Visiting Team Report

University : Myongji University

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Korea Architectural Accrediting Board

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Visiting Team Report

I. Summary of Team Findings

1. Team Comments

The team commends the College of Architecture, Myongji University for having the courage and putting forth the energy to be among the first three programs to be considered for accreditation. The Team Room was well organized, the material properly identified, and the lighting and work conditions excellent.

In the team interview with President Kunmo Chung, in addition to his clear support for the College of Architecture, it was equally clear that he expected that the college would build a national and international presence. If that is to be achieved, it is important that the University develop a more comprehensive relationship between the Liberal Arts Department and the College of Architecture, which are on two separate campuses, so that every student has access to the full-range of liberal arts courses and every graduate of the program can have a full understanding of the relationship between architecture and the arts.

2. Conditions/Criteria Well Met

1.5 Architecture Education and Society

04. Ability to demonstrate architectural ideas in drawings.
05. Ability to employ appropriate media to convey design process.
06. Ability to employ information technology in the management of data.
08. Awareness of cultural traditions and world architectural history.
09. Understanding of national and regional ideological heritage and traditions.
11. Ability to understand and use precedents in the building design and urban planning.
15. Understanding of the basics of visual perception.
22. Ability to make design decisions when altering an existing building.
29. Understanding the basic principles and performance of environmental control systems.

3. Conditions/Criteria Not Met

07. Understand relationship among architecture, science and the arts.

4. Causes of Concern

WRITING SKILLS The team understands that writing skills are an almost universal concern for architectural programs, but in a University intent on becoming an international competitor this area requires attention.

SUSTAINABILITY The curriculum now includes two very good environmental design courses, but the team found little evidence that the fundamental principles behind sustainable architecture were comprehensively presented. As the five-year program grows to maturity the team believes it essential that sustainability as an overarching principle come to the forefront of the curriculum.

ELECTIVES AS SUBSTITUTION FOR CORE COURSES

WORKSHOP Because there is no full-time person assigned to the workshop, there is concern over student safety in the use of power equipment when no attendant is present.

II. Compliance with the Conditions for Accreditation

Note: Criteria for evaluation of following clauses are further described in Chapter 2 of the KAAB Conditions & Procedures 2005.

1. Program Response to the KAAB Perspectives

The VTR must address visiting team's assessment on the program's response and its progress to the KAAB's 5 major Perspectives on Architectural Education.

1.1 Architecture Education and the Institution

The program must both benefit from and contribute to its institutional context.

(Comment)

In the Team's meeting with the University President, there was evident respect for the role that Dean Kim has in developing the campus master plan.

This on-site example is a benefit to the University, the College, and the students as evidence of the value that architecture can have.

Met	Not Met
■	□

1.2 Architecture Education and Students

The program must support and promote students to assume leadership roles during school years as well as during their professional practice after graduation. Also it must provide interpersonal atmosphere that prepares students to embrace cultural diversities.

(Comment)

CAMU demonstrated that it has provided students with access to the information required to understand the qualifications that an individual must meet in order to become an architect. CAMU also showed that they provide students with a learning environment that prepares them for a place in the real world.

Met	Not Met
■	□

1.3 Architecture Education and Registration

The program must provide information and its context for students preparing professional developments from internship to licensure

(Comment)

The CAMU Department of Architecture Catalog and CAMU Student Handbook provide information on procedures and methods and includes the Architect Act and related regulation.

Met	Not Met
■	□

The issue of proportional ratio of graduates who have obtained registration was not applicable since this was the first visit. The statistics provided by the school, however, indicated that 183 out of 486 graduates in the period from 1977 to 1993 are currently working in architectural firms.

1.4 Architectural Education and the Profession

The program must prepare students to practice and assume updating roles in the context of increasing cultural diversity, variety of clients and regulatory issues, and expanding knowledge based on the profession.

(Comment)

The school offers various courses including professional Practice 1 to satisfy the items stipulated in Section 2.1.4 Architectural Education and the Profession of the KAAB C&P.

Met	Not Met
■	□

1.5 Architecture Education and the Society

The program must promote student understanding in various social, environmental challenges and foster skills dealing with these issues through proper architectural and urban design resolution

(Comment)

Professor Park's leadership in the Center for Architecture & Urban Design provides a real-world opportunity for students to experience the social, political and environmental challenges that face an architect. The Center's role in providing planning assistance to the local city of Yongin enhances the students' understanding of the architect's responsibility to society.

