



# CACB Procedures for Accreditation

## For Professional Degree Programs in Architecture

*This document should be read in conjunction with the CACB Conditions and Terms for Accreditation document. In case of inconsistencies between the two documents, the CACB Conditions and Terms for Accreditations shall govern.*

## 2017 Edition

Published February 2018

Revised July 2025

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## Acronyms

<b>APR:</b>	Architecture Program Report
<b>AR:</b>	Annual Report
<b>CACB:</b>	Canadian Architectural Certification Board
<b>CASA:</b>	Canadian Architecture Students Association
<b>CCUSA:</b>	Canadian Council of University Schools of Architecture
<b>CEGEP:</b>	Collège d'enseignement général et professionnel
<b>FTE:</b>	Full-Time Equivalent
<b>FETR:</b>	Focused Evaluation Team Report
<b>MRA:</b>	Mutual Recognition Agreements
<b>NAAB:</b>	National Architectural Accrediting Board (United States)
<b>PPC:</b>	Program Performance Criteria
<b>ROAC:</b>	Regulatory Organizations of Architecture in Canada
<b>SPC:</b>	Student Performance Criteria
<b>VTR:</b>	Visiting Team Report

## Definitions

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

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

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

**Elective Studies:** Courses offered within or outside the Program that provide opportunities for students to develop particular areas of expertise or to study topics of personal interest within the discipline of architecture.

**General Studies:** Courses offered within or outside the Program that provide opportunities for students to develop a broad understanding of human knowledge in the arts and sciences, outside of the specific discipline of architecture.

**Pre-Professional Degree:** A university degree that is intended by the institution to form a necessary part of a professional program in architecture but is not sufficient for CACB certification by itself. These degrees are evaluated by the CACB as part of the accreditation process and will contribute to satisfying the student performance criteria. The CACB maintains a list of pre-professional degrees offered in Canada.

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

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

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

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

# The Canadian Architectural Certification Board (CACB)

## An Overview

The CACB is a national independent non-profit corporation, established in 1976. It is the sole organization recognized by the architectural profession in Canada to assess the educational qualifications of architecture graduates (*Certification Program*) and (since 1991) to accredit professional architecture degree programs offered by Canadian universities (*Accreditation Program*). The CACB mandate additionally includes: (since 2012) certifying professional qualifications of broadly experienced foreign architects (*BEFA Program*); and (since 2010) collaborating in conducting research, nationally and internationally, as it relates to architectural accreditation and academic certification. The CACB is a decision-making and policy-generating body, with its head office in Ottawa, Ontario.

The CACB receives its mandate from its two members: (1) the *Regulatory Organizations of Architecture in Canada (ROAC)*, formerly named the *Canadian Architectural Licensing Authorities (CALA)*, representing all provincial and territorial regulators of the profession of architecture in Canada; and (2) the *Canadian Council of University Schools of Architecture (CCUSA)*, representing all accredited university architecture programs in Canada.

## Mission and Mandate

### Mission

To develop, implement, and maintain high-quality *certification* programs and standards for the practice of architecture in Canada.

### Mandate

The CACB receives its mandate from the ROAC and the CCUSA to:

1. Certify educational qualifications of individual architectural graduates (*Certification Program*);
2. Accredit professional architecture programs at Canadian universities (*Accreditation Program*);
3. Certify professional qualifications of broadly experienced foreign architects (*BEFA Program*); and
4. Collaborate and conduct research, nationally and internationally, as it relates to architectural accreditation and academic certification.

The CACB directors are elected from individuals nominated by CCUSA and ROAC, as well as the *Canadian Architecture Students Association (CASA)*. The CACB cooperates with its members (CCUSA and ROAC), as well as CASA, the architectural profession at large, and other accrediting agencies in Canada and internationally.

The CACB adheres to the values of excellence, collaboration, leadership and integrity in all of its activities.

The *Revised 2025 Procedures for Accreditation* supersede the existing 2017 document and incorporates adjustments introduced in response to the COVID-19 pandemic, including the adoption of a hybrid model for the visit component to accommodate evolving needs and circumstances.

## The CACB Accreditation Program

Graduation from a CACB-accredited program is the first of three steps on the path to licensure, which includes education, experience, and examination.

The CACB only accredits *Programs* that are intended by their institution to be professional degrees in architecture that lead to licensure. Professional accreditation of a Program means that it has been evaluated by the CACB and substantially meets the educational standards that comprise, as a whole, an appropriate education for an architect. The accreditation process requires a self-assessment by the institution or Program, an evaluation of the self-assessment by the CACB, and a site visit and review conducted by a team representing the CACB.

The curriculum of a CACB-accredited Program includes *general studies*, *professional studies*, and *elective studies*, ensuring that graduates will be technically competent critical thinkers capable of navigating multiple career paths within a changing societal context. Specifically, the CACB requires an accredited Program to produce graduates who are competent in a range of design, technical, cultural and professional skills, as outlined in the *SPCs*.

## Accreditation Administration

The CACB administers the *accreditation* of the Canadian architecture programs in accordance with established criteria and procedures by:

- establishing, maintaining, and publishing policies under which it accredits university programs in architecture;
- establishing, maintaining, and publishing criteria to be used in the process of evaluating university programs for *accreditation* (*CACB Conditions and Terms for Accreditation*) and procedures for evaluating programs and making *accreditation* decisions (*CACB Procedures for Accreditation*);
- conducting periodic reviews of its conditions and procedures and introducing amendments, if necessary, into existing conditions and procedures;
- conducting program evaluations in accordance with the applicable conditions and procedures for *accreditation* (*accreditation* decisions rest solely with the CACB board of directors);
- maintaining a public register of accredited architecture programs and the terms and conditions of the *accreditation*, the *APR*, and the *VTR*; and
- establishing and publishing an appeal procedure concerning *accreditation* decisions.

## Accreditation Documentation

### CACB Conditions and Terms for Accreditation and CACB Procedures for Accreditation

These are the two guiding documents for the accreditation of *Programs* offering professional degrees in architecture. They outline the requirements that the accredited *Programs* must meet and the procedures to follow to ensure a uniform, fair, and equitable accreditation process that will uphold the minimum standards in architectural accreditation. The *CACB Conditions and Terms for Accreditation* and the *CACB Procedures for Accreditation* are companion documents that should be read together. In both documents, words including "must," and other grammatically imperative terms set forth a requirement, while "may" indicates a suggestion.

## Part A: The Accreditation Review Process

The accreditation review process for professional degree programs requires a self-assessment by the program to evaluate its adherence to the CACB Conditions and Terms for Accreditation, an evaluation of that assessment by CACB, and a decision regarding the term of accreditation by the CACB Board of Directors.

### 1. The Initial Accreditation Process

The Initial Accreditation process is comprised of three phases: Eligibility, Candidacy, and Initial Accreditation. To achieve Initial Accreditation status, institutions must meet the criteria at each phase, demonstrating full compliance with the required conditions. Upon successful completion of these phases, institutions will proceed to Continuing Accreditation to maintain their status as an accredited professional degree program, as detailed in Section 2.

#### 1.1 Eligibility

Eligibility may be granted once the *Program* has been approved by its institution and a plan for its development has been formulated. Applications can be made at **any time during the year** in hard copy to the CACB and must include:

- A letter from the Institution's Chief Academic Officer (Provost or equivalent) stating the intention to seek accreditation for a professional degree program in architecture;
- Payment of the fee identified in the [Fee Schedule](#);
- Evidence that the applicant is recognized as an institution of higher learning within its province or territory, including reference to applicable legislation;
- Evidence that the program seeking initial accreditation has completed all approvals necessary in its jurisdiction; and
- A document titled *The Plan for Achieving Initial Accreditation*, which:
  - Provides an analysis of the current status of the program that identifies long-term objectives for establishing and implementing the new degree program;
  - Provides an analysis of the extent to which the new program already complies with the *CACB Conditions and Terms for Accreditation* with special emphasis on program identity, resources, the curricular framework, SPC Matrix; and
  - Proposes a course of action for meeting the conditions of initial accreditation.

##### 1.1.1 Eligibility Consultations

A Review Panel consisting of the CACB Executive Director, the President, and one additional Director will review the application in detail and determine whether to accept the application; request additional information; or reject the application. At least one member of the Review Panel must be an educator.

If the Review Panel accepts the application, an Eligibility Consultation will be scheduled. The Eligibility Consultation typically lasts 3 days (see **Appendix A-1**) and has three purposes:

1. To review the *CACB Conditions and Terms for Accreditation* and the *CACB Procedures for Accreditation* with the proposed Program's administrators, faculty, staff, and students;
2. To confirm the institutional commitment to the implementation of *The Plan for Achieving Initial Accreditation*; and
3. To review the resources committed to the Program.

After the Eligibility Consultation, the CACB Board will make a decision regarding the Program's eligibility to apply for Candidacy, based on the report of the Eligibility Review Panel. Eligibility is confirmed if the Board considers that the Program can achieve accreditation according to its plan for initial accreditation.

## 1.2 Candidacy

An eligible program can apply for Candidacy once students have been admitted and classes have commenced. Applications must be received in hard copy and, if received no later than **September 15**, will be processed by the CACB by July 1 of the following year. The application must include the following:

- A letter from the Institution's Chief Academic Officer (Provost or equivalent) applying for candidacy for initial accreditation;
- Payment of the fee identified in the [Fee Schedule](#);
- Evidence that students have been admitted and classes have begun; and
- An *Architecture Program Report (APR)*.

The CACB's receipt of the application initiates a Candidacy Review, which is the same as a Continuing Accreditation Review described in Section 2. The Continuing Accreditation Review Process, with the following exceptions;

- the Candidacy Visiting Team consists of 3 voting members: an educator, a practitioner, and the CACB Executive Director;
- the Candidacy Visit is 4 days in duration (see **Appendix A-2**);
- exhibition of student work is not required; and
- expenses for the Candidacy Visiting Team are paid for by the Program.

The Board then reviews the *APR*, the Candidacy *VTR*, the viability of the Program's plans for complying with the requirements of the *CACB Conditions and Terms for Accreditation* and additional relevant information. Candidacy status is granted if the Board considers that the Program is implementing its development plan and can achieve accreditation according to that plan no later than 2 years after the planned graduation of the first student cohort.

### 1.2.1 Candidacy Term

Candidacy status expires 2 years after the planned graduation of the first student cohort, or on initial accreditation, whichever comes first.

