

Visiting Team Report

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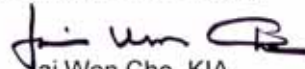
Seoul National University

Department of Architecture

Date:

November 12-14, 2006

Team Chair :


Jai Won Cho, KIA



Korea Architectural Accrediting Board

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Visiting Team Report

I. Summary of Team Findings

1. Team Comments

The Visiting Team would like to thank the faculty and staff of the Seoul National University, Department of Architecture for their kind hospitality and hard work in organizing and preparing for their first accreditation visit under the guidelines of the Korea Architectural Accrediting Board (KAAB) Conditions & Procedures for Accreditation. Their diligent efforts in preparation of the Team Room exhibits allowed the team to readily begin the assessment process with clarity and understanding.

The 5 year Bachelor of Architecture program was specifically developed five years ago with the expressed purpose of achieving KAAB accreditation, but more importantly for meeting the accreditation standards that were already in existence internationally. The Team acknowledges that the first graduating class was completing their final semester at the time of the Accreditation Visit and therefore some of the criteria required by the KAAB conditions & Procedures – student Performance Criteria was unavailable for review. The Team has taken the liberty to address these specific SPC criteria as “Not Yet Met” within the context of this report.

The Visiting Team was very impressed with the quality of the students and the depth of talent expressed in their studio design projects. This is an obvious reflection of the high academic standards established by the Seoul National University and its Department of Architecture, as well as the dedication expressed by the program faculty to create graduates that represent the highest of academic standards and abilities.

To generate an interest in potential high school graduate who may be considering pursuing a career in architecture, the Department of Architecture has established a special program in which high school students from across Korea attend a summer camp on the university campus. Students within the architecture program participate in the camp by being mentors to the attendees, generating a dialog about the study of architecture.

The Visiting Team would also like to express it appreciation for the preparation of the faculty work exhibit. It is obvious from the exhibition the faculty of Seoul National University's Department of Architecture is extremely talented and are able to engender special design skills within their students.

2. Conditions/Criteria Well Met

Communication

2.5 Ability to employ appropriate media including photographs, models etc. to convey design process.

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

Design

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

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

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

3. Conditions/Criteria Not Met

Design

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

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

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

Technology

2.32 Understanding of the basic principles of construction management

2.35 Understanding of principles in construction management and its sequence for effective

4. Causes of Concern

The Visiting Team expresses the following concerns:

1. Students are engaged in the development of their abstract problem solving skills during the first year studio studios with an immersion into the design of actual building projects beginning with the second year. While the quality of the student design work does not appear to suffer from this sudden transition into "building design," the program should carefully determine if additional experience in the beginning years of abstract problem solving would further advance the students design abilities
2. While the presentation and modeling techniques are highly developed in the Design Studio projects,

there appears to be a strong emphasis placed upon the “form” and/or “image” of the building without the corresponding plan/function development.

3. The number of projects that allow students the opportunity to be engaged in collaborative team efforts should be increased. It appears the Bachelor of Architecture students could benefit and gain important interdisciplinary collaborative skills if opportunities existed that utilized the knowledge represented within the Architectural Engineering program.
4. While students are required to collect data on various building materials and building envelope systems, there is very little evidence that students understand the importance of comparison and the appropriateness of their use within the overall building's component systems.
5. The Bachelor of Architecture program allows very little, if any, opportunity for students to expand their studies into the arts and humanities areas of study. This appears to be a contradiction with the program's education goal as stated in the APR which states “The Bachelor of Architecture program seeks to expand the student's knowledge base with an in-depth liberal arts education which combines the liberal arts, the sciences and engineering through teaching and research.” The program should reassess the distribution of core architectural studies and electives within the overall credit hour requirements for graduation in the program.
6. The Department of Architecture has developed a mission for the Bachelor of Architecture program that states: “Our mission is based upon the belief that architecture creates a sense of place where human beings live and experience their daily lives; a public expression which collectively composes the city. We educate architects to put an emphasis on these values and ideas; to realize common values with outstanding imagination and with creative inquiries into society, the city, design, structure, nature, tradition and technology.” There is very little evidence in the overall program studies that this mission is in fact reinforced and/or realized.

