ACCREDITED PROGRAMS

ACCREDITATION DOCUMENTS

ARCHITECTURAL
ACCREDITATION

2017 Edition

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CACB

Conditions and Terms for Accreditation

For Professional Degree Programs in Architecture



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The Canadian Architectural
Certification Board


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Acronyms

APR: Architecture Program Report

AR: Annual Report

CACB: Canadian Architectural Certification Board

CASA: Canadian Architecture Students Association

CALA: Canadian Architectural Licensing Authorities

CCUSA: Canadian Council of University Schools of Architecture

CES : Canadian Education Standard

CEGEP: Collège d'enseignement général et professionnel

MRA: Mutual Recognition Agreements

NAAB: National Architectural Accrediting Board (United States)

PPC: Program Performance Criteria

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, human resources, governance, and physical and administrative infrastructure used by an institution seeking accreditation.

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

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

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The Canadian Architectural Certification Board

An Overview

The CACB is a national independent nonprofit corporation. The directors are elected from individuals nominated by the Canadian Architectural Licensing Authorities (CALA), the Canadian Council of University Schools of Architecture (CCUSA), and the Canadian Architecture Students Association (CASA). The CACB is a decision-making and policy-generating body. It is the sole organization recognized by the architectural profession in Canada to assess the educational qualifications of architecture graduates (*Certification* Program)[1] and to accredit professional degree programs in architecture that are offered by Canadian universities (*Accreditation* Program)[2].

The CACB's head office is in Ottawa, Ontario. It adheres to the principles of fairness, transparency, clarity, and ethical business practices in all of its activities.

Mission and Mandate

Mission

To bridge design education and the practice of architecture through the pursuit of excellence in *certification* and *accreditation*.

The CACB is committed to fostering excellence in architectural education. The CACB holds a broad view of society and the architectural profession and strives to foster an academic environment to facilitate the training of architects who possess modern professional and technical skills. The CACB is also committed to continuing cooperation with its members, the architectural profession at large, and accrediting agencies in Canada and internationally.

Mandate

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

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

1 The *Certification* Program is based on legal requirements entrenched in the provincial/territorial architects Act, and the agreement of the Canadian Architectural Licensing Authorities (CALA) as to the mandatory characteristics of this certification. Certification of the educational qualifications of applicants holding a degree or diploma in architecture is carried out in accordance with the conditions and criteria contained in the *Canadian Education Standard* (CES), established and acclaimed by the Canadian Architectural Licensing Authorities. The CACB, as the sole administrator, ensures that the CES stays current. In the fulfilling its certification mandate, the Board maintains an assessment committee to review the academic credentials of all applicants.

2 By agreement of the licensing authorities (the councils of nine provincial institutes and associations), the CACB was established in 1976 to assess and certify the academic qualifications of individuals holding a professional degree or diploma in architecture who intended to apply for registration. In 1991, the CACB mandate to certify degree credentials was reaffirmed, and its membership was revised to reflect its additional responsibility for accrediting professional degree programs in Canadian university schools of architecture. L'Ordre des Architectes du Québec joined the CACB in 1991 and the Northwest Territories Association of Architects joined in 2001.

3 The agreement signed in Winnipeg, MB, on February 25, 2012, by the Canadian Architectural Licensing Authorities (CALA) and the Canadian Council of University Schools of Architecture (CCUSA), extended the CACB's mandate to accommodate the administration of the broadly experienced foreign architects (BEFA) program.

The CACB Accreditation program

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

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

The CACB looks at the *accreditation* of architectural education within a broad frame and with an atmosphere of cooperation and mutual respect. The CACB strives to:

- create and maintain conditions that will encourage the development of architectural educational practices suited to the institutional history, mission, culture, and condition particular to the *Program*; and
- assist *Programs* in fulfilling the broad requirements of the profession of architecture.

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.

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

a) **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.

b) **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.

c) **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.

d) **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 "c," the *Program* must receive at least a six-year term or its *accreditation* shall be revoked.

e) **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**.

