

CACB

CCCA

CANADIAN ARCHITECTURAL
CERTIFICATION BOARD

CONSEIL CANADIEN DE
CERTIFICATION EN ARCHITECTURE

Conditions and Terms for Accreditation



What is Architectural Accreditation in Canada?

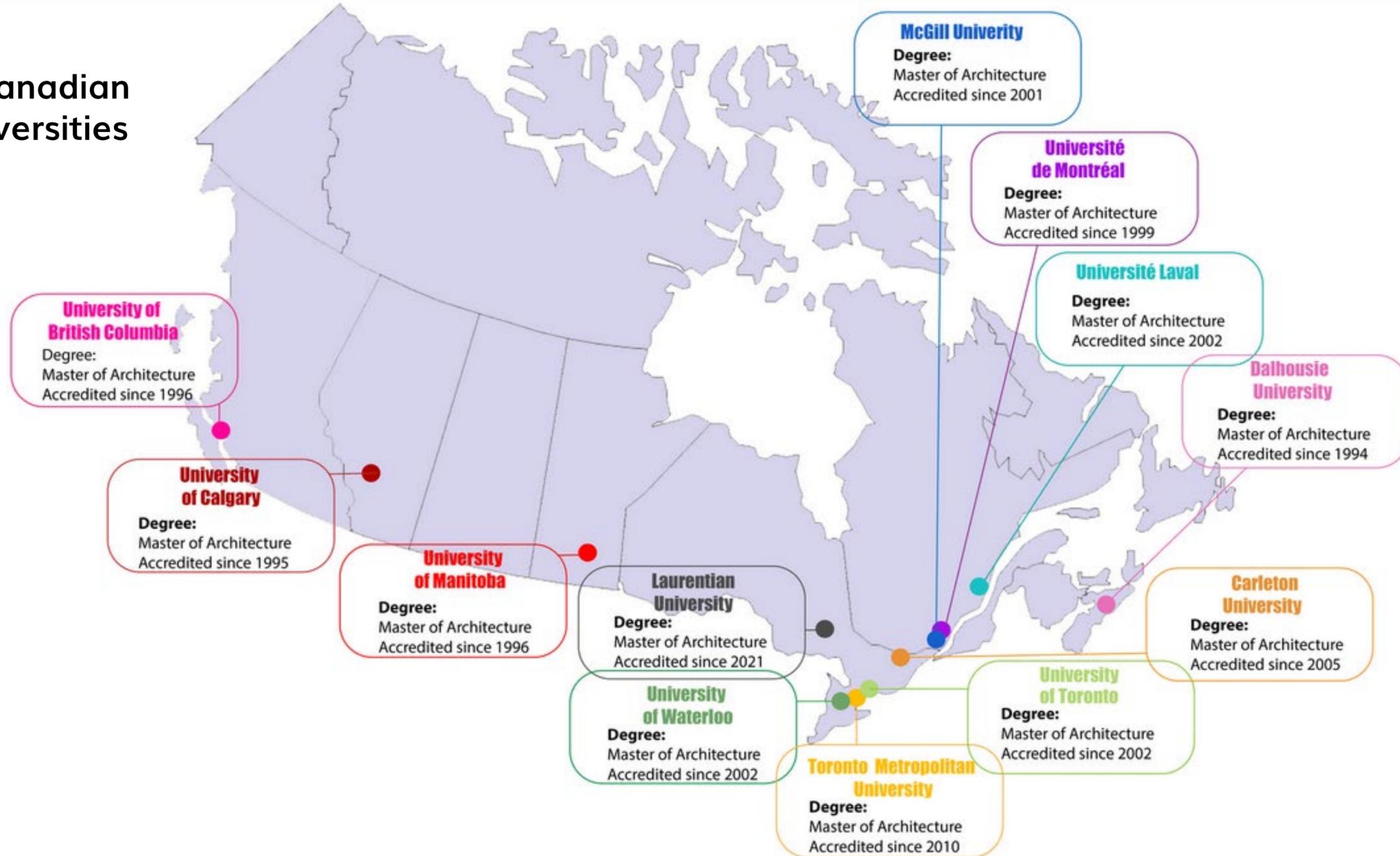
It is the public recognition accorded to a professional program in architecture that meets established professional qualifications and educational standards through initial and periodic evaluations.