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)

The Department of Architecture originated at Seoul National University within the College of Engineering as the Department of Architectural Engineering. Being the first collegiate program of architecture in Korea,	Met	Not Met
The program at Seoul National University has a history of academic Excellence and is considered the Ivy League program of Korea. In early 2002 a curriculum Revision was implemented that established the 5 year Bachelor of Architecture program and differentiated it from the 4 year Bachelor of Science in Architectural Engineering program.		<input type="checkbox"/>

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)

Being on of Korea’s “National Universities”, the number of students, as well as their entrance qualifications, is controlled by the government. The result of such control is that the total number of students enrolled in the Bachelor of Architecture program is 139, admitting approximately 25-26 new students per year, with the academic credentials of the students being very high. As such it is believed that the quality of the student’s academic experience is greatly enhanced by such factors as low faculty-student ratios, a higher degree of mutual respect between the faculty and the students, and the sense of community that results from the smaller class size.	Met	Not Met
Seoul National University has instituted, at the university level, a University-wide concept of “serving society” to expand the educational experience to include social awareness.		<input type="checkbox"/>

This concept encourages students to become involved in community activities so that students will become the leaders of the next generation, calling upon students to put social responsibility into personal practice.

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 students are well informed about the issues and timeline related architectural registration. Many of the faculty have been in architectural practice and clearly transmit their licensing experiences and knowledge to the students who demonstrate an awareness of the relationships between education and licensure. When questioned students in the upper levels of program were able to describe the process and the vast majority indicated their desire to become licensed. Additionally, the local architectural community supports the program by participating as visiting lecturers and design studio instructors.	Met	Not Met
		<input type="checkbox"/>

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 Department of Architecture sets as its primary goal to create responsible leaders in the field of architecture. The Bachelor of Architecture aims to train students to have individual views that are clear, responsible and moral towards the built environment encompassing a comprehensive knowledge of architecture that balances theory, design, technology and social needs. Of particular significance is a program established by the Department of Architecture in which a summer camp for high school students is hosted by the Department of Architecture campus initiating prospective students into the potentials of architecture as a career and the personal benefits of professional service to society.	Met	Not Met
		<input type="checkbox"/>

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)

The Bachelor of Architecture program emphasizes that architectural education and the practice of architecture are embedded into a social contest. As such the program orients students to current cultural and social issues. The curriculum accomplishes this primarily through the Design Studio project assignments. Additionally, students are given specific insight into the public characteristics of architectural design through lecture class work in “Architecture and Society(4012.531)and “Activity and Space(4012.531).	Met	Not Met
		<input type="checkbox"/>

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)

The team found evidence of this criteria being met in student's studio projects with regard to collaborative efforts involving other disciplines and interests. Additionally, students will gain further knowledge in this area through the subject matter currently being taught in Professional practice offered in the 2nd Semester of the 5th Year.

Met Not Met

2.4 Ability to demonstrate architectural ideas in drawings.

(Comment)

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)

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)

Met Not Met

Cultural Context

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

(Comment)

Met Not Met

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

(Comment)

Met Not Met

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

(Comment)

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)

There was no work showing this in the Team Room, but there was work that demonstrated this when visiting the studios. 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)

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)

The Team found no evidence in the Studio work that demonstrates students have the Ability to incorporate barrier free design concepts into their studio design projects.

Met	Not Met
<input type="checkbox"/>	<input type="checkbox"/>

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

(Comment)

Met	Not Met
<input type="checkbox"/>	<input type="checkbox"/>

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
<input type="checkbox"/>	<input type="checkbox"/>

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

(Comment)

The Team found evidence in the 1st Year that the designed environment was looked at for intervention of new work but there was no substantial evidence in the student work that demonstrated an Ability to renovate, rebuild or repair existing building fabric in any specific projects.

Met	Not Met
<input type="checkbox"/>	<input type="checkbox"/>

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)

The Team could find no evidence in the student work that demonstrated an ability to select and apply the basic principles of life safety and fire protection systems within the design of buildings.

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)

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)		
The Team found no evidence in the Studio Design work or lecture course notes that demonstrates students have an Understanding of the basic principles of construction management.	Met	Not Met
	<input type="checkbox"/>	
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
		<input type="checkbox"/>
2.34 Understanding of basic principles of recycling, disposition of construction materials and its potential harmfulness to the environment.		
(Comment)		
	Met	Not Met
		<input type="checkbox"/>
2.35 Understanding of principles in construction management and its sequence for effective handling of physical, human, and technical resources.		
(Comment)		
The Team found no evidence in the Studio Design work or lecture course notes that students have an Understanding of the principles in construction management, and its sequence for effective handling of physical, human, and technical resources.	Met	Not Met
	<input type="checkbox"/>	

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)

The Team assumes that the issues required by this criterion will be addressed in the Professional Practice lecture course being offered in the 5th Year. The Team reviewed the course syllabus for the professional Practice class is confident this criterion will be sufficiently addressed.