### 1.2.2 Maintaining Candidacy Status

Once granted, the Program must maintain its candidacy status through subsequent biennial site visits that are initiated by submitting an *APR*. The duration of candidacy status is limited to a term no longer than 2 years after the planned graduation of the first student cohort. The Program pays for all direct expenses for these visits.

## 1.3 Initial Accreditation

Candidate programs that have met the following eligibility requirements may apply for Initial Accreditation:

- Completion of a minimum of 2 years of continuous candidacy status; and

- Completion of the professional degree program, for which accreditation is sought, by one graduating class. This cohort must have graduated not more than 2 years before the year in which the Initial Accreditation is granted (e.g. for visits in 2020, the first cohort must have graduated in 2018 or 2019).

Applications must be received in hard copy and, if received no later than **April 30**, will be processed by the CACB by July 1 of the following year. The application must include a letter from the Program head applying for initial accreditation that states that by the end of January of the following year, at least one cohort of students will have completed the professional program for which accreditation is being sought.

### **1.3.1 Initial Accreditation Process**

With the exception of the application referenced above, the process for Initial Accreditation is identical to Continuing Accreditation. An Initial Accreditation Site Visit cannot take place until after one graduating class has completed the professional degree program, for which accreditation is sought.

### **1.3.2 Term of Initial Accreditation**

Programs that achieve Initial Accreditation will be granted 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 corrected. To be eligible for CACB *certification*, students must have graduated from the Program not more than 2 years before its Initial Accreditation.

The Accreditation Review following the initial three-year term will be a regular Continuing Accreditation Review, where the terms of Continuing Accreditation will apply.

### **1.3.3 Failure to Achieve Initial Accreditation**

If the Program fails to achieve Initial Accreditation in its first attempt, the Program can reapply for Initial Accreditation in the following year. An institution that has had a program that failed to achieve Initial Accreditation after its second attempt, may apply for eligibility with a new proposal.

## **2. The Continuing Accreditation Review Process**

Accreditation is reviewed on a continuing basis determined by the previous term of Accreditation which is conducted to ensure ongoing compliance with *CACB Conditions and Terms for Accreditation*. The process is undertaken by three parties: the Program, represented by the Program Head; the Visiting Team, represented by the Team Chair; and the CACB Board, represented by the Executive Director. Each of these parties has duties and responsibilities in each phase of the process.

The CACB recognizes that areas of focus and levels of excellence will vary among architecture programs, as will approaches to meeting the conditions and reporting requirements. Considered together, the APR, the exhibition of work, and the ensuing visit are intended to assure full consideration of the accredited Program's unique potential for contributing to the needs of students, the institution, the community, the profession, and society.

The continuing accreditation review process follows a hybrid model with three phases: The first phase, the Virtual Visit, focuses on reviewing relevant materials and assessing the Program remotely, as well as preparing for the on-site visit. The second phase, the On-Site Visit, occurs when the Visiting Team conducts in-person

evaluations at the Program site, lasting a maximum of three calendar days. The third phase, Post-visit Activities, is comprised of the completion of the VTR and the decision by the CACB Board. Sections 2.1 through 2.3 outline each of these phases in chronological sequence.

## 2.1 Pre-Visit Activities

### 2.1.1 Initiation of Process

The CACB sends electronic letters of reminder to the Program Head both at twelve and at six months prior to the deadline for submission of the APR, which is due on **September 15**.

#### 2.1.1.1 Virtual Workspace Setup

The CACB will create a dedicated virtual workspace to assist the team in preparation for the visit. Once the visiting team has been approved, individual usernames and secure passwords will be assigned to each team members. This workspace will allow the team to collaborate on documents, with permissions set based on each member's role. All relevant files will be stored online to facilitate the accreditation process.

#### 2.1.1.2 Conflict of Interest

**2.1.1.2.1** The CACB seeks to ensure that procedures, deliberations, and accreditation decisions are conducted impartially. To prevent conflicts of interest, CACB Directors and Visiting Team members with prior relationships to a Program are prohibited from participating in the accreditation process for that Program.

**2.1.1.2.2** The CACB will not assign any individual to a Visiting Team if there is any potential or perceived conflict of interest that may compromise the objectivity of the evaluation. The CACB carefully reviews the academic and employment affiliations of Visiting Team members during accreditation assignments.

**2.1.1.2.3** CACB Directors and potential Visiting Team members are responsible for identifying and disclosing any conflicts of interest—whether direct, indirect, or having preconceived opinions—with respect to a Program being evaluated. Any individual with a conflict of interest may be disqualified at the discretion of the CACB. The Program may not contest the composition of the Visiting Team except in cases of conflict of interest.

**Direct Relationship:** Is an alumni or former student of the Program being evaluated or is or was ever employed by the Program being evaluated. Such conflicts disqualify individuals from participating on the accreditation Visiting Team and in accreditation deliberations regarding that Program.

**Indirect Relationship:** While prominent educators and practitioners often have a wide circle of acquaintances in a variety of Programs, an indirect relationship that is likely to impact an individual's judgment, will constitute a conflict of interest. Any individual Board or Visiting Team member who has been in any substantive relationship with the Program, must declare such potential conflict of interest, and may, at the discretion of the CACB Board, be disqualified from participation.

**Preconceived Opinion:** If any individual CACB Director or Visiting Team member has demonstrably formed a strong impression of a Program that would prevent that individual from reviewing the evidence at hand objectively, that person may, at the discretion of the CACB Board, be disqualified from participation.

## **2.1.2 Selection of Visiting Team Chair**

**2.1.2.1** Visiting Team Chairs are appointed by the CACB Board at the CACB spring Board Meeting following the review of the Executive Director's recommended names and credentials. The Visiting Team Chairs carry significant responsibility before, during, and after the site visit.

**2.1.2.2** The Visiting Team Chair is always an experienced educator, or an experienced practitioner who has knowledge of University contexts.

**2.1.2.3** A Visiting Team Chair must have been a member (voting or non-voting) of at least three Visiting Teams. At the discretion of the Board, an individual who has been a member of fewer Visiting Teams but has served as Program Head during a visit may be selected as a Visiting Team Chair.

**2.1.2.4** The Program must review and accept (or reject) the nomination of a Team Chair in writing. Grounds for rejection are limited to Conflicts of Interest as set out in Section 2.1.1.2.

## **2.1.3 Selection of the Visiting Team**

**2.1.3.1** The Board approves at its fall meeting the Visiting Team selections recommended by the Executive Director. The Executive Director recommends the Visiting Team composition based on a review of the résumés of nominees.

**2.1.3.2** In addition to avoiding conflicts of interest, the CACB makes every effort to ensure that selected Visiting Team members (voting and non-voting) collectively represent;

- a balance and diversity of viewpoints about architecture and education; and
- demographic and geographic diversity.

**2.1.3.3** The Visiting Team consists of Voting Members (core visiting team) and may include non-voting members for training purposes.

**2.1.3.4** The core Visiting Team is comprised of five voting members (including the Team Chair). It is comprised of two members representing the CCUSA, who are experienced architectural educators; two members representing the ROAC, who are broadly experienced practicing architects; and a student representative or an intern.

**2.1.3.5** Current CACB directors are not appointed to the core Visiting Team.

**2.1.3.6** The core Visiting Team is selected so that no member, with the possible exception of the intern or student member, is on his/her first accreditation visit. At the Board's discretion, team members who have not previously been on a CACB Visiting Team, but who have been on Visiting Teams for similar systems, may be included in the core Visiting Team.

**2.1.3.7** Any members of the core Visiting Team who may normally reside in the Province or Territory in which the Program is located shall not have been affiliated with that Program within the last ten (10) years.

**2.1.3.8** With the exception of the situation described in 2.1.3.9, no individual will be assigned to serve as a member of a Visiting Team for the same Program on two consecutive visits.

**2.1.3.9** If a Program received a reduced term of accreditation during its previous accreditation cycle, then at least one member of the previous core Visiting Team will be assigned to the subsequent Visiting Team.

**2.1.3.10** In addition to the core Visiting Team, the Visiting Team may include as many as two non-voting members. The Program may appoint one of these, while the CACB may appoint the second for training purposes. With the Program's agreement, the CACB may appoint additional non-voting members.

**2.1.3.11** The team should respect that non-voting members are in training, but participate fully in the site visit and in the preparation of the draft VTR but do not participate in the vote. Non-voting members must leave the Team work area before voting occurs.

**2.1.3.12** Non-voting members appointed by the CACB may include prospective visiting team members or CACB Directors.

**2.1.3.13** The non-voting member recommended by the Program cannot be a current faculty member (including adjunct or sessional instructors) of the Program, and should not have a current association with the Program. They must not be an advocate for the Program, but may facilitate an *understanding* of the Program. They must leave the Team work area before voting occurs.

**2.1.3.14** At the CACB's discretion, one or more observers may also be present during a portion of the visit. Observers may be, but are not limited to: foreign visitors, CACB staff or consultants, or representatives of affiliated accrediting and regulatory agencies. The Program and the CACB must agree upon the number of observers attending. Observers do not participate in pre-visit preparations or hybrid visit. Observers do not participate in the site visit but are present to observe the process. Observers must leave the Team work area before voting occurs.

**2.1.3.15** All Visiting Team members must meet CACB training requirements.

**2.1.3.16** All Visiting Team members should be fluent in the language of the Program they are visiting.

**2.1.3.17** The CACB informs the Program of the Visiting Team's composition to avoid potential conflict of interest as per Section 2.1.1.2. In the event of a conflict of interest challenge under Section 2.1.1.2, the CACB nominates alternatives for the Board's consideration. Following the Board's vote, the revised composition of the Visiting Team is presented to the Program.

**2.1.3.18** Once the team composition is finalized, the CACB office invites the Visiting Team members (voting and non-voting) to serve on the visiting team, and confirms their role and responsibilities. The CACB will also forward all Team Members' résumés to the Program for distribution to faculty, staff, and students.

## **2.1.4 Preparing and Submitting the Architecture Program Report (APR)**

**2.1.4.1** The Program prepares and writes the APR. For a detailed description of the contents of the APR, refer to 'Writing the Architecture Program Report (APR)' in the *CACB Conditions and Terms for Accreditation*.

**2.1.4.2** Preparation of the APR should serve as a catalyst for a School's planning and self-assessment process, and should provide a view of the professional degree Program that cannot be derived solely from the presentation of written material. The APR should reflect the pedagogical aims of a particular school and its professional Program(s).

**2.1.4.3** A digital copy of the *APR* is to be submitted by the Program to the CACB designated repository folder. The *APR* must address each of the subsections described in the *CACB Conditions and Terms for Accreditation*, and must be received by the CACB office no later than **September 15** of the year before the term of accreditation is up for renewal.

**2.1.4.4** Should the Program become aware that the *APR* will be late for any reason; the Program will notify the CACB office in writing immediately, and with reasons outlined. Such notification must be forwarded no later than September 1 of the given year. The CACB Board will review the request and determine whether to grant or reject the extension to the *APR* submission request based on provided reasons.

**2.1.4.5** Failure to submit an *APR* by the deadline CACB has determined will lead to an automatic two-year probationary term, effective September 16.

### **2.1.5 Review and Acceptance of the Architecture Program Report (APR)**

**2.1.5.1** The Visiting Team Chair must review the *APR* and complete the *APR Review Form*, [available on the CACB website](#), within **2 weeks** of receipt. The primary purpose of this review is not to assess the quality of the Program but rather to determine the completeness and clarity of the *APR*, and to discern the complexity of the Program's structure. Issues that can affect the size of the team or length of the site visit, such as the existence of multiple or satellite Programs should be taken into account in setting up the visit. A copy of the completed *APR Review Form* is forwarded to the Program. The Program has **3 weeks** to provide any additional information as identified in the *APR Review Form*.

**2.1.5.2** Within **2 weeks** of receipt of any additional information, the Visiting Team Chair forwards a recommendation to the CACB Board for action, which leads to one of the following decisions:

- Accept the *APR* and schedule the site visit;
- Accept the *APR* contingent on the receipt for Board review, within 7 weeks, of specified additional information. The site visit dates will be determined once this information is accepted; or
- Reject the *APR* and grant a two-year probationary term.

### **2.1.6 Setting the Visit Schedule and Agenda**

**2.1.6.1** The visit is conducted through a hybrid process that includes both virtual and in-person parts.

**2.1.6.2** The Program will work with the Team Chair to develop the virtual and the on-site parts of the visit agenda (see **Appendix A-3**). The agenda should accommodate the particular circumstances of the Program and the Visiting Team Chair. Time must be allocated for reviewing exhibited work, conducting interviews, and drafting the *VTR*.

**2.1.6.3** Visits are typically scheduled during the months of February or March following the virtual review of the student works. Site visits are scheduled while studio classes are in session. The visit schedule (virtual and on-site) will be arranged by asking the Visiting Team members to indicate their availability on three possible dates proposed by the Program.

**2.1.6.4** At least **6 weeks** prior to the site visit, the schedule and agenda must be finalized by the Program, and accepted by the Team Chair and distributed to Visiting Team members (and observers if applicable).

## 2.2 The Visit

The visit, which consist of both the virtual and on-site components, in conjunction with the *APR*, allows the Visiting Team to evaluate the Program in relation to the *CACB Conditions and Terms for Accreditation*. The virtual visit serves as the initial phase, providing the team with an opportunity to review relevant materials and assess the Program remotely. This is followed by the on-site visit, where the team conducts in-person evaluations, further examining the Program's compliance with the accreditation standards.

### 2.2.1 The Virtual Visit

The following activities take place during the virtual component of the visit:

#### The Program

- Reads and understands the *CACB Conditions and Terms for Accreditation* and the *CACB Procedures for Accreditation*;
- Works with the Team Chair to develop the agenda of the visit (virtual and on-site) as per **Appendix A-3**.
- Works with the CACB office to schedule, as per the hybrid visit agenda, all the-virtual meetings;
- Informs the CACB of the platform selected for the student work exhibit;
- Sends the CACB and the Team Chair any links required to access the student work exhibit;
- Performs a virtual tour of the student work exhibition for the Visiting Team;
- With the Team Chair, determines whether the Program is ready for the visit; and
- Provides additional material/evidence or other support as requested by the Visiting Team.

#### Visiting Team Chair

- Reviews Section 2.1.1.2 on Conflicts of Interest and confirm to the CACB office that no conflict of interest exists;
- Maintains strict confidentiality and sign the CACB confidentiality agreement, as specified under Section 4.2 Maintaining Confidentiality;
- Reads and understand the *CACB Conditions and Terms for Accreditation* and the *CACB Procedures for Accreditation*;
- Receives and reviews the *APR* submitted by the Program, identifying key questions and issues;
- Completes the [APR Review Form](#);
- Recommends the acceptance or rejection of the *APR* to the CACB Board;
- Reads and understands the *CACB Conditions and Terms for Accreditation* and the *CACB Procedures for Accreditation*;
- Tests the links to access the student work exhibit 50 calendar days prior to the site visit before sharing them with the Visiting Team;
- Determines with the Head of the Program 45 calendar days prior to the site visit whether the Program is ready for the visit;
- Works with the Program to develop the agenda of the visit (virtual and on-site) as per **Appendix A-3**.
- Works with the CACB office to schedule, as per the hybrid visit agenda, all the-virtual meetings.
- Conducts an orientation meeting and a documentation review for all Visiting Team members;
- Reviews student work exhibit with the Visiting Team;
- Informs team members of their roles and responsibilities;
- Provides expectations for how the team will work, and makes review assignments;
- Conducts daily debriefing sessions;
- Leads the Visiting Team in all activities related to the virtual portion of the visit.

### Visiting Team

- Reviews Section 2.1.1.2 on Conflicts of Interest and confirms to the CACB office that no conflict of interest exists;
- Maintains strict confidentiality and sign the CACB confidentiality agreement, as specified under Section 4.2 Maintaining Confidentiality;
- Reads and understands the CACB Conditions and Terms for Accreditation and the CACB Procedures for Accreditation;
- Receives and reviews the *APR* submitted by the Program, identifying key questions and issues
- Participates in introductory conference call(s) scheduled by the Visiting Team Chair
- Attends an entrance meeting with the Program Head
- Meets with the Librarian;
- Meets with the school administrators(s);
- Meets with the University President and Provost (Chief Academic Official);
- Engages in review of general studies, electives, and related programs;
- Engages in review of student exhibits;
- Participates in debriefing sessions;
- Discusses initial reactions to the *APR* and student work, raise any concerns, and identify and prioritize questions to be addressed during the documentary review;
- Reviews the results of the documentary review, finalizes questions to be addressed during the site visit, and identifies any other areas of inquiry; and
- Deliberates on accreditation conditions and develops a draft Visiting Team Report (VTR).

#### 2.2.1.1 Virtual Visit Agenda

During the virtual visit, the Visiting Team reviews documentation of the Program's institutional context, examines student work through digital exhibits, holds virtual meetings and interviews, and explores online representations of the facilities to identify strengths and concerns not captured in the *APR*.

The following items, though flexible in arrangement, must be included in the virtual visit agenda:

The Virtual Visit begins **50 calendar days** prior to the Site Visit. Four meetings are scheduled between 45 and 14 calendar days in advance of the Site Visit, as follows:

- The Team Chair and Program Head will meet **45 calendar days** before the visit to determine whether the Program is ready for the visit. The Program head is required to conduct a virtual tour of the student work exhibition for the Visiting Team.
- The Team Chair reviews student work **38-40 calendar days** before the visit with the Visiting Team. The Team Chair will provide expectations for how the team will work, and make review assignments.
- The Visiting Team reviews the submitted *APR*, *CACB Conditions and Procedures*, visit protocols, and identify missing materials **28-30 calendar days** before the visit. The Team members discuss their initial reactions to the *APR* and student work, raise any initial concerns, and identify and prioritize the questions to be addressed during the documentary review.
- The Visiting Team reviews the results of the documentary review, finalizes questions to be addressed during the site visit, and identifies any other areas of inquiry **14 calendar days** before the visit. The Team is required develop a draft *VTR* and have an entrance meeting with the Librarian.

#### **2.2.1.1.2 Visiting Team Orientation and Document Review (Visiting Team only):**

This is a mandatory component, in which the following tasks will be accomplished:

- *CACB Conditions and Terms for Accreditation* and *CACB Procedures for Accreditation* are reviewed;
- Interview protocols for various meetings and how the team will work together are discussed;
- The *APR* and any issues and causes for concern are reviewed and identified;
- The questions that must be addressed during the site visit are identified and prioritized; and
- Team assignments are outlined with the potential for agenda details to be revised.

#### **2.2.1.1.3 Virtual Exhibition of Student Work Review**

Visiting Team members assume individual and joint responsibility for assessing the virtual exhibit of student work, as assigned by the Team Chair. The Team Chair may request supplemental student work in support of *SPCs*, as necessary.

#### **2.2.1.1.4. Presentation of the Curriculum**

Faculty or administrators discuss the structure of the curriculum, its various components and interrelations, its pedagogical goals, and the relationships of individual projects and assignments to those goals. The discussion must also include general studies, electives, minors or concentrations that students may pursue, and any programs or groups that have a significant relationship with the accredited degree Program in architecture.

#### **2.2.1.1.5 Meetings with Program Head**

These include discussions of issues such as those listed herein:

- The Visiting Team's questions arising out of the *APR* review;
- The Program's strategic plan and self-assessment;
- Progress made since the previous site visit;
- Any changes required to the visit agenda; and
- Any additional materials that the Visiting Team needs.

#### **2.2.1.1.6 Entrance Meetings**

These are meetings that include the specific group and the Visiting Team, to discuss the Program's strengths and causes for concern, issues the *APR* raises, and interrelationships between the Program and other units in the school, faculty, and institution with:

- University President and Provost;
- Dean(s) or Faculty Head(s); and
- Head of Program and Associate Head(s) of Program;

Meetings with administrators should explore the institutional plans for supporting the Program.

#### **2.2.1.1.7 Review of Transfer Credit Policy**

The Visiting Team should assess how the Program evaluates transfer students coming into their Program from other universities. This includes how the *Program Performance Criteria (PPC)* and *Student Performance Criteria (SPC)* and/or curricular equivalencies are satisfied.

#### **2.2.1.1.8 Debriefing Sessions**

Following the pre-visit planning meetings, the visiting team will evaluate its progress, adjust assignments, and assess the need for additional information. During these sessions, relevant material should be summarized and added to the draft of the *VTR*.

#### 2.2.1.1.9 Drafting of the VTR

The Visiting Team begins drafting the *VTR*—to be finalized during the site visit—focusing on assessing the Program’s performance in relation to the *CACB Conditions and Terms for Accreditation*. This draft will serve as the basis for the accreditation deliberations during the on-site component of the visit, where the team will review and finalize the document, and provide a confidential recommendation to the CACB Board regarding the term of accreditation.

#### 2.2.1.2 The Virtual Team Work Area

The CACB will create a recurring virtual meeting link exclusively for the Visiting Team. This secure link will serve as the designated space for the team’s meetings throughout the virtual visit component.

#### 2.2.1.3 The Virtual Exhibit of Student Work

The Virtual Student Exhibition is a secure space set up through a virtual platform selected by the Program so the Visiting Team can review Student work and carry out its work in privacy. The CACB does not provide or mandate any specific online platform. Once access to the Virtual Student Exhibition is granted to the Visiting Team and the Program has performed a virtual tour of the student work (refer to **Meeting #1 in Appendix-3**), no further changes may be made by the Program, unless specifically requested by the Team Chair.

*Program Performance Criteria* (PPCs) are not expected to be part of the exhibit. Before the virtual review of the student work, the Program Head usually discusses the content and organization of the exhibition with the Team Chair. Such consultations notwithstanding, the character, organization, and content of the exhibition, is the responsibility of the Program Head and his/her faculty. Material in the exhibition is presented digitally and ready for review **50 calendar days** ahead of the Site Visit. While arranging the Virtual Student Exhibition, it is important to keep in mind that the Visiting Team will need to gain an overview of the curriculum and the integration of studio and course work during each part of the Program.

#### The Virtual Student Exhibition *must* include:

- The timeline for collection of student work must match the year of study that is reflected in the *APR* narrative—one year prior to the submission of the *APR*—to support programs in their *ability* to substantiate their narrative with examples of student work that are available at the time of the *APR* submission.
- All materials must be clearly labelled and well-organized to allow the Visiting Team to review and revisit them at their own pace.
- Clearly identified and easily accessible presentations of student work.
- Two examples (for each level of achievement) of both minimum pass and high achievement, ensuring sufficient quantity to demonstrate that all graduates meet the Program’s performance criteria.
- A presentation of coursework, which must include a syllabus showing weekly activities and assignments, bibliography, quizzes, tests, and examinations where applicable, along with corresponding samples of student work.
- While electives, including both studio and course work, are not evaluated for accreditation purposes, there must still be a clear strategy for demonstrating how mandatory or integral elective courses relate to the overall Program.
- Each project must be cross-referenced to the *Student Performance Criteria* (SPC) matrix and indicate the criteria it addresses, include the project’s date, and indicate its assessment, ranging from minimum pass to high achievement.
- A representation of the full range of approaches taken and assignments made by various studio critics.

- Project assignments, handouts, bibliographies, and corresponding samples of student work.

## 2.2.2 The On-Site Visit

During a typical visit, the following activities take place during the on-site component of the visit:

### The Program

- Conducts facility tour;
- Attends meetings; and
- Provides additional material/evidence or other support as requested by the Visiting Team in support of specified criteria.

### Visiting Team Chair

- Complies with the requirements of *CACB Conditions and Terms for Accreditation* and *CACB Procedures for Accreditation*;
- Leads the Visiting Team in all activities, introduces the team to all involved, and speaks on behalf of the team at meetings and events;
- Conducts daily debriefing sessions; and
- Ensures the final draft is complete before departure.

### Visiting Team

- Complies with the requirements of *CACB Conditions and Terms for Accreditation* and *CACB Procedures for Accreditation*;
- Participates in all aspects of the Site Visit and carry out all tasks assigned by the Team Chair;
- Engages in the *APR* review;
- Tours the facilities;
- Engages in observation of studios, lectures, and seminars;
- Meets with the student representatives;
- Participates in daily debriefing sessions;
- Deliberates on accreditation Conditions;
- Participates in drafting the *VTR*, which should reflect the team's consensus on all matters of substance by the final night of the visit; and
- Attends exit meetings with the Program Head (Director/Chair), with the school or college administrators, Chief Academic Officer(s) of the Institution, faculty and students.

#### 2.2.2.1 On-Site Visit Agenda

During the on-site visit, the Visiting Team assesses, in continuation of the virtual review, evidence presented by the Program, conducts open-ended meetings and interviews, and tours the facilities to identify strengths and concerns that the *APR* may not have made evident.

The following items, though flexible in arrangement, must be included in the site visit agenda.

##### 2.2.2.1.1 On-Site Visit Duration

Visiting Team members must arrive on Saturday and remain through Tuesday, as specified in the agenda.

##### 2.2.2.1.2 Tours of the Facilities (Visiting Team, Program Representative, and Others):

Usually led by the Program Head or designate, this includes the following:

- A tour and explanation of how the Team work area is organized;
- A tour of the facilities used by the Program (within the school building, institution, and community);
- Meetings with the personnel of media centres, workshops, and laboratories as available; and
- A tour of the library, including a meeting with the architecture and visual resources librarians to discuss the self-assessment(s) included in the *APR*.

#### **2.2.2.1.3 Entrance Meetings**

These are meetings that include the specific group and the Visiting Team, to discuss the Program's strengths and causes for concern, issues the *APR* raises, and interrelationships between the Program and other units in the school, faculty, and institution with:

- Faculty;
- Staff; and
- The Student body.

Meetings with faculty must be open to all ranks from the various curricular areas, including those providing support to the Program from other disciplines. The meeting with the student body should be arranged so that all students can attend, without faculty or staff present. All of these meetings are informal discussions, not formal presentations.

#### **2.2.2.1.4 Observation of Studios, Lectures, and Seminars**

The Visiting Team may attend scheduled classes, and drop in on studios.

#### **2.2.2.1.5 Meeting with Student Association Representatives**

This is an informal gathering of a small group of students with the Visiting Team without the presence of administrators or faculty. Student association representatives may include officers in student organizations or those elected to attend by their peers.

#### **2.2.2.1.6 Debriefing Sessions**

Each evening, the Visiting Team meets to evaluate its progress, adjust assignments, and assess the need for additional information. During these sessions, relevant material should be summarized and added to the draft of the *VTR*.

#### **2.2.2.1.7 Accreditation Deliberations and Drafting of the *VTR***

The last evening of the site visit is devoted to developing consensus on the Program's performance in relation to each of the *CACB Conditions and Terms for Accreditation*, finalizing the draft of the *VTR* started during the virtual review, and agreeing on the confidential recommendation to the CACB Board on the term of accreditation. By the end of the evening, the *VTR* should be in draft form and ready for editing by the Team Chair.

#### **2.2.2.1.8 Exit Meetings**

These are meetings that include the specific group and the Visiting Team, during which the Team Chair reads the Team's General Comments, Program Strengths, and Causes of Concern from the draft *VTR*. The Team Chair should remind all present that the *VTR* is still in draft form. No information regarding the Conditions or *SPCs* met and not met, or regarding the confidential recommendation, may be divulged in any form.

These meetings provide the opportunity for discussion and clarification, and are held in the following order:

- Program Head;

- Dean(s) or equivalent; and
- University President (or designate) and Provost (CAO)

Absolutely no information regarding the confidential Visiting Team recommendation should be communicated. This remains the role of the CACB Board, following its final decision.

### 2.2.2.2 The On-Site Team Work Area

In preparing the on-site team work area, the Program Head should discuss with the Visiting Team Chair that all necessary equipment is ready. University personnel also need to be aware of the Visiting Team's arrival as Visiting Team members may need to provide personal computer information for systems access while on-site, as well as personal information for university security clearance.

**The On-Site Team Work Area must include:**

- A private, furnished room;
- Conference tables with seating large enough to accommodate the entire Visiting Team;
- Projection systems (either a monitor/TV or a projector with a screen);
- Adequate cable connections;
- Reliable Internet connection (Wi-Fi);
- Sufficient electrical outlets;
- Printer with paper;
- Shredder; and
- Flip charts with paper or dry-erase board and markers.

### 2.2.3. Visiting Team Travel Arrangements

The CACB is responsible for travel arrangements. Hotel accommodations must include a suitable private room for team meetings. The Visiting Team should expect to be informed of their accommodations at least **4 weeks** before the visit.

## 2.3 Post-Visit Activities

After the virtual and on-site visit, the following ongoing activities take place:

### The Team Chair

- Sends the confidential recommendation to the CACB office; and
- Submits the *VTR* to the Program Head for clarification and factual accuracy; and then submit the signed, final *VTR* to the CACB Board;
- Completes the Team Chair Evaluation using the survey link provided by the CACB and submit it accordingly (refer to **Appendix A-5**); and
- Forwards the signed CACB Expense Claim along with any supporting documents, if applicable, within 15 calendar days of submitting the Expense Claim.

### The Visiting Team

- Finalizes the draft Visiting Team Report (*VTR*); ensuring that timelines and schedules set out in this document are adhered to;
- Signs the required pages of the final *VTR* through an electronic signature platform;

- Completes the Team Member Evaluation using the survey link provided by the CACB and submit it accordingly (refer to **Appendix A-6**); and
- Forwards the signed CACB Expense Claim along with any supporting documents, if applicable, within 15 calendar days of submitting the Expense Claim.

#### The Program

- Reviews the draft *VTR* for correction of fact and makes appropriate revisions and/or responses;
- Receives the final, signed *VTR*;
- Completes the Program Head's Evaluation of the Accreditation Sequence (refer to **Appendix A-4**) using the survey link provided by the CACB and submit it accordingly;
- Completes the CACB Accreditation Review Cost Report, included in **Appendix A-7**, by reporting only the eligible expenses and following the instructions provided for accurate completion;
- Maintains accreditation status through Annual Reports (AR); and
- Submits a Focused Evaluation Report, if applicable, according to the procedures in this document (Section 3.2.3).

#### The CACB

- Responds to questions from the Programs concerning the preparation of responses to the *VTR*;
- Answers ongoing questions from the Programs regarding accreditation issues;
- Makes accreditation decisions at its Board meetings;
- Notifies each Program of the CACB Board decision regarding its term of accreditation;
- Reviews the Visiting Team's evaluations of its members;
- Reviews the Program Head's evaluation of the process;
- Notifies each Program of the due date of the Annual Reports (AR), and accepts them;
- While the first full AR following the accreditation visit is reviewed by the Visiting Team Chair, in subsequent years the CACB office reviews the ARs and provides written responses to the Programs; and
- Updates the CACB website to keep its information regarding accreditation current, including the accreditation status for each professional Program in architecture within Canada.

### 2.3.1 Writing the Final Draft Visiting Team Report (VTR)

The *VTR* conveys the Visiting Team's assessment of the Program, as measured by the students' performance and the overall learning environment. It establishes the degree to which the Program is as described in the *APR*, and includes documentation of:

- The Program's noteworthy qualities with respect to the CACB conditions; and
- The Program's deficiencies with respect to the CACB conditions; Concerns about the Program's future performance.

The *VTR* must be concise and consistent because it may serve multiple purposes: it is essential to the CACB in making its accreditation decision; it may also serve to strengthen the Program and its position within its Institution, and it may inform current and prospective students about the nature and quality of the Program.

An initial draft of the *VTR* is to be completed by the visiting team before the site visit, as outlined in the hybrid site visit agenda. This draft, signed by all team members, will form the basis for further versions (refer to **Appendix A-3**). At the visit's completion, the Visiting Team Chair sends the confidential recommendation on the term of accreditation directly to the CACB along with signatures of voting team members.

A team-approved final draft of the *VTR*, excluding the confidential recommendation on the term of accreditation, must be delivered to the Program within **5 weeks** of the end of the site visit. The Team Chair is encouraged to have Visiting Team members draft sections of the report prior to the end of the site visit. The milestones to be met are as follows:

- No later than **2 weeks** after the visit, the Team Chair circulates a more refined second draft to the Visiting Team and the CACB;
- No later than **1 week** after receiving the second draft, individual team members return their suggested revisions to the Team Chair; and
- The Team Chair then completes the Final Draft, incorporating the necessary revisions, and sends it to all Team Members and the CACB.

### **2.3.2 Writing the Final Visiting Team Report (VTR)**

When the Team Chair sends the final draft *VTR*, excluding the confidential recommendation on the term of accreditation, to the Program Head for corrections of fact, the CACB must be copied. The next **4 weeks** are for review and revision.

**2.3.2.1** The Program is given **2 weeks** in which to make a response to the Final Draft *VTR*. The Program sends its comments to the Visiting Team Chair with a copy to the CACB. Should the Program suggest amendments to the report that are other than corrections of fact, the Visiting Team Chair copies the response to the Visiting Team members.

**2.3.2.2** Within **2 weeks** after receipt of the Program's comments to the *VTR* by the CACB, the Team Chair and the CACB Executive Director review the Program's response, make revisions as applicable, and send the Final *VTR* to the Program and to all the Visiting Team members, with a copy to the CACB.

**2.3.2.3** The Final *VTR* is signed only by the Team Chair, whose signature certifies that the Team has been consulted. A Team Member who feels unable to support the Final *VTR* must provide written reasons for this position to the CACB no later than **1 week** after receiving the Final *VTR*. Any such communications will be appended to the Final *VTR*.

**2.3.2.4** The Program may provide a response for the Board to review in making their accreditation decision. Any such response forms a permanent attachment to the *VTR* and should be sent directly to the CACB.

**2.3.2.5** Any other correspondence related to the *VTR* will not be considered.

### **2.3.3 The Program Head's Evaluation of the Accreditation Sequence**

Within **1 month** after the completion of the visit, the Program Head is required to provide an evaluation of the accreditation procedure to assist the CACB in improving the performance of its Visiting Teams and the overall accreditation process (refer to **Appendix A-4**).

### **2.3.4 Continuing Accreditation Review Cost Report**

Within **1 month** after the completion of the visit, the Program is required to provide a completed Accreditation Review Cost Report (refer to **Appendix-7**). The Program will report only on eligible expenses, following the instructions provided for accurate completion.

### **2.3.5 Expense Reimbursement for Visiting Team Members**

Following the site visit, within **15 calendar days**, Visiting Team members must coordinate directly with the CACB to arrange reimbursement for all eligible expenses.

In accordance with the CACB Expense Claim Guidelines, the CACB will reimburse costs incurred by the following:

- Core Visiting Team Members; and
- Non-Voting Team Members appointed by CACB (Training Program).

Observers will be responsible for covering all of their own expenses.

The Program is responsible for reimbursing the expenses of any Non-Voting members it has appointed (if applicable).

## Part B: Policies and Decisions

### 3. Decisions and Reporting

#### 3.1 Accreditation Decisions

The CACB Board makes the accreditation decision based on the Program's *APR*, the *VTR* regarding compliance with the *CACB Conditions and Terms for Accreditation*, and the confidential recommendation submitted by the Visiting Team to the CACB. The CACB Board also takes into account an assessment of the Programs' accreditation history.

The Program receives notification of the accreditation decision no later than July 1.

#### 3.2 Maintaining Accreditation through Reporting to CACB

##### 3.2.1 Annual Reports (AR)

The AR is part of the ongoing accreditation process. Notwithstanding each Program's term of accreditation, all Programs must submit ARs every year to maintain their accreditation status.

3.2.1.1 ARs are due at the CACB office on **June 30** of each year, and *must* include:

- A response, in the order listed, to each CACB Condition identified as "not met" and to each cause of concern listed in the Team Findings section of the *VTR*. The AR narrative may also address any new changes or areas of specific expertise;
- If applicable, demonstration of compliance with revised or new *CACB Conditions and Terms for Accreditation* and the *Procedures for Accreditation*, or a plan and schedule for achieving compliance;
- Clearly written documentation of any major curriculum or structural changes to any part of the architectural program or programs; The AR narrative should describe how these changes directly affect the Program's compliance with the CACB conditions so that the CACB is kept aware of evolving curricula;
- A Human Resources Statistics Report (refer to **Appendix A-8**);
- A Program academic calendar for the current year; and
- Any other additional information that the CACB specifically requests.

3.2.1.2 Programs must submit the AR with the following component(s):

- Statistical Report only is required if:
  - A site visit has just been completed;
  - An Architecture Program Report (APR) is scheduled for submission in the coming September;
  - or
  - First year in their term of accreditation.
- Full Report—which includes both narrative and statistical components—is required in all other years of the accreditation term.

3.2.1.3 Should the AR not be received by the June 30 due date, the CACB will send a letter to the Program Head, with a copy to the appropriate senior university administration, emphasizing the importance of the report for continuing accreditation. Daily fines will be imposed for the late submission of the AR, as identified in the [Fee Schedule](#) on the CACB website.

**3.2.1.4** The CACB Board will review each Program's AR and will take one of the following actions:

1. Accept the AR;
2. Reject the AR, provide the reasons supporting the decision, and require a revised report to be submitted for the Board's review by September 15; or
3. Reject the revised AR and consider taking action to advance the schedule for the next accreditation sequence. In such cases, the Program Head, as well as the Institution's Chief Academic Officer are notified of the decision and the reasons that support it.

**3.2.1.5** Responses to the AR will be sent to each Program within 30 calendar days following the CACB fall board meeting.

### **3.2.2 Automatic Certification**

Automatic Certification is part of the ongoing accreditation process. All Programs are required to submit a list of graduated students to maintain their accreditation status, along with an official letter of confirmation signed by the head of the program.

The list of graduates must be compiled in the provided Excel data sheet, which feeds information directly into the internal CACB data management system. This excel sheet must be submitted to the CACB office within **1 month of graduation**, and it must include the following information requested in the excel spreadsheet forwarded by the CACB:

- Full legal name of the graduate;
- Preferred email address;
- Professional degree information;
- Professional degree start and graduation dates;
- Pre-professional degree information;
- Pre-professional degree start and graduation dates; and
- Preferred province for registration.

Once the student information is received, the CACB will issue confirmation letters electronically to the email address provided by the Program. The confirmation letter will include the certification number, which is required for registration in the Internship in Architecture Program (IAP). The email will also include a letter from ROAC outlining the next steps for graduates on the path to becoming a licensed architect in Canada. Hard copies of the certificate will only be mailed if specifically requested by the graduates. The CACB will coordinate the mailing addresses and shipping directly with the graduates.

### **3.2.3 Focused Evaluation Reporting**

When requiring a Program to undergo a Focused Evaluation, the CACB will clearly specify which Conditions are found to be deficient, including *Program Performance Criteria* and *Student Performance Criteria* 'not met,' are required to be reported on. The Program is required to prepare a Focused Evaluation Report (FER), as outlined in the letter the Program receives from the CACB regarding the Board's accreditation decision. The FER is to be submitted to the CACB by April 30 of the year in which the evaluation is scheduled. The steps in the Focused Evaluation process are as follows.

**3.2.3.1** The FER identifies the changes made or planned by the Program to remove each Condition found deficient ('not met'), as addressed in the VTR and according to the CACB decision letter. The report should include course descriptions, course assignments, and samples of work (digital or hard copy) for particular SPC

and or *PPC* not met, along with a written description of how the Program is addressing each condition targeted for Focused Evaluation.

**3.2.3.2** The CACB reviews the *FER* submitted by the Program. The Board appoints a Focused Evaluation Team composed of two members of the Visiting Team that last visited the Program plus a CACB Board Member. The Focused Evaluation Team considers the *FER*, along with the *APR*, the *VTR*, the Program's response to the *VTR*, and any other pertinent documents upon which the CACB based its finding of deficiency during the accreditation process.

**3.2.3.3** Based on the evidence presented, the Focused Evaluation Team writes a *Focused Evaluation Team Report (FETR)* outlining its findings, which it will submit along with a confidential recommendation to the CACB. If the Focused Evaluation Team determines that all 'not met' deficiencies in the conditions have been addressed, and the Board approves its findings, the Program will receive notification that no visit is necessary and no further action with respect to the Focused Evaluation is required.

**3.2.3.4** If the Focused Evaluation Team recommends additional evaluation to ensure that all deficiencies have been addressed, the Focused Evaluation Team will then conduct a focused evaluation visit. The Program Head will be advised of the visit 3 months in advance to prepare the material on-site for the Focused Evaluation Visit.

**3.2.3.5** The Focused Evaluation Team makes a special on-site visit to review the conditions 'not met' in the *VTR* and according to the CACB decision letter. This team then prepares its *FETR*, confined to an analysis of the conditions identified in the Focused Evaluation decision, and submits its recommendation to the Board. The CACB will forward the final *FETR* to the Program. The Program may provide a written response to the final report, forwarding a copy of the response to the CACB that forms part of the permanent record.

**3.2.3.6** Once the CACB receives the *FETR* with the team's confidential recommendation and the Program's response, the Board will make a decision regarding the Focused Evaluation based on one of the following outcomes:

1. Allow the schedule for the next accreditation visit to stand unchanged; or
2. Advance the time for the next accreditation visit, while allowing adequate time for the Program to prepare for such a visit.

**3.2.3.7** Decisions of the Board concerning a Focused Evaluation are final and not subject to appeal.

### **3.3 Revocation or Lapse in Accreditation**

In the event that a Program's accreditation status is revoked, the Institution's Chief Academic Officer must make a request for reinstatement. The procedures for reinstatement are the same as those described in Candidacy Application under Section 1.2. The maximum period of candidacy in this case will be 4 years.

If a Program's accreditation has lapsed, the procedures for reinstatement are the same as those described for Initial Accreditation under Section 1.3. The period of candidacy for Programs whose accreditation has lapsed will be for one year. There is also a fine associated with a lapse in accreditation, as identified in the [Fee Schedule](#) on the CACB website.

## 4. Rules of Communication

### 4.1 Correspondence from Programs and Visiting Teams to the CACB Office

All correspondence regarding the accreditation review process between the CACB and the Program Head must be copied to the Visiting Team Chair, and all correspondence between the Program Head and the Visiting Team Chair must be copied to the CACB. Correspondence between the Program Head and the Visiting Team Chair and the Program Heads ends once the final *VTR* is submitted.

### 4.2 Maintaining Confidentiality

**4.2.1** The Visiting Team, including non-voting members, must maintain strict confidentiality in perpetuity with respect to materials reviewed, interviews conducted, and team deliberations, including the Visiting Team's confidential recommendation to the CACB Board on a term of accreditation.

**4.2.2** The Visiting Team bases its assessment of the Program, in part, on interviews with various constituencies of the Program. All individual or group interviews are confidential, and the information obtained from them is for the exclusive use of the Visiting Team in preparing its *VTR* and confidential recommendation.

**4.2.3** Prior to the CACB accreditation decision, both the CACB and the Program are prohibited from making the *VTR* available to the collateral organizations or the public. The *VTR* must not be made available in any form to persons or groups outside the Institution until the Program has received its term of accreditation notification from the CACB.

### 4.3 Public Disclosure of Accreditation Outcomes

**4.3.1** After receipt of the CACB accreditation decision, the Program is required to store these documents together in the architecture library and make them available on its website and freely accessible to all:

- the *APR*; and
- the final *VTR* and all attachments, including reference to the *CACB Conditions and Terms for Accreditation* and *CACB Procedures for Accreditation* on the CACB website.

**4.3.2** Unless written permission otherwise is obtained from the CACB, the Program may disseminate only complete copies of the *VTR*.

**4.3.3** The CACB will make the *APRs* and the *VTRs* of all accredited and candidate Programs available at its office and on its website.

**4.3.4** Each year, the CACB will publish its accreditation decisions on the CACB website.

**4.3.5** If a decision is made to place a Program on probation or revoke accreditation, the CACB will notify the member organizations of the decision within 1 month. In the case of a revocation of accreditation, the Program is responsible for notifying its students.

## 5. Petitioning Accreditation Outcomes

Accreditation decisions may be reconsidered upon request by an institution. This process has two stages: an informal reconsideration process by the CACB board, and a formal appeal process before an independent

appeal panel. These stages may be pursued sequentially, or an institution may choose to proceed directly to the appeal.

## 5.1 Reconsideration Process

Reconsideration is an informal hearing process that allows a Program to request that the Board revisit its accreditation decision. To initiate reconsideration, the Chief Academic Officer of the Institution must send a written request to the CACB President. The request must specify the grounds for reconsideration and include relevant supporting evidence. All correspondence concerning a reconsideration hearing must be addressed to the CACB. The CACB Office must receive requests for reconsideration by **September 1** in the year of the CACB accreditation decision.

The Board conducts a reconsideration hearing at its fall meeting, with representatives from the Institution present. The Institution bears all expenses directly associated with the hearing, such as those for travel, meals, and lodging of attendees representing the Institution, as well as for witnesses appearing at its request. The outcome of a reconsideration hearing is subject to appeal by the Institution.

The Program must provide evidence supporting the following grounds for reconsideration:

- a) The Board's accreditation decision is not supported by factual evidence cited in the VTR and/or other official material, and/or;
- b) The CACB and/or Visiting Team failed to comply substantially with established accreditation procedures and any such departure significantly affected the decision.

A request for reconsideration sets in motion the following sequence of events:

**5.1.1** The reconsideration hearing is placed on the agenda for the next board meeting.

**5.1.2** At least **2 weeks** before the Board Meeting, the Chief Academic Officer of the Institution informs the CACB Executive Director of the persons who will be attending the hearing.

**5.1.3** Attendees at the hearing include the CACB's Directors and Executive Director, and representatives of the Institution as determined by the Institution.

**5.1.4** The Board opens the hearing by introducing the participants and their respective roles, and by explaining the procedures to be followed.

**5.1.5** A representative(s) of the Institution makes a presentation, confined to the specific matters of the accreditation decision under reconsideration.

**5.1.6** The Board may seek clarification by means of questions addressed to the Institution's representatives, the Visiting Team Chair, or the CACB Executive Director.

**5.1.7** The Institution's representative makes a closing statement, which will conclude the hearing.

**5.1.8** The CACB Directors review the evidence presented during the hearing and render a reconsideration decision. No member of the visiting team may be present during the process. The Board records the decision and the reasons supporting it.

**5.1.9** Within **2 weeks** of the hearing, the CACB President informs the Institution of the reconsideration decision and provides supporting reasons in writing.

## **5.2 Appeal Process**

An appeal is a formal hearing process available to Institutions to contest the CACB accreditation decision. To initiate an appeal hearing, the Chief Academic Officer must send a written request to the CACB President. The request must specify the grounds for appeal and include relevant supporting evidence. The CACB Office must receive requests for appeal within **2 weeks** after receiving official notification of the CACB's decision regarding accreditation or reconsideration decision, along with payment of the appeal fee as outlined in the [Fee Schedule](#). The fee will be refunded if the appeal is successful.

The Program must provide evidence supporting the following grounds for appeal:

- a) The Board's accreditation decision is not supported by factual evidence cited in the *VTR* and/or other official material, and/or;
- b) The CACB and/or Visiting Team failed to comply substantially with established accreditation procedures and that any such departure significantly affected the decision.

A request for appeal sets in motion the following sequence of events:

**5.2.1** The Appeal Panel receives and reviews the Program's *APR*, *VTR*, responses to the *VTR*, the board accreditation decision / reconsideration decision letter, the appeal request, and any other relevant documents.

**5.2.2** The Appeal Panel Chair, in consultation with the Chief Academic Officer, determines a time and place to convene for the appeal hearing.

**5.2.3** Legal counsels for the Institution and for the CACB may attend upon request of their respective organizations.

**5.2.4** The Appeal Panel Chair opens the hearing by introducing the participants and their respective roles, and by explaining the procedures to be followed.

**5.2.5** The Institution makes a presentation, confined to the specific matters of the accreditation decision under appeal.

**5.2.6** The CACB may respond to the institution's presentation.

**5.2.7** The Appeal Panel Chair may seek clarification by means of questions addressed to the Institution or CACB participants.

**5.2.8** The Appeal Panel Chair calls a brief recess so that the Appeal Panel may consider whether it needs to request and/or receive additional information prior to its deliberations.

**5.2.9** The Institution's representative makes a closing statement, which concludes the hearing.

**5.2.10** Deliberations are held in camera. If necessary, appeal hearing deliberations may occur via a conference call or by any other acceptable and secure electronic means of communication to finalize the decision. The

Appeal Panel Chair prepares an Appeal Panel Report containing the appeal panel decision along with the reasons supporting that decision.

**5.2.11** The Appeal Panel Chair delivers the Appeal Panel Report to the CACB office within **2 weeks** of the hearing.

**5.2.12** Within **1 week** of receipt of the report, the CACB President forwards the report to the Chief Academic Officer of the institution.

**5.2.13** Decisions of the Appeal Panel are final and binding on both the Institution and the CACB.

**5.2.14 Appeal Panel.** Upon receipt of the request by the CACB, an appeal panel is then formed as follows:

- a) Each CACB Member organization (ROAC & CCUSA) is informed of the appeal hearing and asked to submit a list of persons who can represent the Member organizations, who are willing to serve on the Appeal Panel; and who are not, and have not been, involved with either the Institution or the accreditation action under appeal.
- b) This list must be submitted to the CACB President, who reviews the list of names provided by the Member organizations to appoint an Appeal Panel composed of four persons, with two from each Member organization.
- c) The Appeal Panel appoints one of its members to serve as Panel Chair with voting privileges.
- d) Within **2 weeks** of receiving a request for an appeal hearing, the CACB Executive Director forwards the membership of the Appeal Panel to the Chief Academic Officer of the Institution.
- e) Within **1 week** of receiving the list, the Chief Academic Officer of the Institution may notify the CACB Executive Director of any potential conflict of interest.

## **Part C: Appendices**

**A-1 Typical Eligibility Consultation Agenda**

**A-2 Typical Candidacy Site Visit Agenda**

**A-3 Typical Initial and Continuing Accreditation Hybrid / Site Visit Agenda**

**A-4 Program Head's Evaluation Form of the Accreditation Sequence**

**A-5 Team Chair's Evaluation Form**

**A-6 Visiting Team's Evaluation Form**

**A-7 The Continuing Accreditation Review Cost Report**

**A-8 Human Resources Statistics Report**

## A-1 Typical Eligibility Consultation Agenda

The order and timing of these items may vary depending on meeting availability and other factors. This template provides a framework for ordering the site visit in a timely manner.

- |              |    |  |
|--------------|----|--|
| <b>Day 1</b> | PM | <input type="checkbox"/> Visiting Team arrival and check-in at hotel                                   |
|              |    | <input type="checkbox"/> Visiting Team debriefing and orientation                                      |
|              |    | <input type="checkbox"/> Short meeting with Program Head   |
|              |    | <input type="checkbox"/> Team-only dinner  |
| <b>Day 2</b> | AM | <input type="checkbox"/> Review of Plan for Achieving Initial Accreditation with Program Head          |
|              |    | <input type="checkbox"/> Tour of facilities (if appropriate)   |
|              | PM | <input type="checkbox"/> Meeting with faculty (if appropriate)   |
|              |    | <input type="checkbox"/> Meeting with Students (if appropriate)  |
|              |    | <input type="checkbox"/> Meeting with University President and Provost (Chief Academic Officer)        |
|              |    | <input type="checkbox"/> Meeting with faculty administration   |
|              |    | <input type="checkbox"/> Team-only dinner  |
|              |    | <input type="checkbox"/> Debriefing session  |
| <b>Day 3</b> | AM | <input type="checkbox"/> Accreditation deliberations and development of draft Eligibility Visit Report |
|              |    | <input type="checkbox"/> Check-out from hotel  |
|              |    | <input type="checkbox"/> Team breakfast with Program Head  |
|              |    | <input type="checkbox"/> Team member departures  |

## A-2 Typical Candidacy Site Visit Agenda

The order of these items may vary depending on meeting availability and other factors. This template gives a framework for ordering the site visit in a timely manner.

- |              |    |  |
|--------------|----|--|
| <b>Day 1</b> | PM | <input type="checkbox"/> Visiting Team arrival and check-in at hotel                                     |
|              |    | <input type="checkbox"/> Visiting Team introductions and orientation                                     |
|              |    | <input type="checkbox"/> APR review and assembly of issues and questions                                 |
|              |    | <input type="checkbox"/> Short meeting with Program Head before dinner                                   |
|              |    | <input type="checkbox"/> Team-only dinner  |
| <b>Day 2</b> | AM | <input type="checkbox"/> Team-only working breakfast   |
|              |    | <input type="checkbox"/> Entrance meeting with Program Head  |
|              |    | <input type="checkbox"/> Continued review of APR   |
|              |    | <input type="checkbox"/> Tour of facilities  |
|              |    | <input type="checkbox"/> Team lunch with Program administrators  |
|              | PM | <input type="checkbox"/> Entrance meeting with faculty   |
|              |    | <input type="checkbox"/> Entrance meeting with University President and Provost                          |
|              |    | <input type="checkbox"/> Entrance meeting with school or college administrator(s)                        |
|              |    | <input type="checkbox"/> Reception with faculty, administrators, and local practitioners                 |
|              |    | <input type="checkbox"/> Team-only dinner  |
| <b>Day 3</b> | AM | <input type="checkbox"/> Team working breakfast with Program Head  |
|              |    | <input type="checkbox"/> School-wide meeting with students   |
|              |    | <input type="checkbox"/> Deliberations and development of draft CVTR                                     |
|              | PM | <input type="checkbox"/> Lunch with selected faculty   |
|              |    | <input type="checkbox"/> Deliberations and continued development of the draft CVTR                       |
|              |    | <input type="checkbox"/> Team-only dinner  |
| <b>Day 4</b> | AM | <input type="checkbox"/> Check-out from hotel  |
|              |    | <input type="checkbox"/> Team breakfast and exit meeting with Program Head                               |
|              |    | <input type="checkbox"/> Exit meeting with school or college administrator(s)                            |
|              |    | <input type="checkbox"/> Exit meeting with President (or designate) and Provost (Chief Academic Officer) |
|              | PM | <input type="checkbox"/> Lunch and Visiting Team member departures                                       |

### A-3 Typical Initial and Continuing Accreditation Hybrid / Site Visit Agenda

This Agenda gives a framework for ordering the visit in a timely manner. The order of these items may vary, and additional items may be scheduled at the discretion of the Team Chair.

#### Virtual Pre-Visit Planning

<b>50 calendar days in advance</b> <b>Student Work access</b>	<input type="checkbox"/> The Program sends the CACB any links required to access the student work exhibit <input type="checkbox"/> The Team Chair and CACB test the links before sharing them with the Visiting Team
<b>Meeting #1</b> <b>45 calendar days in advance</b> <b>Readiness for the visit</b>	<input type="checkbox"/> The Team Chair and Program Head determine whether the program is ready for the visit <input type="checkbox"/> The Program Head performs a walk-through of the student work compilation for the Visiting Team
<b>Meeting #2</b> <b>38-40 calendar days in advance</b> <b>Process and technology overview</b>	<input type="checkbox"/> The Team Chair reviews student work with the Visiting Team <input type="checkbox"/> The Team Chair provides expectations for how the team will work, and makes review assignments
<b>Meeting #3</b> <b>28-30 calendar days in advance</b> <b>Review and discussions</b>	<input type="checkbox"/> The Visiting Team review the APR, CACB Conditions and Procedures, and visit protocols, and identify missing materials <input type="checkbox"/> The Team members discuss their initial reactions to the APR and student work, raise any initial concerns, and identify and prioritize the questions to be addressed during the documentary review
<b>Meeting #4</b> <b>14 calendar days in advance</b> <b>Documentary Review and questions</b>	<input type="checkbox"/> The Visiting Team reviews the results of the documentary review, finalizes questions to be addressed during the site visit, and identifies any other areas of inquiry <input type="checkbox"/> The Team develops a draft VTR <input type="checkbox"/> Entrance meeting with Librarian

#### The Visit

<b>Thursday</b> <b>(Virtual)</b>		<input type="checkbox"/> Team Deliberations and Launch of draft VTR
<b>Friday</b> <b>(Virtual)</b>	<b>AM</b>	<input type="checkbox"/> Entrance meeting with the Program Head <input type="checkbox"/> Entrance meeting with the school administrator(s) <input type="checkbox"/> Entrance meeting with the University President and the Provost (Chief Academic Officer)
	<b>PM</b>	<input type="checkbox"/> Review of general studies, electives, and related programs <input type="checkbox"/> Continued review of exhibits and records <input type="checkbox"/> Continued Team Deliberations and Drafts of VTR
<b>Saturday</b>		<input type="checkbox"/> Day off (or Travel)
<b>Sunday</b>	<b>AM</b>	<input type="checkbox"/> The Visiting Team's arrival and check-in at the hotel

(On-Site)	<b>PM</b>	<input type="checkbox"/> Visiting Team introductions and orientation <input type="checkbox"/> Short Intro meeting with Program Head <input type="checkbox"/> Tour of facilities <input type="checkbox"/> Team-only Dinner and Debriefing session and further drafting of the VTR
<b>Monday</b> (On-Site)	<b>AM</b>	<input type="checkbox"/> Team working breakfast with Program Head <input type="checkbox"/> Entrance meeting with faculty <input type="checkbox"/> Observation of Studios
	<b>PM</b>	<input type="checkbox"/> Meeting with the Student Representatives <input type="checkbox"/> Observation of Lectures and Seminars <input type="checkbox"/> Entrance Meeting with Students <input type="checkbox"/> Team-only dinner <input type="checkbox"/> Debriefing session, re-draft of VTR and draft of Strengths and Causes of Concern
<b>Tuesday</b> (On-Site)	<b>AM</b>	<input type="checkbox"/> Team Breakfast with the Program head <input type="checkbox"/> Meeting with the Staff <input type="checkbox"/> Possible follow-up meeting (with Faculty, students, director, and staff, as needed) <input type="checkbox"/> Team deliberations <input type="checkbox"/> Team-only lunch, Final deliberations and vote
	<b>PM</b>	<input type="checkbox"/> Exit meeting with Program Head <input type="checkbox"/> Exit meeting with the school administrators <input type="checkbox"/> Exit meeting with University President (or designate) and Provost <input type="checkbox"/> Team-only coffee/cocktails reception/dinner <input type="checkbox"/> Check out from the hotel and Travel home at their leisure

### **A-4 Program Head's Evaluation Form of the Accreditation Sequence**

To help the CACB uphold the highest standards throughout the accreditation process, please complete this evaluation form and submit it to the CACB within one month of the visit's completion. Your responses will remain confidential and will be used solely as an internal advising tool.

1. Evaluation of the Visiting Team Chair

Consider the communication, organizational skills, accessibility, leadership, preparedness, and knowledge, of the Team Chair, as demonstrated through your interactions throughout the entire process (i.e. pre-visit planning, virtual visit, and site visit). Based on this assessment, would you recommend this individual to chair future accreditation visits? Please explain your reasoning for a "yes" or "no" response.

2. Evaluation(s) of the Visiting Team Members

Consider the composition of the Visiting Team, the performance of individual members, and their interactions with members of the program. Based on this assessment, would you recommend any team members for participation in future visits? Is there anyone you would not recommend for future visits? Please provide your rationale for either "yes" or "no" responses.

3. Evaluation of the CACB

Consider your interaction with the CACB office, the preparation of the APR, and the setup of the team room and other exhibits. Do you have any suggestions for improvement, or are there any strengths you believe should be maintained for future visits?

4. Evaluation of the Accreditation Visit

Consider the virtual and site visit agenda, visit logistics, communications before and during the visit, quality of meetings, and the clarity of the process. Do you have any suggestions for improvement, or are there any strengths you believe should be maintained for future visits?

5. Additional Feedback

**A-5 Team Chair's Evaluation Form**

To help the CACB uphold the highest standards throughout the accreditation process, please complete this evaluation form and submit it to the CACB within one month of the visit's completion. Your responses will remain confidential and will be used solely as an internal advising tool.

**Part 1: Visiting Team Members**

Instructions: For each of the following statements, please indicate your level of agreement with the Visiting Team Member's preparedness and involvement during the accreditation visit using the scale below:

Visiting Team Member\*: .....

In my opinion, the Visiting Team Member demonstrated thorough preparation for the accreditation visit by reviewing the APR and identifying potential issues of concern in advance.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

In my opinion, the Visiting Team Member was an active and engaged participant in meetings with faculty, students, and administration, as well as in team discussions.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

In my opinion, the Visiting Team Member made valuable contributions to the team's information gathering process and actively participated in team deliberations.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

I would highly recommend the Visiting Team Member to participate in future accreditation visits.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

If you have any further comments or suggestions regarding the Visiting Team Member's performance, please feel free to provide them below:

**Part 2: The Program**

Instructions: For each of the following statements, please indicate your level of agreement with the Program preparedness and involvement during the accreditation visit using the scale below:

In my opinion, the Program demonstrated thorough preparation for the accreditation visit by ensuring that everything was thoroughly included in the APR.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

\* Please note that in practice, the Visiting Team form will be repeated for each team member. However, for the purposes of this appendix template, the form is shown only once as an example.

In my opinion, the Program communicated clearly and responded promptly whenever questions arose or additional information was requested.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

In my opinion, the Program was well prepared for the on-site visit and the visit followed the schedule.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

If you have any further comments or suggestions regarding the Program's performance, please feel free to provide them below:

--

**A-6 Visiting Team's Evaluation Form**

To help the CACB uphold the highest standards throughout the accreditation process, please complete this evaluation form and submit it to the CACB within one month of the visit's completion. Your responses will remain confidential and will be used solely as an internal advising tool.

Instructions: For each of the following statements, please indicate your level of agreement with the Visiting Team Member's preparedness and involvement during the accreditation visit using the scale below:

Team Chair: .....

In my opinion, the Team Chair demonstrated thorough preparation for the accreditation visit by reviewing the APR and identifying potential issues of concern in advance.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

In my opinion, the Team Chair was an active and engaged leader in meetings with faculty, students, and administration, as well as in team discussions.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

In my opinion, the Team Chair made valuable contributions to the team's information gathering process and actively participated and led team deliberations.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

I would highly recommend the Team Chair to chair in future accreditation visits?

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

If you have any further comments or suggestions regarding the Program's performance, please feel free to provide them below:

--

Visiting Team Member\*: .....

In my opinion, the Visiting Team Member demonstrated thorough preparation for the accreditation visit by reviewing the APR and identifying potential issues of concern in advance.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

In my opinion, the Visiting Team Member was an active and engaged participant in meetings with faculty, students, and administration, as well as in team discussions.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

\* Please note that in practice, the Visiting Team form will be repeated for each team member. However, for the purposes of this appendix template, the form is shown only once as an example.

In my opinion, the Visiting Team Member made valuable contributions to the team's information gathering process and actively participated in team deliberations.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

I would highly recommend the Visiting Team Member to participate in future accreditation visits.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

I would highly recommend the Visiting Team Member to participate in future accreditation visits as Team Chair?

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

If you have any further comments or suggestions regarding the Program's performance, please feel free to provide them below:

--

## Instructions for Completing Appendix A-7: Accreditation Review Cost Report

As part of the ongoing assessment of Members' contributions to accreditation, all eligible costs incurred in preparing for accreditation visits must be reported in the attached template Appendix A7.

Programs are required to report the full amount of eligible expenses, even if they exceed the \$51,000 cap on eligible expenses outlined in the current Funding Agreement.

This cost reporting allows the CACB to gather financial data throughout the funding agreement period, providing a clearer picture of the actual costs incurred by programs. The data will be used to assess Members' contributions over the years and inform any necessary adjustments to the base estimated cost and budget preparation.

### Section 1: Architecture Program Report (APR)

Enter the total cost associated with paid hours for preparing the APR within the eligible expenses categories outlined below. Costs related to time spent by the Program Director and professors, as well as the hiring of outside consultants (i.e. graphic designers, copy editors, writers, etc.), are excluded from this reporting and are not considered eligible.

Eligible expenses for reporting in this section are:

#### **1.1 Personnel, including support staff:**

Record the costs for staff assisting with accreditation preparations, such as administrative or technical support.

#### **1.2 Student Salary and Faculty replacement time:**

Enter costs for student hires, and temporary replacements required to cover faculty or staff roles during accreditation activities.

#### **1.3 Miscellaneous administrative costs:**

Identify and record any other administrative expenses not covered above.

### Section 2: Virtual Exhibition of Student Work

The Virtual Exhibit Room is designated solely for showcasing evidence of *SPCs*. Evidence related to *PPCs* or Faculty Exhibits should not be included. Additionally, the virtual room must be made accessible to the Visiting Team Chair at least 50 calendar days prior to the Site Visit.

Eligible expenses for reporting in this section are:

#### **2.1- Creation of the Virtual Exhibition:**

**2.1-1. Labour Costs:** Record costs for individuals creating the virtual exhibition.

**2.1-2. IT Costs:** Enter costs for acquisition of software and licenses, and other IT-related expenses for the preparation of a digital presentation of the students' work.

#### **2.2- Digital Archiving of Student Work:**

**2.2-1. Labour Costs:** Record costs for individuals undertaking the archiving of student work.

**2.2-2. IT Costs:** Include IT-related expenses for archiving, such as cloud storage or server fees.

### Section 3: On-site Visiting Team Work Area

The On-site Visiting Team work area should be a private, furnished room equipped with the following:

- Conference tables with seating large enough to accommodate the entire Visiting Team;
- Projection systems (either a monitor/TV or a projector with a screen);
- Adequate cable connections;
- Reliable Internet connection (Wi-Fi);
- Sufficient electrical outlets;
- Printer with paper;
- Shredder; and
- Flip charts with paper or dry-erase board and markers.

Eligible expenses for reporting in this section are:

**3.1- Room Rental Costs:**

Enter costs for renting a space for the visiting team, if the room is rented by the Program.

**3.2- Equipment Rental:**

Record expenses for rented equipment, such as computers, printers, or furniture. Include all furniture rented or purchased, and/or or material used to build furniture specifically for the visit. Exclude any elements built or acquired for long term purpose.

**3.3- Internet and Setup Costs:**

Include costs for setting up computers, internet connections, and any other technical requirements for the use of the Visiting Team.

**3.4- Support Personnel:**

Identify costs for additional personnel assisting the Visiting Team while on-site.

Section 4: Miscellaneous

**4.1- Food Costs:**

Enter any additional food costs for on-site Visiting Team meetings with students and Faculty.

**4.2- Environmental Services:**

Enter costs for cleaning and/or preparing facilities prior to, during and after the visit if over and above regular cleaning costs.

**4.3- Other miscellaneous items:**

Add brief descriptions for clarity on items listed under "Miscellaneous" in the space allowed at the bottom of the template.

General Instructions:

1. **Review each Expense Line:** Carefully read the descriptions of eligible expenses and ensure only eligible costs are included.
2. **Check reported amounts:** Verify that the amounts entered are accurate.
3. **Ensure totals are correct:** Confirm that subtotals for each section are accurately calculated. Use built-in Excel formulas provided.
4. **Save and submit:** Save the completed form with a clear naming convention, such as "Appendix\_A7\_[Institution Name]\_2025.xlsx," and submit as required.

**A-7 Accreditation Review Cost Report**

*will be provided by the CACB office as an editable file*

ELIGIBLE EXPENSES*		Cost
<b>1</b>	<b>Architecture Program Report (APR)</b>	<b>\$0.00</b>
1.1	Personnel, Including Students and Support Staff	
1.2	Student Salary or Faculty Replacement Time	
1.3	Miscellaneous Administration Costs	
<b>2</b>	<b>Virtual Exhibition of Student Work</b>	<b>\$0.00</b>
2.1	2.1.1-Creation of The Virtual Exhibition-Labor Cost	
	2.1.2-Creation of The Virtual Exhibition-IT Cost	
2.2	2.2.1-Digital Archiving of Student Work-Labor Cost	
	2.2.2-Digital Archiving of Student Work-IT Cost	
<b>3</b>	<b>Onsite Visiting Team Work Area</b>	<b>\$0.00</b>
3.1	Room Rental Cost if Necessary	
3.2	Rental of Equipment, Including Computers, Furniture, Etc.	
3.3	Setting Up Computer and Internet Connections for the Use of the Visiting Team	
3.4	Additional Support Personnel for the Visiting Team	
<b>4</b>	<b>Miscellaneous**</b>	<b>\$0.00</b>
4.1	Additional Food Costs for Meetings Onsite with Students and Faculty Representatives	
4.2	Environmental Services	
4.3	Other Miscellaneous Items	
<b>TOTAL</b>		<b>\$0.00</b>

\*Further clarification may be required in certain cases.

\*\* Brief descriptions for clarity on items listed under "Miscellaneous".

## Guide to Appendix A-8 HR Statistical Report

### Student Data

Total Students during the Academic Year

The start and end dates for the academic year can be chosen to avoid counting pre-professional and M. Arch students twice.

The CACB focuses on two types of programs: pre-professional bachelor's programs and professional Master of Architecture.

- A pre-professional program constitutes a necessary part of an accredited professional program in architecture.
- Schools with both a pre-professional architecture program and an M. Arch program should fill in both columns.

The total number of students enrolled in the program includes international students, students with advanced standing, entering students, and students in Design Studio. The totals include full-time and part-time students.

Please indicate the number of students (Domestic and International) enrolled in both Pre-professional Bachelor's and Master of Architecture Programs.

**Please do not include students in other programs, such as:**

- Bachelor's program that is not pre-professional;
- Master's program other than Master of Architecture;
- Post-professional Master's program;
- PhD program; or
- Qualifying courses prior to admission.

**Total Number of Students entered the Program:**

Please indicate the total number of students that joined the Program in the academic year. The total includes the students with advanced standing.

**Total Students received the Degree:**

Please indicate the total number of students who received their degree in the Academic Year

**Student/Teacher Ratio in Design Studios:**

Please indicate the average Student/Teacher ratio in Design Studios for the Academic Year.

The number of 'Students in Design Studio' (i.e sum of Pre-professional Bachelor's Degree and the Master's Degree.), divided by the number of studio faculty.

This information is tracked to assess Condition 3.5, Faculty and Staff Resources, which states: that the student/faculty ratio in the studio should be between 12:1 and 15:1, with 15:1 as the maximum.

---

### Faculty Data

Total Faculty during the Academic Year

Please list the names of all Faculty.

**Academic Degrees:**

The available options are Ph.D., Post-prof Masters (for faculty members holding a Post-prof. Master's), M. Arch, and B.Arch. Choose '1' under the faculty member's qualification. If a faculty member has a qualification other than those listed above, please type their qualification in the column labelled 'Other (Specify)'.

Designations such as OAA, OAQ, MRAIC, FRAIC, PMP, LEED, and PEng are not required and are not needed.

**Professional: Licensed Architect in Canada**

In this column please choose '1' if the faculty member is licensed in Canada, or leave this column blank if the faculty member is not a licensed architect in Canada.

**Rank:**

The highest rank that the faculty member has attained. Please choose only one option. The available options are Professor, Associate Professor, and Assistant Professor. If however, the faculty member has a qualification that is not one of those listed above, please type their qualification in the column labeled 'Other (Specify)'.

**Status:**

Please indicate the employment status among the available options: Tenured, Tenure-track, Non-tenure-track, and Director or Chair of the accredited Program.

**Full-time Equivalent:**

Please indicate the Full-time Equivalent % for Faculty Members.

Total FTE in Professional Program: The total studios and courses taught, divided by, the sum of studios and other courses taught per faculty per year.

**Other Instructors:**

Please list the names of all other instructors during the Academic Year.

**Teaching:**

Please indicate teaching of other instructors in the Professional Program: Studio and/or Course.





**Canadian Architectural Certification Board**  
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