



ARCHITECTURE PROGRAM REPORT(APR) COMPLETENESS CHECK REVIEW FORM

The purpose of this review is to determine the completeness and clarity of the APR, and to discern the complexity of the Program's structure. The review is not meant to assess the quality of the Program. (Section I)

A copy of the completeness check result (Section II) is forwarded to the Program.

UNIVERSITY:

PROGRAM: Master of Architecture (M. Arch)

ACCREDITATION CYCLE:

VISITING TEAM CHAIR:

I. COMPLETENESS AND CLARITY OF THE ARCHITECTURE PROGRAM REPORT (APR)

IS THE REQUESTED INFORMATION PROVIDED ?	Yes	Yes, but more info needed	No. information needed
1. INTRODUCTION TO THE PROGRAM			
1.1 Program Identity and Mission: the APR must:			
<ul style="list-style-type: none"> - include a summary of the program's identity, uniqueness, strengths and challenges 			
<ul style="list-style-type: none"> - 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 statement and objectives do not exist, the program's plans for completing one must be outlined). 			
<ul style="list-style-type: none"> - demonstrate that the Program 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. 			
1.2 Program Action Plan and Objectives: the APR must include:			
<ul style="list-style-type: none"> - the program's action plan and objectives developed in accordance with institutional norms 			
<ul style="list-style-type: none"> - the Program's measures of success and a time line for executing the plan 			
2. PROGRESS SINCE THE PREVIOUS SITE VISIT: the APR must include:			
<ul style="list-style-type: none"> - 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." 			
3. COMPLIANCE WITH THE CONDITIONS FOR ACCREDITATION			
3.1 Program Self-Assessment: the APR must include:			
<ul style="list-style-type: none"> - a description of the Program's self-assessment process 			
<ul style="list-style-type: none"> - 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. 			
3.2 Public Information			
<i>The program must provide clear, complete, and accurate information to the public by including in its academic calendar and promotional literature the exact language found in Appendix A-1. The APR must include:</i>			
<ul style="list-style-type: none"> - the program description as it appears in university academic calendar or any other institutionally authorized printed or digital materials. 			
<ul style="list-style-type: none"> - evidence that all faculty and incoming students have been provided with a printed or digital copy of the most up to date Guide to Student Performance Criteria. 			

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3.3 Equity, Diversity, and Inclusion <i>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:</i>			
<ul style="list-style-type: none"> - procedures in place used to achieve equity and diversity in School operations and activities. 			
3.4 Student Composition, Well-Being, and Enrichment <i>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:</i>			
<ul style="list-style-type: none"> - 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 			
<ul style="list-style-type: none"> - evidence that the school has policies and procedures in place for a safe, positive, and respectful learning and working environment 			
<ul style="list-style-type: none"> - a description of the Program's approach to co-curricular, extracurricular, and enhanced learning opportunities available to students 			
<ul style="list-style-type: none"> - evidence of the Program's facilitation of student opportunities to participate in field trips and other off-campus activities 			
<ul style="list-style-type: none"> - evidence of opportunities to participate in student professional societies, honors societies, and other campus-wide student activities 			
<ul style="list-style-type: none"> - a list of guest lecturers and visiting critics brought to the Program since the previous site visit 			
<ul style="list-style-type: none"> - a list of public exhibitions brought to the Program since the previous site visit 			
<ul style="list-style-type: none"> - a description of student support services, including health and wellness, academic and personal advising, career guidance, evaluation of progress, and internship placement (if applicable) 			
<ul style="list-style-type: none"> - a description of teaching and research assistant opportunities for students. 			
3.5 Faculty and Staff Resources <i>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:</i>			
<ul style="list-style-type: none"> - 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 			

