



Manual of Accreditation Procedures

Updated: October 2019

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1. Foreword

The operation of the Canadian Engineering Accreditation Board is governed by the Accreditation Board policy statement, which is contained within the Accreditation Board's annual *Accreditation Criteria and Procedures* report. The annual *Accreditation Criteria and Procedures* report is the official reference for accreditation criteria and procedures information approved by Engineers Canada; as such it is imperative that it be read in conjunction with this *Manual of Accreditation Procedures*.

As part of the accreditation process, the Accreditation Board conducts a visit to the educational institution requesting accreditation of engineering programs. This *Manual of Accreditation Procedures* provides additional information about the accreditation process and, in particular, provides details about the events associated with the visit to the institution. The information is intended for use by the visiting team evaluating the institution as well as by the institution itself.

Companion documents to this manual include the:

- Accreditation Board *Accreditation Criteria and Procedures*
- Accreditation Board *Questionnaire for Evaluation of an Engineering Program*
- Accreditation Board *Visiting Team Report Template*

These documents are available on request from the Accreditation Board Secretariat or can be downloaded from Engineers Canada's website: <http://www.engineerscanada.ca/accreditation-resources>

NOTE: The *Accreditation Criteria and Procedures* report, the Accreditation Board *Manual of Accreditation Procedures* and all other Accreditation Board documents are subject to periodic revision. Please ensure that the latest release is being used.

2. Introduction

2.1 *The role of the Canadian Engineering Accreditation Board*

Engineers Canada was established in 1936 as the federation of the provincial and territorial authorities that license engineers and oversee the profession across Canada.

In 1965, Engineers Canada established the Canadian Accreditation Board, known since 1986 as the Canadian Engineering Accreditation Board. The concept of accreditation was implemented by the profession to test and evaluate undergraduate engineering degree programs offered at Canadian institutions and to award recognition to programs which meet the required standards. With the consent of the engineering provincial and territorial engineering regulators, the Accreditation Board was empowered to develop criteria for undergraduate engineering degree programs and, through a process of direct investigation, to provide engineering schools with a means to have their programs formally tested against these criteria. The criteria for accreditation are formulated to provide graduates with an education satisfying the academic requirements for professional engineering registration throughout Canada.

The Accreditation Board is composed of fifteen professional engineers drawn from the private, public and academic sectors. The members are volunteers and represent different parts of the country as well as a wide range of engineering disciplines.

An accreditation visit is undertaken at the invitation of a particular institution and with the concurrence of the association having jurisdiction. A team of senior engineers is assembled consisting of a chair, specialists for each program to be assessed and one or more engineers who represent the local association. Provided with documents, including a detailed questionnaire completed by the institution beforehand, the team proceeds to consult with administrators, faculty, students and department personnel.

The team examines the academic and professional quality of faculty, adequacy of laboratories, equipment, computer facilities and more. They also evaluate the quality of the students' work on the basis of face-to-face interviews with senior students, assessment of recent examination papers, laboratory work, reports and theses, records, models or equipment constructed by students and other evidence of the scope of their education.

Furthermore, the team performs an analysis of the curriculum content to ensure that it meets the minimum criteria. Finally, the team reports its findings to the Accreditation Board, which then makes an accreditation decision. The Accreditation Board may grant (or extend) accreditation of a program for a period of up to six years, or it may deny accreditation altogether.

The Accreditation Board publishes an annual listing of the accreditation history of all programs that are present — or have ever been — accredited.

2.2 Terms of reference

The Canadian Engineering Accreditation Board's goals, expected outcomes, functions and responsibilities, status and authority, and organization as a standing committee of Engineers Canada are specified in the terms of reference section of the Accreditation Board's *Accreditation Criteria and Procedures* annual report. The assessment of engineering degree programs is a process necessary to accredit, in co-operation with the provincial and territorial engineering regulators of Engineers Canada, Canadian engineering education programs to ensure that they meet or exceed educational standards acceptable for professional engineering registration in the Canadian provinces and territories.

2.3 Purpose and criteria for accreditation

Engineers Canada has established specific criteria that guide the Accreditation Board in assessing engineering programs. The criteria and their purposes are presented in detail in the *Accreditation Criteria and Procedures* report. It is essential that institutions seeking accreditation and the visiting team be knowledgeable of the criteria for accreditation. By necessity, some criteria tend to be quantitative (e.g.: curriculum content) while other criteria are more qualitative (e.g.: program environment). While the Accreditation Board gives sympathetic consideration to minor non-compliance to its criteria, when it is convinced that well-considered innovation in engineering education is involved, it is the institution's responsibility to present its case with due appreciation of the criteria and the purpose of accreditation.

3. Procedures

The Procedures section of the *Accreditation Criteria and Procedures* report outlines the procedures involved in the accreditation process and essential facts are given with respect to:

- Initiation and timing of accreditation visit
- Selection of visiting team
- Preparation for the visit
- Accreditation visit
- Visiting team report
- Accreditation decision
- Formal review
- Informal evaluation or visit
- Publication

Additional details on the procedures are provided in the following paragraphs; it is important that the Procedures section of the *Accreditation Criteria and Procedures* report be read before reading this supplementary information. A calendar of accreditation visit events is provided in [Appendix A](#), and guidelines for non-standard visits are provided in [Appendix B](#).

3.1 *The visiting team*

A visiting team consists of a team chair, a vice-chair, one or more program visitors, one or more general visitors, and observers or extra visitors as required.

Visiting team members are senior engineers, both academic and non-academic, selected on the basis of high standing in the profession. Team members are selected on the basis of breadth of outlook coupled with the capacity to assess modern engineering curricula in terms of overall objectives. Each team member **must** be a registered professional engineer in Canada, **must** be proficient in the language of instruction of the institution, both oral and written, and should not have a conflict of interest in participating in the visit (therefore, the visitor should not be a former student or employee of the institution to be visited or a relative of a student in the program, nor be involved with the institution in any way such as serving on an advisory body, investigative body, serving as a part-time teacher, etc.).

Each member of a visiting team is a reporter who records information about the institution and interprets that information in order to help the Canadian Engineering Accreditation Board and the institution to assess the strong and weak points. The entire procedure is one of a confidential nature. Members of a visiting team are not authorized to make any comment regarding team findings except through regular Accreditation Board channels. The final accreditation decisions are made by the Accreditation Board.

Visiting team chair

The visiting team chair is selected by the Canadian Engineering Accreditation Board, usually from its present or recent membership. This individual has overall responsibility for the accreditation visit. The selection of the program visitors and the vice-chair is up to the visiting team chair. Accreditation Board members and the Accreditation Board Secretariat are prepared to assist the team chair in the selection of the team members. The team chair assigns duties to each team member as appropriate.

In addition to being familiar with the current questionnaire and the related information supplied to all members of the visiting team by the institution, the team chair must be familiar with the previous reports and accreditation decisions related to the institution being visited and ensure that the team members have all materials needed to fulfill their assigned duties.

The team chair is also responsible for selecting the date of the visit in cooperation with the dean/designated official and arranging for the lodgings, meeting facilities and the schedule of visit events. The team chair ensures that the team members receive this information. The team chair has the responsibility for the overall preparation of the visiting team report and the submission of a consolidated team report to the Accreditation Board.

Vice-chair

A vice-chair, selected by the visiting team chair, is recommended when the visit includes all of an institution's programs or more than three programs. Duties of this individual would normally include evaluation of common core areas of the programs and assisting in the team chair's activities. In addition, the vice-chair may perform the duties of the team chair or a program visitor if that person is unable to attend the visit due to unforeseen circumstances. In order to ensure leadership of the team and a fair evaluation of a program in such a case, it is

recommended that the vice-chair be selected from the current or recent past members of the Accreditation Board or the National Council of Deans of Engineering and Applied Science.

Program visitors

The program visitors are selected by the visiting team chair and are responsible for the evaluation of individual programs. Usually there is one program visitor per program. However, in cases where two programs with substantial duplication of content are offered within a department, a single visitor may be chosen for the two programs. On the other hand, if a single program contains several very different options, it may be necessary to choose more than one visitor. Also, programs in emerging or uncommon disciplines may require more than one visitor.

General visitors

The general visitors are experienced professional engineers, usually not employed full-time in an academic environment, who bring the educational needs of the profession to the attention of the institution, the visiting team and the Canadian Engineering Accreditation Board. The general visitors are selected by the provincial and territorial engineering regulators. There is at least one general visitor per team. In the case of a visit involving many programs, two general visitors are selected. Duties for the general visitors include evaluation of such areas as professional licensure issues, student interviews and projects, occupational health and safety, support departments and facilities and the like. The names of general visitors are provided to the team chair following receipt of all necessary approvals.

Extra visitors, observers and specialists

Extra visitors, observers and specialists are appointed as necessary by the Canadian Engineering Accreditation Board with the agreement of the visiting team chair and the institution.

3.2 Visit preparation

An institution initiates an accreditation visit by submitting a Request for Accreditation form to the Accreditation Board Secretariat. This request must be received by January 1 of the calendar year in which the visit cycle begins. The calendar of accreditation visit events is contained in [Appendix A](#) of this manual.

Following receipt of the institution's Request for Accreditation, the Canadian Engineering Accreditation Board Secretariat initiates procedures to provide the institution with the required Accreditation Board documents (questionnaire, manuals, etc.) and for the Accreditation Board to select a chairperson for the visiting team. The Accreditation Board Secretariat sends the appointed visiting team chair all documents required to organize and conduct the visit.

The visiting team chair and the institution agree upon a date for the visit. As soon as possible, the team chair selects the visiting team members (subject to the approval of the dean/designated official) and the Accreditation Board Secretariat provides them with an information package.

The institution may request a replacement for any team member, including the visiting team chair, only for good cause.

The institution receives the list of visiting team members (including mailing addresses) and forwards copies of the completed questionnaire with supporting documentation to each team member and to the Accreditation Board Secretariat. These materials are to be received at least eight weeks prior to the date of the visit. If adequate documentation is not received as required, the Accreditation Board Executive Committee in consultation with the visiting team chair may cancel the visit.

The visiting team chair and the dean/designated official of the institution agree upon a schedule of visit events including interviews with faculty, students, support departments and facilities and members of the administration. Once this schedule is established, it should be adhered to as closely as possible.

Arrangements for lodging, on-campus meals, conference rooms, etc., are made between the team chair and the institution and conveyed to the team by the team chair.

Course outlines, examples of graded student work and examinations, laboratory instruction sheets, student transcripts, student reports and other major reports, models or equipment constructed by students and other evidence of student performance should be assembled and made available during the visit. Items which the faculty uses in the programs being evaluated should also be made available for examination.

3.3 *The visit*

An accreditation visit normally spans over three days. It provides an opportunity for the visiting team to assess qualitative factors such as intellectual atmosphere and morale, professional attitudes and the quality of staff and students. The visit provides the opportunity for activities such as:

- a. interviews with appropriate senior administrative officers including the president, the dean of engineering and the heads of the departments responsible for the programs,
- b. interviews with individuals and groups of faculty members to evaluate professional attitudes, motivations, morale and the balance of opinions concerning theoretical and practical elements of the curriculum,
- c. interviews with individual and groups students,
- d. tours of physical facilities such as laboratories, libraries and computing facilities to evaluate their effectiveness, and
- e. review of documents (e.g. course outlines, test and examination papers, laboratory reports, senior projects, etc.) assembled by the institution for examination by the visiting team.

Before the end of the visit, the visiting team meets with the dean and, preferably, the heads of the departments responsible for the programs to review the perceived strengths and weaknesses of the programs and to indicate any areas of concern.

The following is a typical visit schedule:

Afternoon or evening prior to the visit

It is important that the chair of the visiting team calls the team together on the afternoon or the evening before the visit. For visits with anticipated complications or which include many programs, the team chair may wish to assemble the team in mid-afternoon to allow sufficient time to organize team activities. At this first meeting, it is normal for the team chair to review with the members of the team the visit schedule, arrangements and assignments, and to discuss the information presented in the questionnaire and supporting documentation submitted by the institution. When available, the following documents related to the program(s) being evaluated will be made available to the visiting team:

- the most recent Canadian Engineering Accreditation Board chair's accreditation decision letter(s)
- the most recent visiting team report(s)
- interim reports submitted to the Accreditation Board arising from earlier accreditation decision(s)
- other pertinent correspondence between the Accreditation Board and the institution.

In reviewing previous visiting team reports, the current visiting team must be cautious since the materials contained therein may be obsolete and/or may contain personal opinions and statements that do not reflect the official position of the Accreditation Board; the Accreditation Board chair's accreditation decision letter(s) is the only document which has conveyed the official Accreditation Board position.

After reviewing all documentation the team chair should outline the procedure for the visit and review visiting team member assignments. Items of uncertainty should be identified and plans made to address these items during the visit. In addition, assignments for service departments such as mathematics and physics, the library, the computing facilities and the complementary studies areas should be finalized. Although of interest to the entire team, the team chair is generally responsible for assessing the administration of the institution.

While individual members of the team have primary responsibility for observing and reporting on their assigned tasks, the team chair should impress on the team that all team members should develop an awareness of the overall environment including qualitative factors such as intellectual atmosphere and morale, professional attitudes and the quality of staff and students.

First day

Morning: The entire team should meet with the dean and department heads at the start of the visit. The team chair should conduct the meeting with the dean and department heads in such a way as to complete the meeting in about an hour. At this introductory meeting, schedules for the various team members to meet with their appropriate engineering and service departments should be confirmed. As appropriate, the dean should make arrangements for an interview with the president of the institution. Team members should proceed with their individual assignments immediately after this introductory meeting, starting with a private meeting with the appropriate department head.

Luncheon meeting: If the institution desires to provide a luncheon for the team it may do so on the first day. Very often this is a convenient time to have the team meet with the president of

the institution. The Accreditation Board requests that the institution limit entertainment for the visiting team to this event and that the luncheon be scheduled to last no more than one hour. Obviously, the invitation to this luncheon must come from the institution without prompting from the team.

Afternoon: Team members proceed with their individual assignments.

Evening: The team should assemble for or immediately after dinner. The discussion, usually requiring the whole evening of the first day, is very important. At this time, team members review the findings that they have made with the other members of the team. They should discuss the strengths and the weaknesses found and cross-check with the other members. It is important to determine whether these weaknesses and strengths occur throughout the engineering unit or are particular to a program, department or curriculum. Whenever a team member finds unusual conditions, the team chair should arrange to have at least one other member of the team cross-check these conditions the following morning.

Second day

Morning: Team members should complete the work on their individual assignments. As much cross-checking of other programs is done as the previous evening's discussion warrants.

Luncheon: The team assembles in private for lunch on the second day. Team members discuss the findings, including strengths and weaknesses that are to be included in their accreditation visit reports and at the report of team findings. The findings of the entire team, including the team chair's findings, should be correlated and agreed upon by the team.

Team members complete the preliminary copy of their visit reports; the institution **must not** receive a copy of these reports at this time.

Afternoon: As a result of the agreement between the team members on their findings, as noted above, the entire team should meet with the dean (and, if agreeable to the dean, the department heads) to review verbally the findings of the team and to discuss the strengths and weaknesses observed.

It is important at this point that the dean be made aware of all of the major findings that will be included in the final *Report of the Visiting Team* to the Accreditation Board. It must be made clear to the dean that the accreditation decisions are made only by the Accreditation Board and that these decisions, along with the reasons for them, will be conveyed to the institution in writing by the chair of the Accreditation Board. This meeting, which should be scheduled for approximately one hour, concludes the visit.

3.4 Visiting team reports

The chair of the visiting team, working with the team members, prepares a report on the program(s) visited. This is a report of the team's findings which includes: perceived strengths and weaknesses, areas of conformance to and deviation from the Accreditation Board criteria, as interpreted by the visiting team; matters of concern (both for the present and for the future); and, suggestions for improvement, if any.

The Accreditation Board Secretariat provides Canadian Engineering Accreditation Board visiting team report materials to each team member. Each team member (excluding the team chair)

completes an accreditation visit report providing information on the member's findings relative to the visit assignment. Team members should complete as much of this report as possible during the visit and provide the team chair with a copy so that he/she can review the findings at the end of the visit.

At the end of the visit, team members are required to finalize their accreditation visit reports for attachment to the team chair's consolidated visit report, the *Report of the Visiting Team*. The *Report of the Visiting Team* should not include any major findings not previously mentioned and revealed during the report of team findings.

The visiting team chair prepares the *Report of the Visiting Team* describing the events of the visit, the findings of the chair's portion of the visit, and a summary of the findings of the team members as detailed in their accreditation visit reports, which are included in the consolidated report. The *Report of the Visiting Team* should be forwarded to the Accreditation Board Secretariat **within four to six weeks of the visit**.

3.5 *Post-visit activities*

When the visiting team report is received by the Accreditation Board Secretariat, a copy is sent to the member of the Accreditation Board Executive Committee designated as editor of this report. The editor reviews the report to ensure that the content is consistent with the Accreditation Board policies in that there are no recommendations for Accreditation Board action and that there are no comments on areas outside the Accreditation Board's Terms of reference for accreditation. Such statements, if any, are deleted. The editor approves the report for submission to the institution.

The edited report is sent by the Accreditation Board Secretariat to the institution for comment and reaction to ensure accuracy and completeness; this also provides an opportunity for the institution to advise on improvements being implemented in the current academic year.

After the response is received from the institution, it is forwarded to the visiting team chair for comment.

The Accreditation Board Secretariat prepares an **Accreditation Decision Dossier** which contains all the relevant materials required for consideration by the Accreditation Board in order to arrive at an accreditation decision. The Accreditation Board may communicate with both the institution and the visiting team chair with the intent of ensuring that the Accreditation Decision Dossier is complete and accurate. The dean is given the opportunity to provide final input (clarifications and/or updates) relevant to the Accreditation Decision Dossier for consideration by the Accreditation Board. The dean is provided with all materials to be included in the Accreditation Decision Dossier prior to the meeting.

Normally, the Accreditation Board holds its accreditation decision meeting related to visits during June of each year. The decision-making process, as well as the various types of decisions made by the Accreditation Board, is specified in the Accreditation decision section of the Accreditation Board *Accreditation Criteria and Procedures* report.

Following Accreditation Board accreditation decisions, the institution is notified of the decisions through the dean and the president. The dean is provided with a comprehensive explanation for the decisions. The institution is expected to inform students and staff of the process of accreditation and of the accreditation status of its programs.

Appendix A: Calendar of accreditation visit events

Please consult <http://www.engineerscanada.ca/accreditation-resources> .

Introduction

Normally, Accreditation Board accreditation visits are conducted in accordance with one of the following.

Accreditation visits are conducted through November to February for programs whose accreditation will expire the following June 30 or for new programs which will have their first graduating class convocate during the following spring. Requests for such visits must be received by the Accreditation Board Secretariat by January 1 of the calendar year in which the visit cycle begins. If there will be no graduating class students on campus during the fall visit period, the Accreditation Board Secretariat should be informed so that alternate arrangements may be made.

Early re-visits may be conducted in the fall or winter immediately following an Accreditation Board decision to deny accreditation to an unaccredited program. Such early re-visits are scheduled only after approval of the Accreditation Board Executive Committee.

The sections below provide a summary of important dates relative to each of the visit cycles.

A.1 Accreditation visits

June (year) is the date of the Accreditation Board spring meeting to consider accreditation of unaccredited programs and extension of accreditation of accredited programs.

A.1.1 October (year-2)

Institutions are reminded that accreditation expires June 30, (year) and are informed that an accreditation visit must be formally requested by **January 1, (year-1)**. The institution submits a Request for Accreditation form to the Accreditation Board Secretariat.

A.1.2 November (year-2) through February (year-1)

Pertinent information (blank questionnaire, etc.) is uploaded for the institutions. The appropriate provincial association is notified of the request for accreditation.

A.1.3 January 1 (year-1)

The deadline for receipt of a request for accreditation. This deadline applies for consideration of extension of accreditation of accredited programs that expires on June 30, (year) and for accreditation of unaccredited programs for students graduating in (year).

A.1.4 February — March (year-1)

The Accreditation Board appoints the visiting team chair. The Accreditation Board Secretariat provides the team chair with the documents required to organize and conduct the visit. The team chair and the dean/designated official agree upon a visit date.

A.1.5 March — May (year-1)

The Accreditation Board Secretariat arranges for the appointment of the general visitor(s) in co-operation with the appropriate provincial association(s). The team chair selects the vice-chair and the program visitors and obtains the concurrence of the dean/designated official.

A.1.6 July — September (year-1)

The Accreditation Board Secretariat provides the visiting team members with the documents required to conduct the visit. The institution is provided with the names and mailing addresses of the team members so that completed questionnaires (with supporting documents) can be forwarded to all team members and the Accreditation Board Secretariat. In cooperation with the institution to be visited, the team chair establishes visit arrangements (visit schedule, lodging arrangements, etc.) and informs all team members of these arrangements.

A.1.7 Eight weeks before the visit date

Each team member receives the institution's completed questionnaire and supporting documents. Each team member should notify the team chair that all materials have, or have not, been received. If adequate documentation is not received as required, the Accreditation Board Executive Committee in consultation with the visiting team chair may cancel the visit.

A.1.8 October - December (year-1)**January — February (year)**

The accreditation visit takes place, normally over a three-day period. (For details of the on-site visit schedule see [section 3.3](#) of this manual).

A.1.9 At the end of the visit

Team members are expected to submit their accreditation visit reports to the team chair no later than two weeks after the visit.

A.1.10 Four to six weeks after the visit

The team chair submits the consolidated *Report of the Visiting Team* to the Accreditation Board Secretariat.

A.1.11 January — March (year)

The Accreditation Board editor reviews the *Visiting Team Report*. The Accreditation Board Secretariat sends the edited report to the institution for review and comment.

A.1.12 February — March (year)

The institution's comments are received by the Accreditation Board Secretariat and forwarded to the team chair for comments, which are in turn forwarded to the dean.

A.1.13 May (year)

Accreditation Decision Dossiers are assembled by the Accreditation Board Secretariat and forwarded to all Accreditation Board members. The dean is provided with all materials to be included in the Accreditation Decision Dossier for his/her institution prior to the meeting.

A.1.14 June (year)

The Accreditation Board meeting is held and the Accreditation Board makes accreditation decisions.

The accreditation decision letter is sent by the Accreditation Board chair to the institution and the members of the team that visited the institution are informed of the decisions.

A.1.15 November (year)

The Accreditation Board report is published listing all accredited programs.

A.2 Early re-visits

June (year) is the date of the notification to the institution of the Accreditation Board decision to deny accreditation to an unaccredited program.

A.2.1 Within 60 days of receipt of notification of a denial of accreditation

The Accreditation Board Secretariat must receive a request for an early re-visit within 60 days of receipt of notification of a denial of accreditation. This request must be accompanied by details of positive changes that have been implemented. (See criterion 4.6.4 of the Accreditation Board *Accreditation Criteria and Procedures* report).

A.2.2 Within four weeks of receipt of request for early re-visit

The Accreditation Board Executive Committee decides to accept or deny the request for an early re-visit. If the request for an early re-visit is accepted, normally a winter (i.e. January or February) accreditation visit is scheduled.

A.2.3 September (year)

Pertinent information (blank questionnaire, etc.) is sent to the institution. The appropriate provincial association is notified of the request for accreditation.

The Accreditation Board appoints the visiting team chair. The Accreditation Board Secretariat provides the team chair with the documents required to organize and conduct the visit. The team chair and the dean/designated official agree upon a visit date.

The Accreditation Board Secretariat arranges for the appointment of the general visitor(s) in co-operation with the appropriate provincial association(s). The team chair selects the vice-chair and the program visitors and obtains the concurrence of the dean/designated official.