Term for Reinstated Accreditation

Should the accreditation of a *Program* lapse or be revoked, the procedures for reinstatement shall be the same as those applicable to initial candidacy. The term of reinstated *accreditation* is the same as the term of initial *accreditation*. If the *Program* is successful in achieving *accreditation* at any time during the six-year candidacy, the *Program* will receive a three-year term of *accreditation*.

Accreditation Documentation

CACB Conditions and Terms for Accreditation and CACB Procedures for Accreditation

These are the 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 “shall,” “must,” and other grammatically imperative terms set forth a requirement, while “may” indicates a suggestion.

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Conditions and Reporting Requirements: Writing the Architecture Program Report (APR)

Programs applying for initial or continuing *accreditation* must present complete and accurate information to demonstrate compliance with each of the conditions listed below.

This section describes the contextual information that furnishes an understanding of a *Program's* uniqueness and the conditions that all *Programs* must meet. Section One, Introduction to the *Program*, and Section Two, Progress Since the Previous Site Visit, provide guidelines for describing the special characteristics of the *Program*. Section Three, Compliance with the Conditions for Accreditation, and Section Four, Supplemental Information, provide instructions for documenting the aspects of the *Program* which will be assessed as either "met" or "not met" during the site visit.

1. Introduction to the Program

1.1 Program Identity and Mission

Accreditation requires an understanding of the specific scholastic identity and mission of the *Program*.

The APR must:

- include a summary of the *Program's* identity, uniqueness, strengths, and challenges;
- include the *Program's* current mission statement, the date of its adoption or revision, and the date of its endorsement by the institution (if such a statement and objectives do not exist, the *Program's* plans for completing one must be outlined); and
- demonstrate that it benefits from and contributes to its institutional context, including the *Program's* academic and professional standards for both faculty and students; the interaction between the *Program* and other programs in the institution; contributions by the students, faculty, and administrators to the governance as well as the intellectual and social life of the institution; and contributions of the institution to the *Program* in terms of intellectual and personal resources.

1.2 Program Action Plan and Objectives

Accreditation follows an action plan that guides the *Program* in achieving the objectives of its mission. This plan, which should be used to structure the *Program's* self-assessment process, helps the visiting team understand the *Program's* role within the institution and the parameters of its future development.

The APR must include:

- the *Program's* action plan and objectives developed in accordance with institutional norms; and
- its measures of success and a timeline for executing the plan.

2. Progress Since the Previous Site Visit

Accreditation is contingent on the assurance that deficiencies, both minor and serious, are being systematically addressed.

The APR must include:

- the *Program's* summary of its responses to the previous team's findings (VTR) as documented in the *Annual Reports* (AR). This summary must address the conditions identified as "not met," as well as the "causes of concern." It may also address the conditions identified as "met" or it may address "team comments."

3. Compliance with the Conditions for Accreditation

3.1 Program Self-Assessment

The *Program* must provide an assessment of the degree to which it is fulfilling its mission and achieving its strategic plan. The CACB requires absolute candor in conducting and reporting the self-assessment. If done well, it will anticipate the VTR.

The APR must include:

- a description of the *Program's* self-assessment process and
- the faculty, student, and alumni assessments of the *Program's* overall curriculum and learning context. Feedback may be obtained through surveys and focus groups, but individual course evaluations are not deemed sufficient to provide insight into the Program's substantive focus and pedagogy.

3.2 Public Information

The *Program* must provide clear, complete, and accurate information to the public and include the following text in its official *Program* information.

"In Canada, the Canadian Architectural Certification Board (CACB) is the sole agency authorized by the Canadian Architectural Licensing Authorities (CALA) to accredit Canadian professional degree programs in architecture for the purposes of architectural licensure."

In addition to the previous text, all *Programs* that have been granted candidacy status must include the following in its entirety:

"The CACB grants candidacy status to new programs that have developed viable plans for achieving initial accreditation. Candidacy status indicates that a program should be accredited within six years of achieving candidacy if its plan is properly implemented."

