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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.

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CACB
CCCA

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THE UNIVERSITY OF BRITISH COLUMBIA

UNIVERSITY OF CALGARY

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AIBC
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The Alberta Association of Architects
Architects and Licensed Interior Designers

NWTAA
NORTHWEST TERRITORIES ASSOCIATION OF ARCHITECTS

SASKATCHEWAN ASSOCIATION OF ARCHITECTS

Manitoba Association of Architects

Ontario Association of Architects

ORDRE DES ARCHITECTES DU QUÉBEC

Architects' Association of New Brunswick
Association des architectes du Nouveau-Brunswick

ALBNL
Architects Licensing Board of Newfoundland and Labrador

NOVA SCOTIA ASSOCIATION OF ARCHITECTS

Architects Association of Prince Edward Island

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Acronyms

APR: Architecture Program Report

AR: Annual Report

CACB: Canadian Architectural Certification Board

CASA: Canadian Architecture Students Association

CCUSA: Canadian Council of University Schools of Architecture

CEGEP: Collège d'enseignement général et professionnel

FTE: Full-Time Equivalent

FETR: Focused Evaluation Team Report

MRA: Mutual Recognition Agreements

NAAB: National Architectural Accrediting Board (United States)

PPC: Program Performance Criteria

ROAC: Regulatory Organizations of Architecture in Canada

SPC: Student Performance Criteria

VTR: 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 offered by an institution seeking accreditation, including the program's human resources, governance, physical and administrative infrastructure.

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.

Terms of Accreditation

Term for Initial Accreditation

Programs seeking initial accreditation must first be granted candidacy status. The maximum period of candidacy status is six years. Programs that achieve initial accreditation at any time during the six-year candidacy will receive an initial three-year term, indicating that all major program components and resources are in place. Some additional program development may be necessary and/or deficiencies may need to be corrected. Additionally, to be eligible for CACB certification, students cannot have graduated from the Program more than two years prior to the initial accreditation.

Terms of Continuing Accreditation

Six-year term: Indicates that deficiencies, if any, are minor and that a process to correct these deficiencies is clearly defined and in place. The Program is accredited for the full six-year period.

Six-year term with a "focused evaluation" at the end of three years: Indicates that significant deficiencies exist in meeting the requirements of the CACB Conditions and Terms for Accreditation; consideration of these deficiencies will form the basis of a focused evaluation. The Program is required to report on its particular deficiencies during the third year.

Three-year term: Indicates that major deficiencies are affecting the quality of the Program, but the intent to correct these deficiencies is clear and attainable. The Program is accredited for a full three-year period. If the Program receives two consecutive three-year terms of accreditation, then the Program must achieve a six-year accreditation term at the next accreditation visit. If the Program fails, it will be placed on a two-year probationary term. If the Program fails to achieve a six-year term at its subsequent accreditation visit, then its accreditation shall be revoked.

Two-year probationary term: Indicates that CACB deficiencies are severe enough to seriously question the quality of the Program and the intent or capability to correct these deficiencies is not evident. A Program on probation must show just cause for the continuation of its accreditation, and at its next scheduled review, the Program must receive at least a three-year term or accreditation will be revoked. If the two-year probationary term is following the sequence described in "three-year term," the Program must receive at least a six-year term or its accreditation shall be revoked.

Revocation of accreditation: Indicates that insufficient progress was made during a two-year probationary term to warrant a full three-year or six-year accreditation term. Notwithstanding, the foregoing accreditation of any Program can be revoked at any time if there is evidence of substantial and persistent non-compliance with the requirements of the CACB Terms and Conditions for Accreditation.

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:

- Certify educational qualifications of individual architectural graduates (*Certification Program*);
- Accredit professional architecture programs at Canadian universities (*Accreditation Program*);
- Certify professional qualifications of broadly experienced foreign architects (*BEFA Program*); and
- 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 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:

- 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;
- To confirm the institutional commitment to the implementation of *The Plan for Achieving Initial Accreditation*; and
- 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 electronically 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 may 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 reminders 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 member. 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.