Well Met	Not Met
■	□

2 Student Performance Criteria (SPC)

The Student Performance Criteria (SPC) establishes the minimum achievement level by any graduates of a professional program seeking the KAAB accreditation. Therefore each program must consider SPC as a minimum standard in organizing its curriculum and educational content. The VTR addresses the team assessment of each of the Student Performance Criteria, by careful observations of actual student work samples. For each criterion well met or not met, the team might address detail assessments.

Communication

2.1 Ability to communicate architectural ideas through verbal and writing methods and ability to communicate in foreign language in appropriate level.

(Comment)

Met	Not Met
■	□

2.2 Ability to appropriately produce and present various types of architectural documents and reports.

(Comment)

Met	Not Met
■	□

2.3 Awareness of leadership skills and methods in collaborative work setting in architecture with people from various disciplines and interests.

(Comment)

Met	Not Met
■	□

2.4 Ability to demonstrate architectural ideas in drawings.

(Comment)

Student work showed an unusually high level of ability in presenting architectural ideas in drawings.

Well Met	Not Met
■	□

2.5 Ability to employ information technology in management and use of necessary information, including presentation of images in design process.

(Comment)

The student work showed an unusually high level of ability in the use of various media to successfully convey the design process.

Well Met	Not Met
■	□

2.6 Ability to employ information technology in management and use of necessary information, including presentation of images in design process.

(Comment)

Project presentations demonstrate a high level of sophistication in organizing and displaying information and graphic images.

Well Met	Not Met
■	□

Cultural Context

2.7 Understanding of relationships among architecture, science, and arts.

(Comment)

The team found that CAMU's objective of providing their graduates with practical skills is particularly well met, and believe their success in that area results, at least in part, because it was originally in the engineering college.

Met	Not Met
□	■

However, the team found little evidence that the relationship between architecture and the arts received equal attention; a point that was reinforced in discussion with students and faculty. If CAMU is to achieve international recognition, it is essential that this element of an architects' education be given more attention.

2.8 Awareness of diversity of cultural traditions and world architectural history.

(Comment)

In addition to the History of Western Architecture, Contemporary Architecture, and History of oriental Architecture, the program provides a full spectrum of history and cultural related courses. The team observed that the courses require various kinds of ability and understanding concerning the cultural tradition and history of world architecture.

Well Met	Not Met
■	□

2.9 Understanding of national and regional ideological heritage and cultural traditions.

(Comment)

The team found that the college has a profound research history and Experience related to the national and regional ideological heritage and Traditions and coveys that rich history to the students.

Well Met	Not Met
■	□

2.10 Understanding of concurrent and retrospective relational influence of architecture in respect to historical, social, regional, and political factors that have shaped and sustained them.

(Comment)

Met	Not Met
■	□

2.11 Ability of using precedents with critical view in discussion of architecture and utilize it in building design as well as in urban planning.

(Comment)

The team found that the work produced in Design Studios 3 and 4 Provided an impressive demonstration of how to analyze relevant precedents, gather pertinent information and use both as the basis for developing architectural projects in an urban context.

Well Met	Not Met
■	□

2.12 Understanding of interaction between various traditional values and environmental factors that exists in individual or collective societal condition.

(Comment)

Met	Not Met
■	□

2.13 Understanding of theories and methodologies clarifying the relationship between physical environment and human behavior.

(Comment)

Met	Not Met
■	□

2.14 Understanding of principles and theories of substantiality in designing and making of architecture and urban design decisions.

(Comment)

Met	Not Met
■	□

Design

2.15 Understanding of the basics of visual perception with principles and ordering system that inform two and three dimensional design, architectural composition, and urban design.

(Comment)

The team found substantial evidence that the students had an above Average understanding of the basics of visual perception.

Well Met	Not Met
■	□

2.16 Ability of formulating architectural program on the basis of gathering and analysis of various pertinent pieces of information.

(Comment)

Met	Not Met
■	□

2.17 Ability of comprehensive architectural design based on collective pieces of information on natural, environmental factors and limitations with consideration for sustainability.

(Comment)

Met	Not Met
■	□

2.18 Ability of architectural design utilizing concepts developed from systematic analysis and assessment of conditions in various cultural, historical contexts.

