarletonca.sharepoint.com/sites/ASAU_Accreditation/SitePages/Student-Performance-Criteria.aspx

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, inwhich the Program exists, as well as the institution's current mission statement and the date ofits adoption or last revision. This may be provided as a web link.

Carleton University (CU) description: https://carleton.ca/about/ CU history: https://carleton.ca/about/history/ CU 2020 Strategic Plan and Mission: https://carleton.ca/provost/reports/

4.1.2 Program History

The appendix of the APR must provide a brief Program history.
https://cmailcarletonca.sharepoint.com/sites/ASAU_Accreditation/SitePages/4.1-Introduction-to-the-Institution-and-Program-History.aspx#4.1.2-program-history

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.

https://cmailcarletonca.sharepoint.com/sites/ASAU_Accreditation/SitePages/4.2-Student-Progress-Evaluation.aspx#4.2.1.-procedures-for-evaluating-student-transfer-credit-and-advanced-placement

4.3 Current Course Descriptions

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.
https://cmailcarletonca.sharepoint.com/sites/ASAU_Accreditation/SitePages/4.-Supplemental-Information.aspx

4.4 Current Faculty Resumes

The appendix of the APR must include a condensed resume (no more than two pages) foreach 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.
https://cmailcarletonca.sharepoint.com/sites/ASAU_Accreditation/SitePages/4.4-Current-Faculty-Resumes.aspx

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.
https://cmailcarletonca.sharepoint.com/sites/ASAU_Accreditation/SitePages/4.5-Visiting-Team-Report-from-the-Previous-Visit.aspx

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 mostrecent school academic calendar should be submitted.
https://cmailcarletonca.sharepoint.com/sites/ASAU_Accreditation/SitePages/4.6-Annual-Reports.aspx

Appendix B: Report Signatures

A: Program Signatures

University Name Carleton University

Program Name Master of Architecture

Name	Anne Bordeleau
Title	Professor and Director, Azrieli School of Architecture and Urbanism
Date	2023-08-25

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Carleton University : Master of Architecture

The Matrix does not require inputting the full curriculum structure. Please enter only Mandatory Courses contributing to SPC compliance. In cases where the student cohort is divided into concurrent parallel sections or streams during a single term (for example: a class divided into parallel 3 studios) please enter a generic description, generic course number and the common SPC compliance on a single line.

Reminder: all students must achieve full SPC compliance as shown in the Matrix.

			A. Design								B. Culture, Communications, and Critical Thinking					C. Technical Knowledge					D. Comprehensive Design	E. Professional Practice				
			Design Theories, Precedents, and Metho	Design Skills	Design Tools	Program Analysis	Site Context and Design	Urban Design	Detail Design	Design Documentation	Critical Thinking and Communication	Architectural History	Architectural Theory	Cultural Diversity and Global Perspective	Ecological Systems	Regulatory Systems	Materials	Structural Systems	Envelope Systems	Environmental Systems	Comprehensive Design	The Architectural Profession	Ethical and Legal Responsibilities	Modes of Practice	Professional Contracts	Project Management
			A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	E1	E2	E3	E4	E5
BAS Year 1 Fall - Winter	ARCH 1000	Introduction to Architecture									■		■	■												
	ARCS 1005	Drawing																								
	ARCN 2106	Introduction to Multimedia																								
	ARCC 1202	History of Structures																■								
	ARCS 1105	Studio 1			■																					
	ARCN 2105	Introduction to Computer Modeling	■		■																					
BAS Year 2 Fall - Winter	ARCS 2105	Studio 2																								
	ARCH 2300 (ARCH 5010)	Introduction to Modern Architecture										■														
	ARCC 2202 (ARCC 5096)	Architectural Technology 1 (Building Tech 1)							■	■							■	■	■	■						■
	ARCS 2106	Studio 3	■	■		■	■								■											
	CIVE 2005	Architectural Technology 2																■								
BAS Year 3 Fall - Winter	ARCS 3105	Studio 4						■															■			
	ARCH 4002	Canadian Architecture									■															
	ARCC 2203	Architectural Technology 3														■	■		■							■
	ARCS 3107	Studio 5: Directed Studies Abroad												■												
	ARCU 3100	Morphology of the City										■	■		■											

			A. Design								B. Culture, Communications, and Critical Thinking					C. Technical Knowledge					D. Comprehensive Design	E. Professional Practice				
			Design Theories, Precedents, and Metho	Design Skills	Design Tools	Program Analysis	Site Context and Design	Urban Design	Detail Design	Design Documentation	Critical Thinking and Communication	Architectural History	Architectural Theory	Cultural Diversity and Global Perspective	Ecological Systems	Regulatory Systems	Materials	Structural Systems	Envelope Systems	Environmental Systems	Comprehensive Design	The Architectural Profession	Ethical and Legal Responsibilities	Modes of Practice	Professional Contracts	Project Management
			A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	E1	E2	E3	E4	E5
BAS Year 4 Fall - Winter	ARCS 4105	Studio 6: Comprehensive Studio	■	■	■	■	■	■								■					■					
	ARCC 3202 (ARCC 5099)	Architectural Technology 4 (Building Tech 4)							■	■										■	■					
	ARCS 4107	Studio 7: Option Studio																								
	ARCC 4500	Design Economics																				■	■	■		■
MArch Year 1 Fall-Winter-Spring	ARCS 5031	Studio 1	■			■										■										
	ARCH 5010 (ARCH 2300)	History & Theory of Modern Architecture										■														
	ARCN 5005	Theory and Practical Representation			■																					
	ARCC 5096 (ARCC 2202)	Building Technology 1 (Arch Technology 1)			■				■	■					■		■	■	■	■						■
	ARCS 5032	Studio 2		■		■	■	■								■					■					
	ARCH 5020	Theories of Modernity									■	■	■	■												
	ARCC 5097	Building Technology 2																								
	ARCC 5099 (ARCC 3202)	Building Technology 4 (Arch Technology 4)							■	■									■							
	ARCS 5033	Studio 3																								
	ARCC 5098	Building Technology 3																								
MArch Year 2 Fall - Winter (Year 1 - AP)	ARCS 5105	Graduate Studio 1		■	■	■	■	■							■	■	■			■	■					
	ARCC 5100	Advanced Building Systems							■	■					■		■	■	■	■	■		■			
	ARCC 5200	Professional Practice																				■	■	■	■	■
	ARCS 5106	Graduate Studio 2		■			■	■						■									■			
	ARCH 5200	Graduate Seminar 1									■		■	■												

			A. Design								B. Culture, Communications, and Critical Thinking					C. Technical Knowledge					D. Comprehensive Design	E. Professional Practice				
			Design Theories, Precedents, and Metho	Design Skills	Design Tools	Program Analysis	Site Context and Design	Urban Design	Detail Design	Design Documentation	Critical Thinking and Communication	Architectural History	Architectural Theory	Cultural Diversity and Global Perspective	Ecological Systems	Regulatory Systems	Materials	Structural Systems	Envelope Systems	Environmental Systems	Comprehensive Design	The Architectural Profession	Ethical and Legal Responsibilities	Modes of Practice	Professional Contracts	Project Management
			A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	E1	E2	E3	E4	E5
MArch Year 3 Fall - Winter (Year 2 - AP)	ARCN 5909	Thesis	■								■															
	ARCH 5201	Graduate Seminar 2										■	■													