2.1.2 The Visiting Team

The CACB maintains a roster of qualified Visiting Team members, including information on:

- Academic and professional experience;
- Prior visiting team participation and performance; and
- Availability for upcoming visits.

The visiting team roster shall be reviewed on or before **May 31 each year** by CCUSA, ROAC, and CASA to ensure continued confirmation of volunteer nominations, in accordance with the respective Call for Nominations. The CACB Board shall approve the roster each year at the fall board meeting.

The CACB seeks to ensure integrity and objectivity throughout the accreditation review process. Visiting Team members are required to complete a conflict of interest self-declaration prior to participating in the review.

2.1.2.1 Composition of the Visiting Team

2.1.2.1.1 The Visiting Team consist of at least five members (core/voting team members), including the Team Chair, and may include non-voting members and observers.

2.1.2.1.2 The core Visiting Team is comprised of two architectural educators; two practicing architects; and one student or intern representative.

2.1.2.1.3 In addition to the core Visiting Team, the Visiting Team may include non-voting members for training purposes and prospective core visiting team members. The Program may nominate one non-voting

member to the visiting team to provide perspective on the Program's unique qualities, history, or the institution's context.

2.1.2.1.4 The Program's non-voting member nomination must include a brief description of the individual's relationship to the Program and is subject to approval by the CACB in consultation with the Team Chair. The nominee must not be a current faculty member of the Program (including adjunct or sessional instructors) but may be an employee from another department who can provide insight into the institution's culture.

2.1.2.1.5 The non-voting member, either Program or CACB appointed, must not participate in the vote and must leave the Team work area before voting occurs.

2.1.2.1.6 Current CACB Directors may not be appointed as voting members of the Visiting Team; however, they may be appointed as non-voting members.

2.1.2.1.7 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. Program heads may serve upon their request as Observers on visiting teams in the year before their Program's accreditation visit. Observers are not expected to participate in pre-visit preparations and/or the hybrid component of the visit. Observers must not participate in the vote and must leave the Team work area before voting occurs.

2.1.2.1.8. The Team Chair and the Visiting Team members selected by the CACB shall be considered final. The Program may not challenge the selected team composition.

2.1.2.2 Guiding Principles for Visiting Team Composition
The composition of Visiting Teams will be guided by the following principles:

- Ensuring an appropriate balance of academic, professional, and student perspectives;
- Selecting individuals with demonstrated knowledge of accreditation processes or relevant equivalent experience;
- Promoting diversity of perspectives, including geographic, demographic, and professional diversity;
- Maintaining independence and assuring the objectivity of the evaluation; and
- Supporting continuity of expertise where required, particularly in cases of follow-up or probationary visits.

These principles will guide all selection decisions and may be applied with professional judgment to reflect the specific context of each Program.

2.1.2.2 Selection of the Team Chair

Visiting Team Chairs are selected and appointed by the Accreditation Program Officer. The selection is based on a review of individuals' résumés, as well as an evaluation of their performance on previous visits.

The Visiting Team Chair is typically an experienced educator or an experienced practitioner with knowledge of university contexts and must have previously served as a member (voting or non-voting) on at least three Visiting Teams.

The selection of the Visiting Team Chair **will be subject** to internal review procedures established by the CACB to ensure consistency and alignment with the principles set out in Section 2.1.2.2.

The Program is notified of the appointment of the Visiting Team Chair approximately two months prior to the submission of its Architecture Program Report (APR).

2.1.2.3 Selection of the Visiting Team

The Visiting Team will be selected by the Accreditation Program Officer based on the guiding principles set out in Section 2.1.2.2 and a documented review of qualifications, including:

- Availability;
- Review of résumés and relevant experience;
- Performance on prior visits; and
- Contribution to balance and diversity (geographic, gender, professional, academic).

The CACB makes every effort to ensure that no individual serves as a member of a Visiting Team for the same Program on two consecutive visits; although, this is not always possible depending on the availability of those on the volunteer roster.