The APR must include:

- the *program* description as it appears in the university academic calendar or any other institutionally authorized official description of the *Program* and
- evidence that the *Program* has communicated to all faculty and incoming students the information regarding the CACB process for accreditation.

3.3 Equity, Diversity, and Inclusion

The *Program* must conform to provincial and institutional policies that augment and clarify the provisions of the Charter of Rights and Freedoms as they apply to social equity. Policies in place that are specific to the school or professional *Program* should be clearly stated, as well as the means by which the policies are communicated to current and prospective faculty, students, and staff.

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

3.4 Student Composition, Well-Being, and Enrichment

The *Program* must demonstrate that it provides support and encouragement for students to achieve their full potential during their school years and later in the profession, as well as an interpersonal milieu that embraces cultural differences. The *Program* must demonstrate that it benefits from and contributes to its institutional values. Given its particular mission, the APR may cover issues such as: how students participate in establishing their individual and collective learning agendas; how they are encouraged to cooperate, assist, and share decision-making with and give respect to students who may be different from them; students' access to the critical information needed to shape their futures; and how the diversity, distinctiveness, self-worth, and dignity of students is nurtured in the academic environment.

The APR must include:

- a description of the student cohort (background, gender, etc.); the *Program's* academic standards for students; a description of the students' educational backgrounds; and the selectivity, retention, and graduation rates of the *Program* since the last accreditation sequence;
- evidence that the school has policies and procedures in place for a safe, positive, and respectful learning and working environment;
- a description of the *Program's* approach to co-curricular, extracurricular, and enhanced learning opportunities available to students;
- evidence of the *Program's* facilitation of student opportunities to participate in field trips and other off-campus activities;
- evidence of opportunities to participate in student professional societies, honors societies, and other campus-wide student activities;
- a list of guest lecturers and visiting critics brought to the *Program* since the previous site visit;
- a list of public exhibitions brought to the *Program* since the previous site visit;
- a description of student support services, including health and wellness, academic and personal advising, career guidance, evaluation of progress, and internship placement (if applicable); and
- a description of teaching and research assistant opportunities for students.

3.5 Faculty and Staff Resources

The *Program* must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient complement of appropriately qualified faculty, administrative, and support staff, and an administrative head that devotes no less than fifty percent of his or her time to program administration. Student enrollment and the scheduling of design studios must assure adequate time for an effective tutorial exchange between faculty members and students. The student/faculty ratio in the studio should be between 12:1 and 15:1, with 15:1 as the maximum. The total teaching load should allow faculty members adequate time to pursue supervision, research, scholarship, and/or practice. The *Program* must have a clear policy outlining both individual and collective opportunities for faculty and staff growth within and outside the *Program*.

The APR must include:

- a description and tabulation of the academic and professional qualifications of faculty, as well as a description of the distribution of effort between teaching and the other responsibilities of each faculty member;
- a description of the distribution of effort between administration and other responsibilities for each position;

- a description and tabulation of the administrative and technical roles and qualifications of *Program* support staff, as well as a description of the distribution of effort where roles and responsibilities are split among multiple tasks or positions;
- the *Program's* policy regarding human resources development opportunities;
- a description of the policies, procedures, and criteria for faculty appointment, promotion, and tenure;
- a description of faculty and staff development opportunities;
- evidence of how faculty activities encourage currency in the knowledge of changing demands of practice and licensure; and
- a description of the *Program's* approach to research, research activities carried out within the *Program*, and how the research may or may not inform the professional curriculum.

3.6 Space and Technology Resources

The *Program* must provide physical resources that are appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each full-time student, lecture and seminar spaces that accommodate a variety of learning modalities, office space for the exclusive use of each full-time faculty member, and related instructional support space. The *Program* must demonstrate that all students, faculty, and staff have convenient, equitable access to appropriate visual, digital, and fabrication resources that support professional education in architecture.