Met	Not	Yet
	Met	
		<input type="checkbox"/>

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)

The Team assumes that the issues required by this criterion will be addressed in the Professional Practice lecture course being offered in the 5th Year. The Team reviewed the course syllabus for the professional Practice class is confident this criterion will be sufficiently addressed.

Met	Not	Yet
	Met	
		<input type="checkbox"/>

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

(Comment)

The Team assumes that the issues required by this criterion will be addressed in the Professional Practice lecture course being offered in the 5th Year. The Team reviewed the course syllabus for the professional Practice class is confident this criterion will be sufficiently addressed.

Met	Not	Yet
	Met	
		<input type="checkbox"/>

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)

The Team assumes that the issues required by this criterion will be addressed in the Professional Practice lecture course being offered in the 5th Year. The Team reviewed the course syllabus for the professional Practice class is confident this criterion will be sufficiently addressed.

Met	Not Met	Yet Met
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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)

The team found evidence of an understanding of the Building Code Application, but no examples of any of the other areas noted above as Professional Practice was in session in the 2nd Semester of the 5th year at the time of the visit.

Met	Not Met	Yet Met
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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
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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)

Included in Section C, Curriculum, in parts C1 to C7 on pages 77 to 114 inclusive, of the Architecture Program Report, dated 14 July 2006, prepared by the Bachelor of Architecture Program, Department of Architecture, College of Engineering of Seoul national University

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)

<p>Included in Section E, Student Information, Parts E1 to E9 including Table 30 and Table 31 pages 133 to 168 inclusive, of the Architecture Program Report, dated 14 July 2006, prepared by the Bachelor of Architecture Program, Department of Architecture, College of Engineering of Seoul National University</p>	<p>Satisfactory Unsatisfactory</p> <p style="text-align: right;">□</p>
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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)

<p>Included in Section F, Human Resources, Parts F2 to F7 on pages 172 to 195 inclusive, and in Appendix, Faculty Resumes of the Architecture Program Report, pages i to lxxxiv, dated 14 July 2006, prepared by the Bachelor of Architecture Program, department of Architecture, college of Engineering of Seoul National University.</p>	<p>Satisfactory Unsatisfactory</p> <p style="text-align: center;">□</p> <hr style="width: 200px; margin-left: auto; margin-right: 0;"/>
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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)

Included in Section G, Physical Resources, Parts G1 to G13 on pages 210 Satisfactory Unsatisfactory
to 240 inclusive, of the Architecture Program Report, dated 14 July 2006,
prepared by the Bachelor of Architecture program, Department of □
Architecture, College of Engineering of Seoul National University.

The Photographic Room is no longer used for as a photographic laboratory as this function has been overtaken by the use of computers for photographic images.

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)

Included in Section H, Information Resources, Parts H1 to H7 on pages 241 to 262 inclusive, of the Architecture Program Report, dated 14 July 2006, prepared by the Bachelor of Architecture program, Department of Architecture, College of Engineering of Seoul National University.

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)

Included in Section I, Financial Resources on pages 263 to 284 inclusive, of the Architecture program Report, dated 14 July 2006, prepared by the Bachelor of Architecture Program, Department of Architecture, College of Engineering of Seoul National University.

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)

Included in Section A, introduction to the Program, Part A5-2 on pages 41 to 46 and Section J, Research Activities, Parts J1 to J3 on pages 285 to 288 inclusive, of the Architecture Program Report, dated 14 July 2006, prepared by the Bachelor of Architecture Program, Department of Architecture, College of Engineering of Seoul national University.

Satisfactory Unsatisfactory



IV. Appendices

A. Program Information

A-1 History and Description of the Institution

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

A-1-1 History of Seoul National University

Seoul National University (SNU) was founded in November 1945 by the Joseon Educational Council. The council consisted of approximately 100 academic professionals. The founding principle of SNU was based on the concept of "hongik ingan", which translate as "to benefit mankind on the basis of democracy and national identity". Under this principle, a vision was created to establish a modern national university by integrating all public colleges of Japanese colonial times in Seoul and its vicinity into one institution. Kyungseong(Seoul) Imperial University, the only Imperial university outside Japanese main lands at that time, was the primary institution under which this consolidation occurred.

The National University Establishment Plan was drawn up by a Korean official positioned at the Educational Affairs Department of the US Trusteeship Agency. From this plan promulgated the 'Government ordinance for the establishment of Seoul National University' (on August 22, 1946). The founders of SNU located the graduate school and the administrative office of SNU within the campus of Kyungseong(Seoul) Imperial University where the college of Liberal Arts and Science was located. On the while, the other eight colleges which compose the SNU had their own campuses around Seoul where their predecessors were located. SNU has become the Korean-version of an American Ivy League University in terms its academic standards and national prestige. As Korea's first national university, Seoul National University is the most selective University in Korea.