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

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

2.1.3 Preparing and Submitting the Architecture Program Report (APR)

2.1.3.1 APR Preparations

The Architecture Program Report (APR) is the primary source document for the continuing accreditation visit, providing a narrative explanation and supporting evidence of how the program meets each accreditation Condition, including the Program and Student Performance Criteria.

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), and must address each of the subsections described in the CACB *Conditions and Terms for Accreditation.*

Programs must use the CACB APR template and follow accompanying instructions. This ensures consistency, clarity, and alignment with accreditation expectations.

2.1.3.2 APR Submission

Programs must submit a digital copy of the APR as a single PDF document to the CACB no later than **September 15** of the year before the term of accreditation is up for renewal. The APR document must be submitted either by email to the CACB (accreditation@cacb.ca) or by uploading it to the designated Program repository folder.

If the Program becomes aware that the *APR* will be late; it must notify the CACB Accreditation Program Officer in writing immediately, and with reasons outlined. Such notification must be forwarded no later than August 15 of the given year. The Executive Director and Accreditation Program Officer will review the request and determine whether to grant or reject the extension to the *APR* submission request based on provided reasons.

Failure to submit the *APR* by September 15, or by any granted extension, will result in an automatic two-year probationary term, effective September 16. Should the Program fail to submit the APR by the extension date, daily fines are applied retroactively from September 16 through to the extension date, in accordance with the CACB Fee Schedule.

2.1.4 APR Review

2.1.4.1 Initial Completeness Review

The Visiting Team Chair must review the *APR* within **2 weeks** of receipt and complete the *APR Completeness Check Review Form*. This review ensures the APR is complete, clear, and sufficiently detailed to inform team composition, site visit planning, and evaluation, without assessing Program quality.

The completed form is shared with the Program, which will have up to **3 weeks** to provide any additional information identified in the *Review Form*. The Program must incorporate this information into an updated version of the APR.

2.1.4.2 Final Review and Recommendation

Within **2 weeks** of receiving any additional information, the Visiting Team Chair must forward *the APR Team Chair's Acceptance Recommendation Form* with one of the following recommendations to the CACB:

- Accept the *APR* and schedule the site visit; if no additional information is requested, the Team Chair may make this recommendation immediately after the initial review
- Accept the APR contingent on the submission of additional information by November 15, and schedule the site visit only after the additional information has been received, reviewed, and approved by the team chair.
- Reject the *APR* and grant a two-year probationary term.

2.1.5 Setting the Visit Schedule and Agenda

The continuing accreditation visit is conducted through a hybrid model, including both virtual and in-person components. The virtual component typically occurs between the months of January and early March, followed by the on-site visit in March.

The visit schedule (virtual and on-site) is arranged based on the Program's indicated top three preferred dates. Efforts are made to schedule the visit on the Program's first choice; however, the final dates are contingent on the availability of the Team Chair and Visiting Team members.
The Program works with the Team Chair to develop the visit agenda (see **Appendix A-3**). The agenda should accommodate the particular circumstances of the Program and the Visiting Team Chair, allowing sufficient time for reviewing exhibited work, conducting interviews, and drafting the VTR.

At least **6 weeks** prior to the entrance meetings component of the virtual visit, the Program must have finalized and confirmed the schedule and attendees for these meetings. At least **4 weeks** prior to the site visit, the visit schedule and agenda must be finalized by the Program, and accepted by the Team Chair. The finalized agenda must include the specific times and locations of all meetings, and be completed using the Typical Initial and Continuing Accreditation Hybrid / Site Visit Agenda template (see **Appendix 3**). The CACB will distribute the agenda to the Visiting Team members (and observers if applicable).

2.2 The Visit

The visit, which consists 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:

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 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

- Completes the self-declaration conflict of interest form;
- Maintains strict confidentiality and signs 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;
- Completes the *APR Review Form*;
- Recommends the acceptance or rejection of the *APR*;
- 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 to schedule all the virtual meetings, as per the hybrid visit agenda.
- 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

- Completes the self-declaration conflict of interest form;
- Maintains strict confidentiality and signs 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 include discussions about 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. The meetings include the Visiting Team and each of the specific groups:

- 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 serves 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 prescribe a specific 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 their 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 exhibition of student work must be accessible to the Visiting Team and must remain available until the official accreditation decision has been communicated to the Program. In the event of an appeal, the Program is responsible for maintaining online access to the exhibition until the appeal process is fully concluded. Only after the appeal has been resolved can the Program remove or restrict access to the virtual exhibition.

The Virtual Student Exhibition *must* include:

- A collection of student work that matches 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;
- Clearly labelled and well-organized materials that will allow the Visiting Team to review and revisit 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.
- A clear strategy for demonstrating how mandatory or integral elective courses relate to the overall Program, though electives, including both studio and course work, are not evaluated for accreditation purposes;
- Cross-referencing of each project to the *Student Performance Criteria (SPC)* matrix, with an indication of the criteria addressed, its assessment (ranging from minimum pass to high achievement) and the project's date;
- The SPC Matrix should identify up to five courses and/or studios that clearly demonstrate where all students (minimum pass and high achievement) are meeting the performance criteria.
- A representation of the full range of approaches taken and assignments made by various studio critics; and
- 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:

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 carries 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, as a continuation to 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 include discussions about 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. The meetings include the Visiting Team and each of the specific groups:

- 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, securable, furnished room;
- Conference tables with enough seating 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:

Visiting Team Chair

- Sends the confidential recommendation to the CACB office;
- Submits the *VTR* to the Program Head for clarification and factual accuracy; and then submits the signed, final *VTR* to the CACB Board;
- Completes the Team Chair Evaluation using the survey link provided by the CACB and submits 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.

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 submits 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.

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 submits 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).

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;
- 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; and
- 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.

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.

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.

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*.

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.

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)

Programs granted initial and continuing accreditation by CACB are required to submit an Annual Report. Notwithstanding each Program's term of accreditation, all Programs must submit ARs every year to maintain their accreditation status. The purpose of the Annual Report is to update program records and provide the CACB with information on the program's ongoing compliance with the Conditions for Accreditation throughout its accreditation cycle.

The data provided in the Annual Report will be aggregated, and the results will be reported on the CACB website in the Annual Report on Architectural Accreditation.

3.2.1.1 Annual Report Submission Requirements

Programs must submit their AR on or before **June 30 each year**, including 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
    - The Program is in its 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.

Programs that are required to submit the Statistical Report must include:

- A Human Resources Statistics Report (refer to **Appendix A-8**); and
- Any other additional information that the CACB specifically requests.

Programs that are required to submit the Full Report, including the Narrative and Statistical Report, 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.

Should the AR not be received by the June 30 due date, the CACB will send a letter to the Program Head, 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.

3.2.1.2 Annual Report Review Process

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

- Accept the AR;
- 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
- Reject the revised *AR* and consider taking action to advance the schedule for the next accreditation sequence. In such cases, the Program Head and the Institution's Chief Academic Officer are notified of the decision and the reasons that support it.

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 to 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;
- Preferred language of correspondence; 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,' and 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:

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

The CACB reviews the *FER* submitted by the Program. The CACB 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 review process.

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 CACB 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.

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.

The Focused Evaluation Team makes a special on-site visit to review the conditions identified as '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 CACB. 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.

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

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

Decisions of the CACB 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

All team 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.

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.

The APR and the VTR must not be made available in any form to persons or group outside the Institution until the Program has received its accreditation decision outcome from the CACB.