The APR must include:

- a general description with labeled plans indicating seminar rooms, lecture halls, studios, offices, project review and exhibition areas, libraries, computer facilities, workshops (including technology), and research areas;
- a description of any changes to the facility (including furniture, equipment, etc.), whether under construction, funded, or proposed;
- a description of workshop and fabrication resources including equipment, infrastructure, and other resources available to students, faculty, and staff; and
- a description of the information technology available to students, faculty, and staff, including hardware, software, networks, services, staff, and other computer resources.

3.7 Information Resources

The *Program* must provide ample, diverse, and up-to-date resources for faculty, staff, and students to support research and skills acquisition. The *Program* must demonstrate that all students, faculty, and staff have convenient, equitable access to literature and information resources that support professional education in architecture and access to librarians, visual resource, and information technology professionals who provide services, teach, and develop skills related to each of these resources.

The APR must include:

- a description of the library, including library collections, visual resources, digital resources, services, staff, facilities, equipment, and budget/administration/ operations;
- a library statistics report; and
- a current action plan outlining recurring levels of staff support; renewal of hardware, software, equipment, and infrastructure; anticipated modifications to the current installation; and a demonstration of sufficient funding to execute the action plan.

3.8 Financial Resources

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

The APR must include:

- an itemized *Program* budget that includes operating and salary expenses and a description of research funding, endowments, scholarships, and development activities.

3.9 Administrative Structure

The *Program* must be part of an institution accredited for higher education by the authority having jurisdiction in its province. The *Program* must have a degree of autonomy that is comparable to that afforded to the other relevant professional programs in the institution and sufficient to ensure conformance with the requirements of the ***CACB Conditions and Terms for Accreditation***.

The APR must include:

- a description of the *Program's* administrative structure, a comparison of this structure with those of other professional programs in the institution, and a list of any other programs offered if the *Program* is part of a multi-discipline unit.

3.10 Professional Degrees, and Curriculum

A CACB-accredited professional *Program* in architecture prepares students to enter the practice of architecture as architectural interns. *Accreditation* is based on the overall quality of the program objectives and the specific performance criteria that students meet through coursework.

The CACB only awards accreditation to professional degree *Programs* in architecture. A CACB-accredited professional *Program* in architecture is defined as the totality of a student's post-secondary education culminating in a designated professional university degree, which may be a bachelor of architecture (BArch) or a master of architecture (MArch) degree.

The *Programs* include:

- a minimum of five years of post-secondary study culminating in a master of architecture degree, which follows a *pre-professional* bachelor's degree, except in Quebec, where the minimum is four years of professional studies following two years of CEGEP;

- a minimum of six years of post-secondary study culminating in a master of architecture degree, which follows a bachelor's degree in any discipline and includes a minimum of three years of professional studies in architecture; or
- a minimum of five years of post-secondary study culminating in a bachelor of architecture degree.

In keeping with the principal of outcome-based *Accreditation*, the CACB does not restrict the structure of a professional *Program* and/or the distribution of its coursework.

The APR must include:

- *specification of the degree(s) offered*;
- an outline of the curriculum of the *Program* describing how each performance criterion included in Section 3.11 is met and how the *Program* achieves its pedagogical goals;
- a description of any *Program* components that are outside of the administrative purview of the unit or institution that is accredited;
- a summary description of processes and requirements related to degree *Program* admissions that make up the *Program*, including those governing student applications for advanced placement; and
- student admission assessments concerning advanced placement within the *Program*.

3.11 Performance Criteria

The *Program* must demonstrate satisfactory performance in relation to *program performance criteria* (PPC), and *student performance criteria* (SPC) as detailed below. The CACB does not specify the structure and content of educational programs nor the forms of evidence used to satisfy the criteria. *Programs* are therefore encouraged to develop unique learning and teaching strategies, methods, and materials to satisfy these criteria.

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

For SPCs, evidence of performance must include student work and the pedagogical objectives and assignments of any given course. With respect to fulfilling the criteria, the *Program* must demonstrate that all of its graduates have achieved, at minimum, a satisfactory level of accomplishment.

The roster of six PPCs and twenty-four SPCs is intended to foster an integrated approach to learning. Their order is not intended to imply a weight assigned to each.

A. Program Performance Criteria (Six PPCs)

1. Professional development
2. Design education
3. Global perspectives and environmental stewardship
4. Collaboration, leadership, and community engagement
5. Technical knowledge
6. Breadth of education

B. Student Performance Criteria (Twenty-Four SPCs)

A. Design (eight SPCs)

B. Culture, communications, and critical thinking (five SPCs)

C. Technical knowledge (five SPCs)

D. Comprehensive design (one SPC)

E. Professional practice (five SPCs)

The APR must include:

- an overview of the curricular goals and content of the *Program*;
- a thematic summary of how the *six program performance criteria* (PPC) and *twenty-four student performance criteria* (SPC) are acknowledged in the structure and deployment of the curriculum described below; and
- a graphic matrix that cross-references each course with the *student performance criterion* (SPC) it addresses.

3.11.1 Program Performance Criteria

The *Program* must provide its students with a well-thought-out curriculum with educational opportunities that include *general studies,* professional studies, and *elective studies*.

Each of the PPCs must be addressed in a clear narrative statement and with reference to any relevant supporting documentation.

PPC 1. Professional Development

The *Program* must demonstrate its approach to engaging with the profession and exposing students to a breadth of professional opportunities and career paths, including the transition to internship and licensure.

PPC 2. Design Education

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

PPC 3. Global Perspectives and Environmental Stewardship

The *Program* must demonstrate how it embraces the diverse contexts that define contemporary architecture, including local, global, and environmental interests.

PPC 4. Collaboration, Leadership, and Community Engagement

The *Program* must demonstrate how it supports and fosters effective individual and team dynamics, a spirit of collaboration and inclusion, community engagement, and diverse approaches to leadership.

PPC 5. Technical Knowledge

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

PPC 6. Breadth of Education

The *Program* must demonstrate how it provides an opportunity for students to participate in *general studies* and *elective studies* in the pursuit of a broad understanding of human knowledge and a deeper study of topics within the discipline of architecture.

3.11.2 Student Performance Criteria

A. Design (Eight SPCs):

A1. Design Theories, Precedents, and Methods

The student must demonstrate an *ability* to articulate a design process grounded in theory and practice, an understanding of design principles and methods, and the critical analysis of architectural precedents.

A2. Design Skills

The student must demonstrate an *ability* to apply design theories, methods, and precedents to the conception, configuration, and design of buildings, spaces, building elements, and tectonic components.

A3. Design Tools

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

A4. Program Analysis

The student must demonstrate an *ability* to analyze and respond to a complex program for an architectural project that accounts for client and user needs, appropriate precedents, space and equipment requirements, the relevant laws, and site selection and design assessment criteria.

A5. Site Context and Design

The student must demonstrate an *ability* to analyze and respond to local site characteristics, including urban, non-urban, and regulatory contexts; topography; ecological systems; climate; and building orientation in the development of an architectural design project.

A6. Urban Design

The student must demonstrate an *ability* to analyze and respond to the larger urban context where architecture is situated; its developmental patterning and spatial morphologies; the infrastructural, environmental, and ecological systems; to understand the regulatory instruments that govern this context; the broader implications of architectural design decisions on the evolution of cities; and the impact of urbanism on design.

A7. Detail Design

The student must demonstrate an *ability* to assess, as an integral part of design, the appropriate combinations of materials, components, and assemblies in the development of detailed architectural elements through drawing, modeling, and/or full-scale prototypes.

A8. Design Documentation

The student must demonstrate an *ability* to document and present the outcome of a design project using the broad range of architectural media, including documentation for the purposes of construction, drawings, and specifications.

B. Culture, Communications, and Critical Thinking (Five SPCs):

B1. Critical Thinking and Communication

The student must demonstrate an *ability* to raise clear and precise questions; record, assess, and comparatively evaluate information; synthesize research findings and test potential alternative outcomes against relevant criteria and standards; reach well-supported conclusions related to a specific project or assignment; and write, speak, and use visual media effectively to appropriately communicate on subject matter related to the architectural discipline within the profession and with the general public.

B2. Architectural History

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

B3. Architectural Theory

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

B4. Cultural Diversity and Global Perspectives

The student must have an *understanding* of the diverse needs, values, behavioural norms, and social/spatial patterns that characterize different global cultures and individuals and the implications of diversity on the societal roles and responsibilities of architects.

B5. Ecological Systems

The student must have an *understanding* of the broader ecologies that inform the design of buildings and their systems and of the interactions among these ecologies and design decisions.

C. Technical Knowledge (Five SPCs):

C1. Regulatory Systems

The student must have an *understanding* of the applicable building codes, regulations, and standards for a given building and site, including universal design standards and the principles that inform the design and selection of life-safety systems.

C2. Materials

The student must have an *understanding* of the basic principles used in the appropriate selection and application of architectural materials as it relates to fundamental performance, aesthetics, durability, energy, resources, and environmental impact.

C3. Structural Systems

The student must have an *understanding* of the principles of structural behavior in withstanding gravitational, seismic, and lateral forces, including the selection and application of appropriate structural systems.

C4. Envelope Systems

The student must have an *understanding* of the basic principles used in the design of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, durability, energy, material resources, and environmental impact.

C5. Environmental Systems

The student must have an *understanding* of the basic principles that inform the design of passive and active environmental modification and building service systems, the issues involved in the coordination of these systems in a building, energy use and appropriate tools for performance assessment, and the codes and regulations that govern their application in buildings.

D: Comprehensive Design (One SPC):

D1. Comprehensive Design

The student must demonstrate an *ability* to produce an architectural design based on a concept, a building program, and a site which broadly integrates contextual factors, structural and environmental systems, building envelopes and assemblies, regulatory requirements, and environmental stewardship.

E: Professional Practice (Five SPCs):

E1. The Architectural Profession

The student must have an *understanding* of the organization of the profession, the Architects Act(s) and its regulations, the role of regulatory bodies, the paths to licensure including internship, and the reciprocal rights and responsibilities of interns and employers.

E2. Ethical and Legal Responsibilities

The student must have an *understanding* of the ethical issues involved in the formation of professional judgment; the architect's legal responsibility under the laws, codes, regulations, and contracts common to the practice of architecture; intellectual property rights; and the role of advocacy in relation to environmental, social, and cultural issues.

E3. Modes of Practice

The student must have an *understanding* of the basic principles and types of practice organization, including financial management, business planning, entrepreneurship, marketing, negotiation, project management, and risk mitigation, as well as an understanding of trends that affect the practice.

E4. Professional Contracts

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

E5. Project Management

The student must have an *understanding* of the relationships among key stakeholders in the design process; the methods for selecting consultants and assembling teams; building economics and cost control strategies; the development of work plans and project schedules; and project delivery methods.

4. Supplemental Information

4.1 Introduction to the Institution and *Program* History

4.1.1 History, Description, and Mission of the Institution

The appendix of the APR must provide a brief history and description of the institution in which the *Program* exists, as well as the institution's current mission statement and the date of its adoption or last revision. This may be provided as a web link.

4.1.2 Program History

The appendix of the APR must provide a brief *Program* history.

4.2 Student Progress Evaluation

The appendix of the APR must include:

- the procedures for evaluating student transfer credit and advanced placement; and
- the procedures for evaluating student progress, including the institutional and *Program* policies and standards for evaluation, advancement, graduation, appeal, and remedial measures.

4.3 Current Course Description

The appendix of the APR must include a one- or two-page description with an overview, learning objectives, course requirements, prerequisites, date(s) offered, and faculty for each required and elective course in the *Program*.