In **Canada**, the Canadian Architectural Certification Board (CACB) is in charge since 1991 to ensure that the prescribed standards are met.

The CACB requires an accredited Program to produce graduates who:

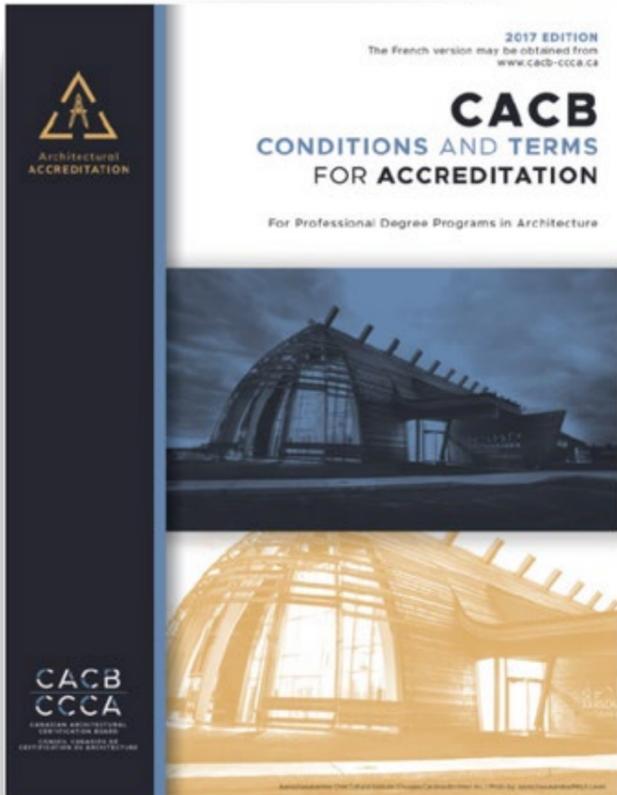
1. are competent in a range of intellectual, spatial, technical, and interpersonal skills;
2. understand the historical, socio-cultural, and environmental context of architecture;
3. are able to solve architectural design problems (including the integration of technical systems and regulatory requirements);and
4. comprehend the roles and responsibilities of an architect in society.

There are 12 Canadian Accredited Universities



What are the conditions to meet in order to be an accredited architectural degree program?

The CACB Conditions and Terms for Accreditation establish the criteria to be used in the process of evaluating university programs for accreditation.



1. Program Self-Assessment
2. Public Information
3. Equity, Diversity, and Inclusion
4. Student Composition, Well-Being, and Enrichment
5. Faculty and Staff Resources
6. Space and Technology Resources
7. Information Resources
8. Financial Resources
9. Administrative Structure
10. Professional Degrees and Curriculum
11. Performance Criteria: made of
 - i. Program Performance Criteria (6 PPCs)
 - ii. Student Performance Criteria (24 SPCs)

Conditions for Accreditation

Conditions 1 to 5

1-Program Self-Assessment:

An assessment of the degree to which it is fulfilling its mission and achieving its strategic plan.

2-Public Information:

Communicate the information regarding the CACB process for accreditation to all faculty and incoming students.

3-Equity, Diversity, and Inclusion:

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.

4-Student Composition, Well-Being, and Enrichment:

Demonstrate that the Program 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.

5-Faculty and Staff Resources:

The Program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient complement of appropriately qualified faculty, administrative, and support staff, and an administrative head that devotes no less than fifty percent of his or her time to program administration. Student enrollment and the scheduling of design studios must assure adequate time for an effective tutorial exchange between faculty members and students.

Conditions for Accreditation

Conditions 6 to 10

6-Space and Technology Resources:

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.

7-Information Resources:

Provide ample, diverse, up-to-date resources for faculty, staff, and students to support research and skills acquisition.

8-Financial Resources:

The Program must have access to sufficient institutional support and financial resources.

9-Administrative Structure:

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*.

10-Professional Degrees and Curriculum:

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

11-Performance Criteria

The Program must demonstrate satisfactory performance in relation to Program Performance Criteria (PPC), and Student Performance Criteria (SPC) regrouped in 5 categories.