SNU now has its main campus in southern Seoul in an area called Kwanak with additional campuses in Yeongun. The University is made up of 3 educational organizations, 6 administrative groups, 5 support facilities, 105 R&D centers, 30 annexes, 4 supplementary schools, corporation and other institutions. The 3 educational organizations are composed of 16 colleges, 1 graduate school and 5 professional schools staffed with 1,720 full-time and 2,396 part-time faculty members and 989 employees. SNU has 15,652 undergraduate students (registered 20,422) and 10,550 (registered 10,637) graduate students, with a combined total of 26,202 students.

A-1-2 Introduction to the College of Engineering

The College of Engineering was created when the legislation was passed to establish SNU as a national university. On August 22, 1946 (with 10 Departments) the SNU College of Engineering integrated the College of Engineering and Science from Kyungseong(Seoul) Imperial University, the Kyungseong(Seoul) Engineering College and the Kyungseong(Seoul) Mining College into one program. The College of Engineering is now on par with its global peers with 5 Schools and 4 Departments. The Department of Architecture is within the College of Engineering. As part of SNU, the College of Engineering moved to the Kwanak campus in Seoul in January 1980 to reinforce the creative exchange and cooperation with the other colleges within the University system. With additional government support, the College of Engineering has become one of the major schools within SNU. By the early 1990s, the number of students majoring in engineering increased to 9,248 enrolled students, including 6,567 undergraduate students, 1,890 master's degree students and 791 doctoral students with the entering class of 2006 standing at 780. The number of professors increased substantially to 298.

Korea's history of development from the end of WWII and the Korean War to the present is important in understanding the emphasis on pure and applied engineering. The impetus to rebuild the country after the devastation of the wars naturally encouraged the College of Engineering to develop its programs in applied and pure engineering. With the rebuilding of the country physically and economically, Korea was finally able to diversify its interests. Architectural studies began as engineering based profession to rebuild the country but have now developed into a much more integrated design and technology program that competes globally in the profession.

The College of Engineering has 18 buildings and 1,084 classrooms within the University Campus (roughly 92,400m² in building areas), with auxiliary laboratories and workshops. These contain fine instrument engineering rooms, equipment analysis rooms, material analysis rooms and electronic measurement rooms that support the extensive R&D programs within the College.

The College of Engineering, in addition to its primary goal of educating students, concentrates its efforts on problem-solving and applied R&D with the cooperation of relevant industries. Research centers have been established to take part in R&D activities led by the government, private enterprises, and international organizations. There are 11 engineering research institutes and 17 research centers which support R&D activities for professors and graduate students.

The Department of Architecture plays an important role in the College of Engineering. The Department brings together design, structure and technology into an integrated whole, as well as advanced research on design theory and new technology. The practice of architecture combines technological applications with strong design approaches.

The College of Engineering has established itself as a R&D-oriented college. The government and the Ministry of Education laid the foundation for the College to be a center for R&D with the government-initiated Brain Korea 21 (BK 21). This initiative designated 5 Schools and 4 Departments (including Architecture) as leaders in science technology. The BK 21 initiative encourages the participants to work globally.

A-2 Institution Mission

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

A-2-1 Mission of Seoul National University

SNU is the premier University in Korea and as such has the goal of educating its students to the highest international standards of academic achievement with the support of exceptional centers of Research and Development.

SNU devised a 10-year Development Plan for the University in 1977, which set a long-term goal of creating a graduate school-oriented university. The motto 'University of Research, University of the Nation, and University of the World' projects a future oriented course for the University. This Plan has become the guiding principle for the following initiatives: the 'Long-term Development Plan' of 1987 and the 'Blueprint for the 2000s' plan of 1995. At the moment, the University is constructing another 'Long-term Development Plan for the 2000s', which encourages the growth of SNU as a world class 'Research University'. The focus remains on the quality of the education as well as on the continued growth of the graduate schools and their research and development activities.

Seoul National University has the following vision:

1. A World-class University
2. A University of Integration
3. An R&D-based University

In this regard, the University is making the following efforts:

1. Diversification
2. Interdisciplinary Education
3. Academic Excellence
4. Support: The Next Generation of Scholars

A-2-2 Educational Goal of the College of Engineering

The College of Engineering, to which the Department of Architecture belongs, sets an educational goal of creating leaders in science, technology and design as well as in the associated professions that incorporate engineering as their base. The college also seeks to create an interdisciplinary

environment for students; eliminating the barriers between science and the arts. The Department of Architecture is a natural meeting place for art and technology. The Department seeks to integrate the inventive use of technology with the creative undertaking of architectural design.