(Comment)

Met	Not Met
■	□

2.19 Ability of barrier free architectural design in consideration of physically handicapped and the elderly.

(Comment)

Met	Not Met
■	□

2.20 Ability in assessment and selection of materials, building components, building systems, and structure systems in integral building design.

(Comment)

Met	Not Met
■	□

2.21 Ability in presenting design process of conceptual beginning to the completion consists of various design stages including proper technical description and pertinent documents.

(Comment)

Met	Not Met
■	□

2.22 Ability to assess and make design decisions in altering existing designed environment by way of renovating, rebuilding, and repairing.

(Comment)

The student work exhibited for Architecture Design 5 showed exceptional Ability in the alteration of an existing building. The team thought that Providing the student with a set of construction documents and expecting The student to modify them for a new use had great value as a teaching methodology

Well Met	Not Met
■	□

2.23 Ability of integral design embracing various elements used in all architectural design phases.

(Comment)

Met	Not Met
■	□

2.24 Ability to recognize various individual talent and take a responsibility in a design team, and work in collaboration with others as members of a design project team or other team working environment.

(Comment)

Met	Not Met
■	□

2.25 Ability of selecting and applying appropriate life safety and fire protection systems in consideration with their basic principles.

(Comment)

Met	Not Met
■	□

Technology

2.26 Understanding of the basic principles of structural dynamic and building structure.

(Comment)

Met	Not Met
■	□

2.27 Understanding of various building structure systems and their application.

(Comment)

Met	Not Met
■	□

2.28 Understanding of the vernacular methods in environmental control.

(Comment)

Met	Not Met
■	□

2.29 Understanding of the basic principles and performance assessments of environmental control systems, including lighting, acoustical, and energy use.

(Comment)

Environmental Systems 1&2 provided the students with an unusually comprehensive exposure to the basic systems involved in environmental control system.

Well Met	Not Met
■	□

2.30 Understanding of the basic principles of building envelope systems.

(Comment)

Met	Not Met
■	□

2.31 Understanding of the basic principles and appropriate application of building service systems including mechanical, electrical, communication, and fire protection systems.

(Comment)

Met	Not Met
■	□

2.32 Understanding of the basic principles of construction management.

(Comment)

Met	Not Met
■	□

2.33 Understanding of the basic principles, conventions, standards, applications, and restrictions relating to the manufacture and use of construction materials, components, and assemblies.

(Comment)

Met	Not Met
■	□

2.34 Understanding of basic principles of recycling, disposition of construction materials and its potential harmfulness to the environment.

(Comment)

Met	Not Met
■	□

2.35 Understanding of principles in construction management and its sequence for effective handling of physical, human, and technical resources.

(Comment)

Met	Not Met
■	□

Professional Practice

2.36 Awareness of the basic principles of organization for architectural design office, business planning, financial management, negotiation, marketing, and leadership in the professional practice of architecture.

(Comment)

Met	Not Met
■	□

2.37 Understanding of architect's comprehensive roles in project initiation, design development to contract administration, including leadership in coordination of allied disciplines, construction supervision, post-occupancy evaluation, and facility management.

(Comment)

Met	Not Met
■	□

2.38 Awareness of the basics of development financing, building economics, and construction cost control in advancing a design project.

(Comment)

Met	Not Met
■	□

2.39 Awareness of the different methods of project delivery with the corresponding forms of service contracts, and the types of documentation required to deliver competent and responsible professional service.

(Comment)

Met	Not Met
■	□

2.40 Understanding of architect's legal responsibility in the areas related to public health, safety, and common wealth, property rights, building code application, and design leadership of allied disciplines, construction administration, and professional practice.

(Comment)

Met	Not Met
■	□

2.41 Understanding of ethical issues and responsibility as an architectural professional serving client in the context of society as a whole.

(Comment)

Met	Not Met
■	□

III. Verification of the Architectural Program Report

Note: Criteria for evaluation of following clauses are further described in Chapter 4 of the KAAB Conditions & Procedures 2005.

1. Curriculum of the Professional Degree Program

Through the content of curriculum for the program, it must encourage students with visions and ability in making critical decisions in the context of transforming society as a whole.

- *Description of degrees offered*
- *Curricular requirements for awarding professional degree including courses of general studies, professional studies, and electives*
- *Outline of curricular schedule displaying courses or subject areas to be completed for the professional degree(s)*
- *Description of curricular goals of each academic year or level*
- *Description of distinctions between design studies and lecture courses*
- *Supplemental curriculum which allows options of providing minor if there is any*
- *Statistic figure of student numbers of pass / failure / retake of each courses being offered*

The VTR addresses the team assessment of viability of curricular distribution for general studies, professional studies, and electives of the program.

(Comment)

Satisfactory	Unsatisfactory
■	□

2. Student Information

The program must provide 1) general statistic of the program attending students, 2) whether the program has a clear policy outlining both individual and collective opportunity for student growth, and 3) the criteria for admissions to the program at each level.

- *General statistics and educational background of the students*
- *Characteristics of the program entering students that are pertinent to the uniqueness of the program*
- *Faculty vs. student ratio with its turn out basis*
- *The ratio of application vs. regular or transfer admission, statistic for student attendance vs. program capacity, general time length required for graduation and etc.*
- *Description of whether the program has distributed student with information booklet concerning professional accreditation process*
- *Student services including academic / personal / career advising, student progress evaluation, announcement of internship opportunity*
- *Evidences of offering students with opportunities to participate field trips and other off-campus activities*
- *Evidences of offering students with opportunities to participate in-campus student activities governed by their own*
- *The criteria for regular / transfer admissions and their relationship between the objectives of the program*
- *Total figures of enrolments per semester / level, the seating capacity of each level, transfer enrolment, pass / failed students*

The VTR addresses whether the program has a concrete policy in regard to providing opportunities for student growth and appropriateness of the admissions criteria for each level.

(Comment)

Satisfactory	Unsatisfactory
■	□

3. Human Resources

The program must demonstrate that it provides adequate human resources for its professional degree program. Therefore, the program must possess sufficient complement for the faculty body, sufficient administrative personnel for the sound operation of the program. For the proper administrative and educational support, full time administrative personnel and librarian are necessary. In addition, for maintenance of the CAD (Computer Aided Design) lab and the model workshop, it is recommended that at least two full time positions are maintained.

The total required teaching load for full time faculty members must be set to allow personal research and professional development by participating actual practice. It is also recommended that teaching of courses heavily related to professional practice should be carried out by professionals with abundant practical experience or by licensed architect.

For the adequate support of the design studio classes, the ratio of students vs. studio critiques must be maintained to provide minimum of 40 minutes for each student to have individual time with his or her studio critiques per week within the set regular class hours.

- *Total figure of design studio enrolments*
- *List of class hours and hours count for tutors per credit hours of design studio classes*
- *Teaching load required for full time faculty members*
- *Faculty composition for the program*
  - *List of name and academic background / experiences, faculty position for each member*
  - *List of classes responsible for each faculty and the result of class evaluation*
  - *Recent achievements, resume of each faculty members*

The VTR addresses the team evaluations on adequacy of human resources for the program.

(Comment)

Satisfactory	Unsatisfactory
■	□

4. Physical Resources

The program must provide physical resources that are appropriate for a professional degree program, including design studio space for the exclusive use of each full-time student; lecture and seminar spaces that accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space.

- *Design studio*
  - *It is recommended that each studio should be divided and independently operated.*
  - *Supplied with heating system for the space for usage in cold season.*
- *Individual work space and a locker for each student.*
  - *Accessible individual studio spaces and lockers for 24 hours.*
- *Library*
  - *It is recommended that the architecture library is located within the department; however, some exceptions may apply.*
- *Project review / Gallery space*
  - *Space for design project presentations and reviews, and display etc.*
- *Lecture rooms*
  - *Large, medium, small lecture rooms with audio / video and digital equipments which can support various workshops or seminars.*
- *Faculty offices*
- *Computer facilities*
  - *Appropriate number of personal computer hardware and software for the program enrolled students.*
  - *Proper printing facilities for student use.*
- *Model workshop*
  - *Model workshop equipped with various model making devices and hardware for variety of model materials.*
- *Photographic lab*
- *Storage room(s) housing possible student work samples and equipments / materials for classes.*
- *Department office and student service support space*

The VTR addresses whether physical resources are adequate, safe, and accessible.

(Comment)

Satisfactory	Unsatisfactory
■	□

5. Information Resources

The program's information resources must be evaluated according to the program mission, strategic plan, curricular layout, and the possible area of research specialty of the program.

Central or departmental library must have a wide variety of print, visual, and electronic media, and be adequate in size, scope, content, correctness, retrospectives, and availability for a professional degree program in architecture. The collection must include major basic publications pertaining to KDC 610-619 or DDC 720-729 titles along with technical and support volumes to provide a balanced architecture collection. In addition, to support the program mission and the strategic plan the collection should also include appropriate sections of titles other than architecture.

In general at least 5,000 different titles are required in addition to adequate visual materials. The visual materials and other type of information resources are considered an integral part of evaluation of architecture education, and students must have direct access to above resources.

- *List of libraries and the types that are available for students*
- *Total volume of books and periodicals for each library*
- *Total figure of visual materials and other types of information resources*
- *Current condition of personnel support for each library in detail*
- *List of methods for information search at all listed libraries*
- *Budgeting strategy for continual increase of information resources for all listed Libraries*

The VTR addresses the team evaluation of the library support for the program in terms of its size, coverage, staffing, and student service.

(Comment)

Satisfactory	Unsatisfactory
■	□

6. Financial Resources

The Program must disclose financial resources and institutional support data of other relevant programs within the institution.

- *Budget of the program, endowments, scholarships, and etc.*
- *Data comparison on annual expenditures per undergraduate and graduate student relative to the other relevant programs in the institution*

The financial support from the institution is evaluated and addressed in this section of VTR in terms of its rectitude in comparison to other programs in the institution

(Comment)

Satisfactory	Unsatisfactory
■	□

7. Research Development

The program must address outcome of the research activities within the program that are pertinent to the educational goals and for the improvement of the education.

- *List of projects receiving research grants*
- *Description of relationships between the outcome of the research activities and curriculum*
- *Relevance between the research projects and the program educational goals*

In relation to the program's educational goals and for improvement in quality of education, the VTR addresses visit team's evaluation on adequacy of research activities within the program..

(Comment)

The team thought in important to acknowledge that the program is strongly supported by financial resources from both the University and external organizations.

Satisfactory	Unsatisfactory
■	□

IV. Appendices

A. Program Information

A-1 History and Description of the Institution

The Following text is taken from the 2006 Myongji University Architectural Program Report:

Myongji University began in 1963 as Myongji College at what is now the Seosomun Campus. In 1976, University headquarters moved to the current campus site in Namgajwa-dong, Seoul; subsequently, it once again relocated, this time to the Yongin campus, where it commenced operations as a full-fledged university.

As of March 2006, the undergraduate program consists of 8 colleges with 46 majors and the Bangmok College of Basic Studies in charge of liberal arts education. The graduate program includes 41 master's programs and 31 doctoral programs as well as 7 special graduate programs. The academic affairs and administration organization includes the President, 8 main administration offices, and 15 affiliated organizations including the Center for Teaching and Learning. Myongji University also operates 21 research institutes and four affiliated educational institutes.

In an effort to upgrade the quality of education and research capabilities as well as to maintain a balance in the growth of the Natural Sciences Campus (Yongin) and the Humanities Campus (Seoul), the University commenced a restructuring process in which the colleges were divided between, and housed at, the two campuses in 1989. As a result, the Natural Science Campus became home to the College of Natural Sciences, the College of Engineering, the Colleges of Arts and Physical Education, and the College of Architecture, while the College of Humanities, the College of Social Sciences, the College of Law, and the College of Business Administration were located at the Humanities Campus in Seoul.

The Department of Architecture is currently located at the Natural Sciences Campus under the administration of the College of Architecture.

A-2 Institution Mission

The Following text is taken from the 2006 Myongji University Architectural Program Report:

Founding Spirit: The Myongji Educational Foundation has been established on the profound Christian truth that teaches belief in God and respect for parents, love for others, and the preservation of the environment. The foundation purports to educate students in the Christian faith so that they may be grow into faithful and competent leaders who can contribute to the development of our culture, national economy as well as to the advancement of world civilization and peace.

Educational Objective: Our mission is to conduct research and provide educational services based on the Christian faith and to raise members of the global community who can contribute to national development and cultural prosperity which will eventually lead to further advancement of world peace.

Our mission is to cultivate students into;
① Christians of admirable and moral character and integrity

② Professionals developed through sound research and education
③ Citizens capable of contributing to national prosperity
④ Global-minded individuals working for world peace and the advancement of humanity

A-3 Program History

The Following text is taken from the 2006 Myongji University Architectural Program Report:

1972-2001: The Department of Architectural Engineering and the Department of Architecture Merge into the College of Architecture
The College of Architecture finds its roots in the Department of Architectural Engineering at the Seoul Campus and the Department of Architecture at the Yong-In Campus, which were established in 1972 and 1990 respectively. The two departments, which offered separate curricula, merged into the College of Architecture in 1995; the result was a a stronger faculty base and larger student quota. The College also underwent innovative curriculum change, restructuring the college to include three majors; Architectural History and Urban Design, Architectural Planning and Production, and Architectural Engineering.

With a new Architecture Design Center and additional space for education in 1997, the College of Architecture embarked on a development plan centered around these three majors. The Korean architectural community, however, was facing a new demand for international accreditation for architectural design and engineering education.

The College of Architecture put forth new curricula in 1999 in which two of its majors, i.e. Architecture and Architectural Engineering, became the pillars of the program designed to respond to the demand for architectural education accreditation and architectural engineering accreditation. Challenges awaited with issues such as transforming the existing four-year program to a five-year program, and the difficulties entailed in attempting to provide a sufficient degree of architecture-related content within the framework of an engineering-based curriculum. A consensus among the faculty was reached regarding the need for fundamental renovation of the curriculum as well as concentrated resource support in order to establish a program that met the international accreditation standards.

2001: The Beginning of a Uniform Architecture Education Program
College of Architecture began to pursue the foundation of a five-year program. At the College's request, a Research Committee on the Curricular Restructuring of the College of Architecture was formed in December 1999; among its members was the Dean of School of Engineering and the Dean of Planning. The final report produced by the committee helped secure the approval from the university to separate the Department of Architecture to form the College of Architecture in 2001.

In the wake of this sweeping change, the College of Architecture launched efforts to secure sufficient numbers of faculty and improved facilities in order to build a new curricula that could compete with NAAB accredited universities in the U. S. with five-year programs.

The new program was scheduled to commence in 2001; however, a setback was experienced due to the postponement of government approval and the College was forced to wait until 2002. The new system was still applied to incoming four-year program students in 2001 by offering a unified curriculum, and the way was thus paved for the coming innovation. The key features of the new program - design courses (8-10 hours per week) and the maximum enrollment limit per studio (15 or less students per studio) - were implemented. This preliminary execution of the new system provided an opportunity to test

the conditions required for the new program, such as the efficiency of the design courses, faculty management, and the educational facilities.

2002: The College of Architecture and Five-Year Bachelor's Program
On February 2002, the Department of Architecture underwent restructuring to become the College of Architecture. In March of the same year, 100 students were admitted into the five-year program. With the continued development of the program, the number of architecture design studios and faculty has increased dramatically, changing the face of the college. The 16 design studios in 2000 under the four-year program grew to 29 studios in 2005, and the students who were first admitted into the new program at its inception have reached their fourth year. A total of 40 studios will be in operation once the fifth-year students begin their courses in 2006.

Other educational facilities and additional programs are being developed to support the new system. In August 2003, an Information Resource Center was established; soon after, in December 2004, a computer lab separate from the CAD room was also established. In addition, the construction of a five-story Architecture Design Education Building was completed in February 2005, with a total floor area of 3,012 ㎡ to ensure sufficient space for teaching and training.

Overseas field investigation programs have been in operation since 2003 to encourage students to visit cities and buildings overseas during summer and winter breaks. About 15-20 students receive this kind of financial support each semester. Since 2004, a design workshop during the summer has been held in conjunction with the IUAV (University Institute of Architecture of Venice), in which around 10 students from Myongji University participate every year.

2003: Specialized Education Program Launched (Developing Well-Rounded Architecture & Design Professionals through Comprehensive Practical Training Program)
Universities in Korea face difficulty in offering practical training courses to students - an essential component of architecture and design education - due to unaccommodating circumstances of the architecture and design industry in Korea. To overcome this problem, our program has established the Center for Architecture and Urban Design in 2003 under the administration of the College of Architecture. The proposed practical training program designed by the Center for Architecture and Urban Design (titled "Developing Well-Rounded Architecture & Design Professionals through Comprehensive Practical Training") was in 2003 selected as an outstanding project by the Ministry of Education and Human Resources. The Ministry's resultant support helped secure additional training space, human resources, as well as project and curricular resources. The training program was launched with fifth year students in the Spring semester of 2006.

A-4 Program Mission

The Following text is taken from the 2006 Myongji University Architectural Program Report:

The College of Architecture of Myongji University aims at training students to become professional architects armed with comprehensive knowledge in architecture and urban design as well as skills matching the level of international standards. Our objective is described in detail below:

1. To develop students into professionals who are acutely aware of their role as an architect as well as the demands they must meet based on the understanding of historical and current socio-cultural context of their field.
2. To enable students to work in the field of architecture after graduation by equipping them with practical job-related skills.
3. To provide a wide range of courses in addition to the architecture design program to allow students to work as professionals in areas related to architecture.

The education program at the College of Architecture has made continued efforts to reinvent itself and to adapt to rapid changes within our society.

Period	Educational Goal	Documentation/Reports
1996-1998	To train students to become professional architects armed with comprehensive knowledge in architecture and urban design as well as practical skills	Development Plan for the School of Architecture (Nov. 1996)
1999-2000	To educate students to become professionals with hands-on experience and specialized skills through a comprehensive curriculum	Plans to Innovate Engineering Education (Mar. 1999)
Preparation Phase for the 5-year Program (2001-2004)	To train students into architects with practical skills that meet the level of international accreditation standards	Internal Evaluation Report (May 2000); College of Architecture Manual(2004)
Initiation of the 5-year Program (2005-)	To train students to become professional architects armed with comprehensive knowledge in architecture and urban design as well as skills to match the level of international standards	College of Architecture Manual(2006)

The educational goal of our department has changed according to different needs of the times, especially restructuring of college education and changes in the field of architecture. Such changes, both domestic and abroad, have continuously compelled reorganization of our curriculum as well as our educational objectives and goals. The one goal that has remained unchanged, however, is for us to develop architects with practical skills. While the nature and content of required skills in the field may undergo constant change, our aim at producing professional human resources whose practical skills can directly be applied in the real world will remain untouched.

A-5 Program Strategic Plan

The Following text is taken from the 2006 Myongji University Architectural Program Report:

Following the merging of the Department of Architecture and the Department of Architectural Engineering into the College of Architecture in 1995, we put forth the Development Plan for the School of Architecture (Nov. 1996). Plans to Innovate Engineering Education (Mar. 1999) were proposed in order to address the need for accreditation of engineering education, as was our Research Report on the Restructuring of the College of Architecture (Mar. 2000). These and other development plans and measures are evidence of the history of our efforts to create and provide innovative educational programs.

Since the implementation of the five-year program since March 2002, continuous efforts and plans to advance our program have been made. For the detail, refer to the 2006 Myongji University Architectural Program Report.

B. The Visiting Team

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C. The Visit Agenda

Sunday, November 12, 2006			
Time	Location	Agenda	Participants
08:00 ~ 09:30	Hyatt Hotel	Team Breakfast	KAAB Visit Team
09:30 ~ 11:00		Move to School	
11:00 ~ 11:30	Team Room	Confabulation with Program Head, Program Administrators and Selected Faculty Members	KAAB visit Team, Dean of College, 12 Selected Faculty Members
11:30 ~ 12:00	Team Room	Overview of Team Room	KAAB visit Team, Dean of College, 12 Selected Faculty Members
12:00 ~ 12:20		Move to Lunch Location	
12:20 ~ 13:30	Four Seasons Restaurant	Team Lunch with Program Faculties	KAAB Visit Team, 12 Selected Faculty members
13:30 ~ 13:50		Return to School	
13:50 ~ 14:00		Break	
14:00 ~ 15:00		Tour of the Facilities	KAAB Visit Team, 12 Selected Faculty members
15:00 ~ 16:30	Team Room	Entrance Meeting with All Faculty members of the Program	KAAB Visit Team, All Faculty Members of the Program
16:30 ~ 17:30	Team Room	Initial Review of Exhibits & Records	KAAB Visit Team
17:30 ~ 19:00		Move to Hotel	
19:00 ~	Not Decided	Team Only Dinner	KAAB Team
Monday, November 13, 2006			
Time	Location	Agenda	Participants
07:00 ~ 08:30	Hyatt Hotel	Team Breakfast with Program Head and Selected Faculty Members	KAAB Visit Team, 4 Selected Faculty Members
08:30 ~ 10:00		Move to School	
10:00 ~ 10:15	President's Office	Entrance Meeting with Chief Academic Officers of the Institution	KAAB Visit Team, President, Vice President of the U., (Provost or Selected Chief Officer if necessary), Dean of College, 4 Selected Faculty Members
		Move to Team Room	
10:35 ~ 11:00	Team Room	Entrance Meeting with School or College	KAAB Visit Team, 12