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<ul style="list-style-type: none"> - a description of the distribution of effort between administration and other responsibilities for each position 			
<ul style="list-style-type: none"> - a description and tabulation of the administrative and technical roles and qualifications of <i>Program</i> support staff, as well as a description of the distribution of effort where roles and responsibilities are split among multiple tasks or positions 			
<ul style="list-style-type: none"> - the <i>Program's</i> policy regarding human resources development opportunities 			
<ul style="list-style-type: none"> - a description of the policies, procedures, and criteria for faculty appointment, promotion, and tenure 			
<ul style="list-style-type: none"> - a description of faculty and staff development opportunities 			
<ul style="list-style-type: none"> - evidence of how faculty activities encourage currency in the knowledge of changing demands of practice and licensure 			
<ul style="list-style-type: none"> - a description of the <i>Program's</i> approach to research, research activities carried out within the <i>Program</i>, and how the research may or may not inform the professional curriculum 			
3.6 Space and Technology Resources <i>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:</i>			
<ul style="list-style-type: none"> - 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 			
<ul style="list-style-type: none"> - a description of any changes to the facility (including furniture, equipment, etc.), whether under construction, funded, or proposed 			
<ul style="list-style-type: none"> - a description of workshop and fabrication resources including equipment, infrastructure, and other resources available to students, faculty, and staff 			
<ul style="list-style-type: none"> - a description of the information technology available to students, faculty, and staff, including hardware, software, networks, services, staff, and other computer resources 			
3.7 Information Resources <i>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:</i>			
<ul style="list-style-type: none"> - a description of the library, including library collections, visual resources, digital resources, services, staff, facilities, equipment, and budget/administration/operations 			
<ul style="list-style-type: none"> - a library statistics report 			
<ul style="list-style-type: none"> - 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 			

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3.8 Financial Resources <i>Programs must have access to sufficient institutional support and financial resources. The APR must include:</i>			
<ul style="list-style-type: none"> - an itemized Program budget that includes operating and salary expenses and a description of research funding, endowments, scholarships, and development activities 			
3.9 Administrative Structure <i>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:</i>			
<ul style="list-style-type: none"> - 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 			
3.10 Professional Degrees and Curriculum <i>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 (MArch) degree. The APR must include:</i>			
<ul style="list-style-type: none"> - specification of the degree(s) offered 			
<ul style="list-style-type: none"> - 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 			
<ul style="list-style-type: none"> - a description of any Program components that are outside of the administrative purview of the unit or institution that is accredited 			
<ul style="list-style-type: none"> - 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 			
<ul style="list-style-type: none"> - student admission assessments concerning advanced placement within the Program 			
3.11 Performance Criteria (PC) <i>The Program must demonstrate satisfactory performance in relation to program performance criteria (PPC), and student performance criteria (SPC).</i>			
<ul style="list-style-type: none"> - an overview of the curricular goals and content of the Program 			
<ul style="list-style-type: none"> - 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 			
<ul style="list-style-type: none"> - a graphic matrix that cross-references each course with the student performance criterion (SPC) it addresses. 			
4. SUPPLEMENTAL INFORMATION (Must be included in Appendix of the APR)			
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:			
<ul style="list-style-type: none"> - 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. 			

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4.1.2 Program History: The appendix of the APR must provide:			
<ul style="list-style-type: none"> - a brief Program history. 			
4.2 Student Progress Evaluation: <i>The appendix of the APR must include:</i>			
<ul style="list-style-type: none"> - the procedures for evaluating student transfer credit and advanced placement 			
<ul style="list-style-type: none"> - the procedures for evaluating student progress, including the institutional and Program policies and standards for evaluation, advancement, graduation, appeal, and remedial measures 			
4.3 Current Course Description: <i>The appendix of the APR must include:</i>			
<ul style="list-style-type: none"> - 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 <i>Program</i>. 			
4.4 Current Faculty Resumes: The appendix of the APR must include:			
<ul style="list-style-type: none"> - a condensed resume (no more than two pages) for each faculty member currently teaching in the <i>Program</i>. 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 <i>accreditation</i> visit. 			
4.5 Visiting Team Report (VTR) from the Previous Visit: The appendix of the APR must include:			
<ul style="list-style-type: none"> - Copy of the report (VTR) from the previous site visit in its entirety 			
4.6 Annual Reports (ARs): The appendix of the APR must include:			
<ul style="list-style-type: none"> - 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 			

II- COMPLETENES CHECK RESULT:

Team Chair:

Signature:

Date:

