



## RAIC Syllabus

Serving the Architectural profession nationally since 1978

### National Office

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## Program Orientation

### RAIC Syllabus Program Student Categories

The RAIC Syllabus delivers courses to **3 categories of students**:

#### **Diploma Program Students**

- complete the full Diploma Program of Studies to obtain the RAIC Professional Diploma in Architecture.

#### **Canadian Architectural Certification Board (CACB) Referral Students**

- complete courses within the Diploma Program of Studies as instructed by the CACB to qualify for academic certification

#### **General Interest (GI) Students**

- study courses of interest within the Theory, History, Technology & Management components of the Diploma Program of Studies

### Program Year

The Syllabus academic year is split into **2 Terms**:

- Term 1** February 1 – June 15
- Term 2** August 1 – December 15

### Diploma Program Duration

The full **10 – 12 year Diploma Program** of studies is divided into **3 Parts**:

#### **Part 1 Introduction to Architecture**

Duration: 2.5 – 3 years Course Load: 10

#### **Part 2 Skill Development, Knowledge Acquisition & Understanding**

Duration: 2.5 – 3 years Course Load: 10  
Work Experience: 1340 logged hours

#### **Part 3 Synthesis & Application**

Duration: 5 – 6 years Course Load: 14  
Work Experience: 4000 logged hours

## **Diploma Program Components**

Unlike the sequential University route of theoretical education followed by work experience through the Intern Architect Program, the RAIC Syllabus Professional Diploma Program of Studies is comprised of **3 concurrent components** described briefly below and detailed in the [Curriculum Sequence Chart](#) and [Course Calendar](#). The **34 courses** of the RAIC Syllabus Professional Diploma Program of Studies have been numbered and grouped into a planned learning path with emphasis on integration of design studio workshops, academic courses and work experience.

### **1) ACADEMIC COURSES - 24 courses**

#### **Theory Sequence (5 courses)**

Architectural theory is a body of knowledge that endeavours to understand the values and ideas of culture and their expression in architectural form. Architectural theory, as an independent area of inquiry in architecture, has gained considerable ground over the last century. It has also gone through significant changes during this period. These changes are a result of two profound shifts in the way we think about the world in general and about architecture in particular. The shifts are directly related to the rise and demise of “modernist” theory in architecture. The latter shift, expressed under the heading of ‘Post-Modernist’, has gained considerable ground over recent decades. Today, however, architectural theory can be seen as a critical setting to understand ‘Classical’, ‘Modern’ and ‘Post-Modern’ orthodoxy. Arguably, it is characterized by an inclusivist approach, tolerant of accepted as well as polemical positions.

The Theory Sequence is structured to allow the student to develop a basic understanding of architecture as language and design as a conscious methodical act, embodying means; the role and nature of theory in architecture; the major theoretical ideas and issues that have influenced architecture over the last century; and recent trends in architecture with an emphasis on future directions.

#### **History Sequence (4 courses)**

No part of the global environment survives untouched by human intervention, from ancient times to the present. Good design and management of the built environment needs informed critical understanding. History – an ordered account of past societies, their works and ideas – provides the essential foundation.

These courses provide an opportunity to study the past through architecture, using buildings, settlements, gardens and landscapes, both as works of intrinsic interest and as the most complete record of past societies and their ideas. Architects generally need not have any great specific knowledge of architectural history, unless they are practising in some specialized field like restoration. But there are some architectural monuments from the past that anyone in the field ought to know. A suggested list of them is included in the course descriptions.

**Technology Sequence (9 courses)**

Technical systems play a primary and defining role in informing architectural design at the conceptual stage. Performance characteristics and environmental impact analyses are important; equally critical are the spatial and visual impacts on the design. The selection and integration of these systems into a coherent whole is dependent upon the design intention and is, therefore, an integral part of the design process.

**Management Sequence (6 courses)**

Successful practice of architecture in the 21<sup>st</sup> century depends upon business and management skills necessary to compete in the continuously changing marketplace of the design profession. The increasing complexity and sophistication of conducting business, managing a professional practice, and establishing professional standards challenge the architect to maintain up-to-date knowledge and skill sets. Working within local and global communities, effectively communicating with many partners within a project, developing and modifying management systems to support a professional practice are necessary skills for future professionals.

**ACADEMIC COURSE DELIVERY:** Syllabus Website & Correspondence

**ACADEMIC COURSE EVALUATION:** Assignments and/or Examinations

**2) DESIGN STUDIO WORKSHOP COURSES – 8 Levels plus Thesis**

Architectural design must be founded upon knowledge and awareness. It is essential to understand the consequences and implications of a design and how it may be perceived, experienced and interpreted. It is essential to design with knowledge not only of the physical media of building, of materials, structure and services, of the pragmatic reality of practice and law, but also of architectural principles and precedents, and of the cultural, social and theoretical context in which a work of architecture is created.

Finally, it is essential to design with conviction that the essence of architecture lies in its artistic power and integrity. The sequence of design courses explores design principles, architectural typologies and integrations.

**DESIGN STUDIO DELIVERY:** Live via studio workshops located in 11 chapters:  
Victoria, Vancouver, Calgary, Edmonton,  
Saskatoon, Regina, Winnipeg, Thunder Bay,  
Toronto, London, & Ottawa

- 12 – 14 weeks in duration each term
- weekly (evening) meetings
- some weekend meetings / special events

**DESIGN STUDIO EVALUATION:** Mid-term and Final Presentations before a Jury

### 3) WORK EXPERIENCE – 5340 Hours

Concurrent application in the 'real world' of theory learned through academic and design courses is an integral part of the RAIC Syllabus. Students are required to seek and obtain work experience under the direct supervision of a Canadian Registered, Practising Architect, in a variety of office situations to demonstrate and document the acquisition and application of knowledge obtained per Canadian Experience Record Book (CERB) requirements of the Intern Architect Program (IAP) of the Committee of Canadian Architectural Councils (CCAC).

Although no work experience is required of Part 1 students, it is recommended. Increased work experience requirements in Parts 2 & 3 of the Program are detailed in the [Course Calendar](#) and [Curriculum Sequence Chart](#).

### **Entry Requirements**

To participate in the RAIC Syllabus Professional Diploma Program, Candidates must have **Grade 12 Matriculation** (or equivalent) **and Internet access**. It is advantageous, but not required, to have some previous post-secondary education. While drafting and CADD standards are useful, good ideas, a positive attitude, and a strong work ethic are far more critical to success.

Although the Syllabus has an 'open door' to the Program, Candidates should be aware of the need for **post-secondary level English and Math skills** to effectively progress through the program, and may be advised by the Registrar at any time during their Syllabus studies to enhance these skills through Community College, Technical Institute or University studies.

English as a Second Language (**ESL**) **Candidates must provide evidence of passing the TOEFL** (Test of English as a Foreign Language) **or** Canadian Academic English Language (**CAEL**) with their application. Minimum scores required are: TOEFL: paper-based 555; computer-based 213; iBT 100; or IELTS (ESOL Cambridge) band score minimum of 5.5. Refer to the Official TOEFL website for more information [www.toefl.org](http://www.toefl.org) ; CAEL: 70 overall; 60 in each section; website: [www.cael.ca](http://www.cael.ca) ; ESOL: [www.cambridgeesol.org/recognition/faqs.htm#c2](http://www.cambridgeesol.org/recognition/faqs.htm#c2)

Communication can be defined as the ability to formulate or receive an idea, transmit the idea to another person in a comprehensible form, and have the recipient duplicate the idea that has been sent. Architects must be able to receive and formulate ideas, and communicate those ideas through written, graphic and oral presentation to clients, government officials, employers and the general public. A Candidate to the Program needs to **possess sufficient drawing skills to do sketches; naturalistic and abstract renderings using a variety of materials** (such as pencil, pen & ink, watercolour, chalk); and the ability to create 3D objects (model building).

Once accepted into the Diploma Program of Studies, Candidates may then register for courses.

## **Program Expectations**

**In the Syllabus a Student is expected to be involved in the Program with the intent of learning.** Successful Syllabus **students are committed, self-motivated, and tenacious**, and are able to **study independently** (correspondence courses) as well as **work with others** (design workshops). In addition to diligent study, Students are expected to **contribute time and energy to their local Student Association**, assisting the volunteer professionals in delivery of the design studio courses.

Additionally, the Program works well for individuals with **excellent time-management skills** able to balance 30+hours per week of studies, employment and personal lives over the 10-12 year time period to complete all Program requirements.

There is no 'fast-track' method of completing the Program, though advanced standing in the Theory, History, Technology or Management streams may apply due to previously completed post-secondary courses (see below).

## **Advanced Academic Standing**

Diploma Program Candidates may apply for an **Entry Credit Assessment** to determine potential advanced academic standing within the Theory, History, Technology and Management components of the Program **based on previously completed post-secondary courses**. Assessment protocol of previously completed post-secondary courses in design and advanced placement within the Design Studio component of the Syllabus is under review. All Diploma Program students are required to begin with D1 Foundations of Design.

Assessments are based on Official Transcripts and *detailed* course descriptions (not just calendar or website descriptions) provided by candidates to the Registrar upon application or within the first term of studies following acceptance to the Program. *Please note: it is outside the Syllabus mandate to evaluate academic credits based upon work experience.*

Consideration of Advanced Academic Standing does not apply to CACB Referral or General Interest Candidates.

## **Administration & Faculty**

The Syllabus National Office administers all aspects of the Program. Design Studio Workshop delivery is coordinated by members of the profession, with logistical assistance by the Student Association in each Chapter. There are currently Chapters located in Vancouver, Calgary, Edmonton, Saskatoon, Regina, Winnipeg, Thunder Bay, Toronto, London, & Ottawa.

The Syllabus Registrar and Administrative Assistants are employees of Architecture Canada / RAIC. Academic Examiners, Regional & Local Coordinators, Design Studio Mentors, Jurists and Advisors volunteer or receive modest honoraria.

## **Contribute as a Volunteer**

As in the profession itself, the success of the Syllabus program relies on the creative energies of the professionals who participate in its delivery. The constituencies of this Program are the

profession themselves; architects, engineers, building scientists, project managers, who believe in this education model and participate as a way of giving something back to their professions.

In addition to work experience requirements, the Syllabus Program consists of two components – the academic context which is essentially a distance education format, and the design studios, in which the students integrate the academic content into architectural projects. The design studio portion of the Program is delivered in each of the Chapters in an interactive format between the Coordinators, Mentors and Students.

The Program currently has openings for Academic Examiners and Design Studio Mentors. For details, please contact the [Registrar](#) or [Executive Director, Architecture Canada / RAIC](#)

Students of the Program volunteer their time to assist Coordinators in the administration of local Chapters through the local Student Association. For details on how you can help, contact your Chapter Student Representative.

### **Fees**

Costs to deliver the Program are financed by student fees. See [Fees](#) for details.

### **How to Apply**

Please refer to [Apply to be a Student](#) located on the website.

### **Further Questions?**

Contact the National Office Registrar: [jeanfox@raic-syllabus.ca](mailto:jeanfox@raic-syllabus.ca)

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Subject to change without notice*