The roster of six PPCs and twenty-four SPCs is intended to foster an integrated approach to learning:

A. Program Performance Criteria (PPC): 6

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

PPC1. Professional development

PPC2. Design education

PPC3. Global perspectives and environmental stewardship

PPC4. Collaboration, leadership, and community engagement

PPC5. Technical knowledge

PPC6. Breadth of education

B. Student Performance Criteria (SPC): 24

Evidence of performance must include student work and the pedagogical objectives and assignments of any given course. The Program must demonstrate that all of its graduates have achieved, at minimum, a satisfactory level of accomplishment:

Understanding:

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

Ability:

Proficiency in using specific information to accomplish a task, correctly selecting the appropriate information, and accurately applying it to the solution of a specific architectural problem.

B. Student Performance Criteria (SPC): 24

A. Design

- A1. Design Theories, Precedents, and Methods
- A2. Design Skills
- A3. Design Tools
- A4. Program Analysis
- A5. Site Context and Design
- A6. Urban Design
- A7. Detail Design
- A8. Design Documentation

B. Culture, Communications, and Critical Thinking

- B1. Critical Thinking and Communication
- B2. Architectural History
- B3. Architectural Theory
- B4. Cultural Diversity and Global Perspectives
- B5. Ecological Systems

C. Technical Knowledge

- C1. Regulatory Systems
- C2. Materials
- C3. Structural Systems
- C4. Envelope Systems
- C5. Environmental Systems

D. Comprehensive Design

- D1. Comprehensive Design

E. Professional Practice

- E1. The Architectural Profession
- E2. Ethical and Legal Responsibilities
- E3. Modes of Practice
- E4. Professional Contracts
- E5. Project Management

How is Accreditation performed and granted?

The CACB Accreditation Program is an outcome-based assessment process.

It is intended to verify that the architectural program meets the standards that are set to deliver an appropriate professional education that will qualify its graduates for licensure.

The Accreditation Process starts with the Program self-evaluation and is followed by a site visit and audit conducted by the CACB Visiting Team.

- **Self-evaluation**

Programs prepare a written Report, the Architecture Program Report (APR) to demonstrate how they meet the CACB Conditions and Terms for Accreditation.

- **Site Visit:**

The CACB appoints core visiting teams composed by 2 Educators, 2 Practitioners, and 1 Intern/Student to perform the review/audit of the evidence that support the Programs' self-evaluation Report (APR).

- **Visiting Team Report (VTR):**

The visiting team prepares the VTR at the end of the visit that will be submitted to the Board for the Accreditation Decision.

- **Accreditation Decision**

This is rendered by the CACB Board.

What are the terms of Accreditation?

Terms for Initial Accreditation

Initial Accreditation

Programs seeking initial accreditation must first be granted candidacy status.
Programs that achieve initial accreditation will receive an initial three-year term



Indicating that all major program components and resources are in place. Some additional program development may be necessary and/or deficiencies may need to be corrected.

Terms for Continuing Accreditation

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Six-year Term

Deficiencies, if any, are minor, a process to correct them is clearly defined.
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**Six-Year Term
with a Focused
Evaluation**

Significant deficiencies which form the basis of a focused evaluation at the end of the third year.
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Three-year Term

Major deficiencies affecting the quality of the Program, but the intent to correct these deficiencies is clear and attainable.
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**Two-year
Probationary Term**

Deficiencies severe enough to seriously question the quality of the Program, and the intent/capability to correct them is not evident.
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**Revocation of
Accreditation**

Besides revocation based on the above sequences, accreditation can be revoked at any time if there is evidence of substantial and persistent non-compliance with CACB Terms and Conditions for Accreditation.

How are the conditions for accreditation revised/updated to adapt to the changes and trends in the profession?

The Conditions and Terms for Accreditation are cyclically reviewed to ensure a consistent, fair, and equitable accreditation process that will uphold the minimum standards in architectural accreditation.

The cyclical review aims to ensure that architectural education adapts and anticipates changes in the discipline and the profession.

Any amendments to the document are initiated by both ROAC and CCUSA and discussed during the CACB Conferences, and must be approved by both organizations.

The existing 2017 Version is the result of the 2014 CACB Conference.



Thank you!