A.2.4 October (year)

The Accreditation Board Secretariat provides the visiting team members with the documents required to conduct the visit. The institution is provided with the names and mailing addresses of the team members so that completed questionnaires (with supporting documents) can be forwarded to all team members and the Accreditation Board Secretariat. In cooperation with the institution to be visited, the team chair establishes visit arrangements (visit schedule, lodging arrangements, etc.) and informs all team members of these arrangements.

A.2.5 December (year)

Each team member receives the institution's completed questionnaire and supporting documents. Each team member should notify the team chair that all materials have, or have not, been received. If adequate documentation is not received as required, the Accreditation Board Executive Committee in consultation with the visiting team chair may cancel the visit.

A.2.6 January (year+1)

The accreditation visit takes place, normally over a three-day period. (For details of the on-site visit schedule see [section 3.3](#) of this manual).

A.2.7 At the end of the visit

The team members are expected to submit their accreditation visit reports to the team chair no later than one week after the visit.

A.2.8 Four to six weeks after the visit

The team chair submits the consolidated *Report of the Visiting Team* to the Accreditation Board Secretariat. The Accreditation Board editor reviews the *Report of the Visiting Team*. The Accreditation Board Secretariat sends the edited report to the institution for review and comment.

A.2.9 March (year+1)

The institution's comments are received by the Accreditation Board Secretariat and forwarded to the visiting team chair for comments, which in turn are forwarded to the dean.

A.2.10 April (year+1)

Accreditation Decision Dossiers are assembled by the Accreditation Board Secretariat and forwarded to all Accreditation Board members. The dean is provided with all materials to be included in the Accreditation Decision Dossier for his/her institution prior to the meeting.

A.2.11 June (year+1)

The Accreditation Board meeting is held and the Accreditation Board makes accreditation decisions.

The accreditation decision letter is sent by the Accreditation Board chair to the institution and the members of the team that visited the institution are informed of the decisions.

A.2.12 November (year+1)

The Accreditation Board report is published listing all accredited programs.

Appendix B: Non-standard visits

In cases where integral portions of the program(s) seeking accreditation are offered by more than one institution, faculty, or department, or at satellite sites, it is the responsibility of the institution seeking accreditation of its program to inform the Accreditation Board Secretariat of these circumstances in the Request for Accreditation form.

Examples of these circumstances include:

- engineering program(s) (or portion of engineering program(s)) under the administrative control of a faculty other than the faculty of engineering;
- portions of program(s) offered at another campus with completion of the program at the main campus location;
- formal agreements between institutions which provide portions of the engineering program(s) to be completed at one (or more) institutions followed by additional studies and graduation from the institution seeking accreditation;
- engineering program(s) offered jointly by two institutions.

The Canadian Engineering Accreditation Board may develop special visit procedures for cases such as those mentioned above. Normally, a visit to all units involved in presenting the program will be required. The relationship between each institution or unit and the program(s) seeking accreditation will be evaluated.

The institution seeking accreditation of its program must contact the Accreditation Board Secretariat to establish which sections of the questionnaire (and other supporting documentation) are to be submitted by each institution or unit. The institution seeking accreditation of its program must also clearly delineate the contributions and responsibilities of each participating body.

Visit logistics will be worked out among the institution, the visiting team chair and the Accreditation Board Secretariat. For example, when parts of a program are offered at more than one location, the following points may be considered.

- the different locations may be visited at the same time (**parallel visit**) or following one another (**sequential visit**). The team chair will be involved in all phases of either parallel or sequential visits;
- for a **parallel visit**, a separate visitor will be required for each program at each location. The entire visiting team should arrange to meet at the beginning and end of the visit. All team members should participate in the report of team findings.
- for a **sequential visit**, a single visitor may be utilized for each program, but significant additional time may be required for the visit. The team chair should meet with the visitor(s) at the beginning of the visit to plan visit activities. Normally, early portion(s) of the program offerings are visited first. Visitors to the early portion(s) of the program will then join the other team members for the remainder of the visit in order to be in attendance at the final visiting team meeting and at the report of team findings.