4.3 Public Disclosure of Accreditation Outcomes

After the accreditation decision has been issued, the Program must make the following documents available and freely accessible to the public on its website:

- the Architecture Program Report (APR);
- the final accreditation decision letter from CACB; and
- the Visiting Team Report (VTR), including reference to the current version of the *CACB Conditions and Terms for Accreditation* and *CACB Procedures for Accreditation.*

These documents must be presented together and may not be presented in abbreviated or partial form. The accreditation decisions for a given year will be published in the CACB's Annual Report on Architecture Accreditation. In addition, the APRs and VTRs for all accredited Programs will be posted on the CACB website and made publicly accessible.

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:

- The Board's accreditation decision is not supported by factual evidence cited in the *VTR* and/or other official material, and/or;
- 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:

- The reconsideration hearing is placed on the agenda for the next board meeting;
- 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;
- Attendees at the hearing include the CACB's Directors and Executive Director, and representatives of the Institution as determined by the Institution;
- The Board opens the hearing by introducing the participants and their respective roles, and by explaining the procedures to be followed;
- A representative(s) of the Institution makes a presentation, confined to the specific matters of the accreditation decision under reconsideration;
- The Board may seek clarification by means of questions addressed to the Institution's representatives, the Visiting Team Chair, or the CACB Executive Director;
- The Institution's representative makes a closing statement, which will conclude the hearing;
- 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; and
- 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:

- The Board's accreditation decision is not supported by factual evidence cited in the *VTR* and/or other official material, and/or;

- The CACB and/or Visiting Team failed to comply substantially with established accreditation procedures and that any such departure significantly affected the decision.

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

- 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;
- 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;
- The Appeal Panel appoints one of its members to serve as Panel Chair with voting privileges;
- 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; and
- 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.

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

- 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;
- The Appeal Panel Chair, in consultation with the Chief Academic Officer, determines a time and place to convene for the appeal hearing;
- Legal counsels for the Institution and for the CACB may attend upon request of their respective organizations;
- The Appeal Panel Chair opens the hearing by introducing the participants and their respective roles, and by explaining the procedures to be followed;
- The Institution makes a presentation, confined to the specific matters of the accreditation decision under appeal;
- The CACB may respond to the institution’s presentation;
- The Appeal Panel Chair may seek clarification by means of questions addressed to the Institution or CACB participants;
- 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;
- The Institution's representative makes a closing statement, which concludes the hearing;
- 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;
- The Appeal Panel Chair delivers the Appeal Panel Report to the CACB office within **2 weeks** of the hearing;
- Within **1 week** of receipt of the report, the CACB President forwards the report to the Chief Academic Officer of the institution; and
- Decisions of the Appeal Panel are final and binding on both the Institution and the CACB.

Part C: Appendices

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.

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

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

50 calendar days in advance **Student Work access**	☐ The Program sends the CACB any links required to access the student work exhibit ☐ The Team Chair and CACB test the links before sharing them with the Visiting Team
Meeting #1 **45 calendar** days in advance **Readiness for the visit**	☐ The Team Chair and Program Head determine whether the program is ready for the visit ☐ The Program Head performs a walk-through of the student work compilation for the Visiting Team
Meeting #2 **38-40 calendar** days in advance **Process and technology overview**	☐ The Team Chair reviews student work with the Visiting Team ☐ The Team Chair provides expectations for how the team will work, and makes review assignments
Meeting #3 **28-30 calendar** days in advance **Review and discussions**	☐ The Visiting Team review the APR, CACB Conditions and Procedures, and visit protocols, and identify missing materials ☐ 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
Meeting #4 **14 calendar** days in advance **Documentary Review and questions**	☐ 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 ☐ The Team develops a draft VTR ☐ Entrance meeting with Librarian

The Visit

Thursday (Virtual)		☐ Team Deliberations and Launch of draft VTR
Friday (Virtual)	**AM**	☐ Entrance meeting with the Program Head ☐ Entrance meeting with the school administrator(s) ☐ Entrance meeting with the University President and the Provost (Chief Academic Officer)
	PM	☐ Review of general studies, electives, and related programs ☐ Continued review of exhibits and records ☐ Continued Team Deliberations and Drafts of VTR
Saturday	Day off (or Travel)	
Sunday (On-Site)	**AM**	☐ The Visiting Team's arrival and check-in at the hotel
	PM	☐ Visiting Team introductions and orientation ☐ Short Intro meeting with Program Head ☐ Tour of facilities