		Administrator (or Selected Faculty Members)	Selected Faculty Members (Program Administrative Staff if necessary)
11:00 ~ 12:30	Team Room	Continued Review of Exhibit & Records	KAAB Visit Team
12:30 ~ 14:00	Department Building Project Review Space	Reception with Faculty, Administrators, Alumni & Local Practitioners	KAAB Visit Team, All Faculty Members, Alumni
14:00 ~ 15:00		Visit Design Studios and Lectures	KAAB Visit Team, 4 Selected Faculty Members
15:00 ~ 16:30	Team Room	Continued Review of Exhibit & Records	KAAB Visit Team
16:30 ~ 18:30		Move to Hotel	
18:30 ~	Not Decided	Team Only Dinner	KAAB Visit Team

Tuesday, November 14, 2006

Time	Location	Agenda	Participants
07:00 ~ 08:15	Hyatt Hotel	Team Breakfast with Program Head & Selected Faculty	KAAB Visit Team, 4 Selected Faculty Members
08:15 ~ 09:30		Move to School	
09:30 ~ 11:00	Team Room	Review of General Studies, Electives & Related Curriculum	KAAB Visit Team
11:00 ~ 12:00	Team Room	Continued Review of Exhibit & Records, Visit Design Studios & Lectures if necessary	KAAB Visit Team
12:00 ~ 12:20		Move to Lunch Location	
12:20 ~ 13:20	O-Kwa Japanese Restaurant	Team Lunch	KAAB Visit Team, 4 Selected Faculty Members
13:20 ~ 13:40		Move to School	
13:40 ~ 14:40	Team Room	Interview with Program Faculty	KAAB Visit Team, Program Faculty Members (Design Course Coordinators, Subject Area of Theory, Technical, Professional Practice Coordinators & Instructors)
14:40 ~ 15:30	Lecture Hall	Meeting with Program Students	KAAB Visit Team, Program Students
15:30 ~ 17:00	Team Room	Complete Review of Exhibit & Records	KAAB Visit Team
17:00 ~ 19:00		Move to Hotel	

19:00 ~ Unknown	Not Decided Not Decided	Team Only Dinner Deliberation of Accreditation and Drafting the VTR	KAAB Visit Team KAAB Visit Team
Wednesday, November 15, 2006			
Time	Location	Agenda	Participants
07:00 ~ 07:30		Hotel Check Out	KAAB Visit Team
07:30 ~ 09:00	Hyatt Hotel	Breakfast with Program Head	KAAB Visit Team, 4 Selected Faculty Members
09:00 ~ 10:30		Move to School	
10:30 ~ 11:00	President's Office	Exit Meeting with Chief Academic Officers of the Institution	KAAB Visit Team, President, Vice President of the U., (Provost or Selected Chief Officer if necessary), Dean of College, 4 Selected Faculty Members
11:00 ~ 11:20		Move to School	
11:20 ~ 12:00	School Auditorium	Exit Meeting with Program Faculty & Students	KAAB Visit Team, All Program Faculty, Students
12:00 ~ 12:10		Disperse Visiting Team	

V. The Visiting Team Report Signatures

Respectively Submitted,

Position	Name	Signature
Team Chair Representing the KIA	Chough, Sungjung, FKIA	
Team Member Representing the KIA	Lee, Pil-Hoon, KIA	
Team Member Representing the AIK	Prof. Whang, Hee-Joon	
Team Member Representing the NAAB	Joseph P. Giattina, JR, FAIA	
Team Member Representing the UIA	James A. Scheeler, FAIA	