4.4 Current Faculty Resumes

The appendix of the APR must include a condensed resume (no more than two pages) for each faculty member currently teaching in the *Program*. The resume must list: current course roster; educational background and registration data; recent honors and awards; recent research, scholarship, and creative activity; recent publications; current academic, professional, and public service; and professional memberships. The term “recent” refers to accomplishments since the previous *accreditation* visit.

4.5 Visiting Team Report from the Previous Visit

The appendix of the APR must include a copy of the report from the previous site visit in its entirety.

4.6 Annual Reports

The appendix of the APR must include copies of all ARs (including the Annual Statistics Report) that have been submitted to the CACB since the previous site visit. Only the most recent school academic calendar should be submitted.

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Appendices

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A-1

Text for Calendar and Promotional Materials

The *Program* can mention the fact that it is accredited and, if desired, its accreditation status. The following statement must be included, in its entirety, in the academic calendars and promotional materials of all accredited *Programs*.

> ***"In Canada, the Canadian Architectural Certification Board (CACB) is the sole agency authorized by the Canadian Architectural Licensing Authorities (CALA) to accredit Canadian professional degree programs in architecture for the purposes of architectural licensure."***

In addition to the previous text, all Programs that have been granted candidacy status must include the following in its entirety:

> ***"The CACB grants candidacy status to new programs that have developed viable plans for achieving initial accreditation. Candidacy status indicates that a program should be accredited within six years of achieving candidacy if its plan is properly implemented."***

A-2

Guidelines for Writing a Library Self-assessment

The self-assessment of the architecture library, including any separately administered visual resource or other non-book collections, may cover the factors and evaluative questions listed below.

1. Library Collections

1.1 Context: Is the library collection, including its visual resources and other non-book collections, appropriate to support the mission, goals, and curriculum of the architecture program(s) and its parent institution?

1.2 Subject coverage: Is the current and retrospective breadth, scope, and complexity of subjects related to practice, history, theory, and criticism sufficient? Is the collection adequate to support the level of faculty research and professional development specified in the institutional goals?

1.3 Policy statements: Does a written collection development policy exist that is regularly used and reviewed? Is the policy appropriate to the *Program's* mission, teaching goals, and curriculum?

2. Staff

2.1 Structure: What is the administrative structure of the library? How does the library relate to the architecture program? Is the staff considered a part of the architecture program educational team?

2.2 Numbers: Is there sufficient staff to successfully manage the library collection and services?

2.3 Professional status: What is the educational and work history of the librarians? Are there sufficient librarians with graduate degrees in library or information science with subject expertise in architecture or closely related fields? What is the status of librarians within the *Program* and the institutional administrative structure? Are there written position descriptions?

2.4 Support staff: Does the library have sufficient paraprofessional, clerical, and student staff? What academic and job training preparation is required of the paraprofessionals? Are there written position descriptions?

3. Facilities

3.1 Space: Is there adequate space for all activities and services? If not, are there realistic plans to ameliorate any inadequacy? Is the location convenient to the faculty and students? Is there an attractive and welcoming environment for users and staff? Are there proper environmental controls for the library collections? Is there regular access to any collections contained in remote storage facilities?

3.2 Equipment: Is there sufficient and appropriate storage and housing systems for all types of library materials? Is there sufficient equipment (e.g., photocopiers, microfilm reader/copiers, slide viewers, projectors, computer workstations) for users and staff?

3.3 Furnishings: Is there a sufficient number of appropriate workstations for users and staff, including adequate lighting, electrical supply, heating, and ventilation?

A-3

Library Statistics Report

1. Library Collection Expenditures

Types of Collections	No. of Volumes	Expenditures		
		Budget before last year	Budget last year	Budget this year
Books				
Periodical subscriptions				
Other serial subscriptions				
Microfilm reels				
Microfiche				
Slides				
Videos				
Drawings				
Photographs				
Other (specify)				
Total				


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