		☐ Team-only Dinner and Debriefing session and further drafting of the VTR
Monday (On-Site)	**AM**	☐ Team working breakfast with Program Head ☐ Entrance meeting with faculty ☐ Observation of Studios
	PM	☐ Meeting with the Student Representatives ☐ Observation of Lectures and Seminars ☐ Entrance Meeting with Students ☐ Team-only dinner ☐ Debriefing session, re-draft of VTR and draft of Strengths and Causes of Concern
Tuesday (On-Site)	**AM**	☐ Team Breakfast with the Program head ☐ Meeting with the Staff ☐ Possible follow-up meeting (with Faculty, students, director, and staff, as needed) ☐ Team deliberations ☐ Team-only lunch, Final deliberations and vote
	PM	☐ Exit meeting with Program Head ☐ Exit meeting with the school administrators ☐ Exit meeting with University President (or designate) and Provost ☐ Team-only coffee/cocktails reception/dinner ☐ 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.

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:

A-7 Accreditation Review Cost Report

ELIGIBLE EXPENSES*		Cost
1	**Architecture Program Report (APR)**	
1.1	Personnel, Including Students and Support Staff	
1.2	Student Salary or Faculty Replacement Time	
1.3	Miscellaneous Administration Costs	
2	**Virtual Exhibition of Student Work**	
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	
3	**Onsite Visiting Team Work Area**	
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	
4	**Miscellaneous****	
4.1	Additional Food Costs for Meetings Onsite with Students and Faculty Representatives	
4.2	Environmental Services	
4.3	Other Miscellaneous Items	
TOTAL		$0.00

*Further clarification may be required in certain cases.

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

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]_Year.xlsx," and submit as required.

A-8 Human Resources Statistics Report

STUDENT DATA

Total Students During the Academic Year

Academic Year	
Institution	

	Pre-professional Bachelor's Program	Master of Architecture Program	Notes
Male			
Female			
Non-Binary			
Total	0	0	
Domestic Students			
International Students			
Students Entered the program			
Students Received the degree			

Please note:

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 MArch program should fill in both columns.
Schools without a pre-professional architecture program should fill in only the MArch column.
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
- qualifying courses prior to admission

The start and end dates for the academic year can be chosen to avoid counting pre-professional and MArch students twice.
Include full-time and part-time students in the totals.

STUDENT/TEACHER RATIO IN DESIGN STUDIOS

During the Academic Year

		Notes
What is your average Student/Teacher Ratio in Design Studios for the academic year that you are reporting?		

FACULTY DATA

Faculty and Other Instructors During the Academic Year

Academic Year	
Institution	

Faculty Members

Name	Gender			Academic Degrees					Professional	Rank				Status				Full-time Equivalent		Leave
Last name, First name	Male	Female	Non-Binary	PhD	Post-prof. Master's	M.Arch	B.Arch	Other (specify)	Licensed Architect in Canada	Professor	Associate Professor	Assistant Professor	Other (specify)	tenured	tenure-track	non-tenure-track	Director or Chair of accredited program	100%	Less than 100%	Notes
Subtotal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		0	0	
Total	0								0											

Notes

Other Instructors

Last name, First name	Gender			Academic Degrees					Professional	Teaching	
	Male	Female	Non-Binary	PhD	Post-prof. Master's	MArch	BArch	Other (specify)	Licensed Architect in Canada	Studios	Courses
Subtotal	0	0	0	0	0	0	0	0	0	0	0
Total	0								0		

Notes

Total: Faculty and Instructors

	Gender			Academic Degrees					Professional
	Male	Female	Non-Binary	PhD	Post-prof. Master's	MArch	BArch	Other (specify)	Licensed Architect in Canada
Subtotal	0	0	0	0	0	0	0	0	0
Total	0								0

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

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.