The undergraduate school creates leaders who will introduce new ideas and directions for the future. The graduate school takes this mandate a step further by educating graduate students to become professors and researchers.

The basic goals of the College of Engineering are as follows:

1. Basics qualifications for engineers
2. Social Responsibility
3. Leadership
4. Self Development
5. Initiation

A-3 Program History

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

The Department of Architecture originated at Kyung Sung(Seoul) Engineering College as the Department of Architectural Engineering. The Kyung Sung(Seoul) Engineering College was founded in 1919 as the only government school of engineering in Korean Peninsula. The Department of Architecture was merged into the Seoul National University's College of Engineering in 1946. The Architectural Engineering Department put emphasis on liberal arts and the intersection of design and technology; core courses were in structural studies, design, interior design and urban planning. In the following years, the Department of Architectural Engineering expanded and added major courses in new fields. In the late 1950s, prominent professors were recruited; the curriculum was extended to 4 years and was revamped to reflect the US model. As an effort to upgrade the faculty of the Department of Architecture, SNU sent professors to study in Europe and the US. Professor Graffunder of Minnesota University became an advisor to the Department helped to establish a modern educational direction as part of Minnesota University's Aid Program in 1945.

In the 1960s, Department of Architecture Professors often were practicing professionals who encouraged practical experience for students. However, at the end of the 1960s, the government banned professors from keeping their professional architectural practices. Professors at SNU were now required to be full time academics. This approach negated the creative experiments in architecture that are a natural outgrowth of practicing professionals. To overcome the restrictions of this ban, beginning in 1977, the Department regularly invited practicing architects to student project reviews.

In 1975, the name of the Department was changed from the Department of Architectural Engineering to the Department of Architecture. The name change reflects the nature of architectural education which integrates liberal arts, design and fine arts, science, technology and social studies. The Department developed significantly in the 1970's. The new Department of Architecture saw an increase in the number of architecture professors: there were 11 full time professors. In 1979, the College of Engineering moved from Kongrungs-dong, Seoul to the Kwanak campus in Seoul, giving the College a new educational environment and much needed space. The Department of Architecture expanded into its new surroundings.

The Korean government introduced measures in the 80's and 90's to encourage the discipline of engineering (including all Departments within the College). Additional professors and design lecturers were recruited in the 1990s, encouraging the growth of the Department and its continued development. In 1998, the Interdisciplinary Program in Urban Design, a graduate course in urban planning, was established in cooperation with the Department of Civil, Urban & Geosystem Engineering, the Department of Landscape Architecture and Rural System Engineering at the College of Agriculture & Life Sciences, and the Graduate School of Environmental Studies.

In early 2002, a long-awaited curriculum revision was implemented; the Department of Architecture separated its undergraduate program into the Bachelor of Architecture Program and the Bachelor of Science in Architectural Engineering. SNU was the first university in Korea to separate the two disciplines. The Bachelor of Architecture Degree is a five-year professional degree program. The Bachelor of Science in Architectural Engineering, specializing in architectural engineering, is a four-year program. This new curriculum reflects a more international approach to the disciplines.

As part of an effort to foster world class graduate programs, the College of Engineering took part in the government-led 'BK 21 Project' (Brain Korea 21), to establish itself as a research-oriented university. As part of this initiative, the College of Engineering moved into a new building (#39) in January of 2006, to allow for the expansion of all of its programs. The Department of Architecture moved into this building, enabling it to provide an international level environment for its students. Currently, 9 professors lead the Bachelor of Architecture Program, with 7 professors leading the program in the Bachelor of Science in Architectural Engineering. 26 additional lecturers support these programs. An additional 16 graduate school instructors teach in the programs. Every year, 1~2 foreign visiting professors are invited to share their knowledge and academic trends with the students. The support staff consists of 3 fee-based assistants and 2 administrative staffs.

As of 2006, the undergraduate entering class for the Bachelor of Architecture Program was 26 students and the undergraduate entering class for the Bachelor of Science in Architectural Engineering was 25, respectively. Undergraduate students in both programs total 288, which break into 139 students for the Bachelor of Architecture Degree, 91 for the Bachelor of Science in Architectural Engineering Degree and 58 students from the old curriculum for a Bachelor in Science Degree. There are 146 graduate students (Architecture 81 and Architectural Engineering 65), with 34 students in doctoral programs. In total, 408 students are enrolled in the Department of Architecture.

Undergraduate students in the Bachelor of Science in Architectural Engineering Program take courses in the College of Engineering for a year; in their sophomore year they begin to take courses in the Department of Architecture. As of February 2006, 2,567 students received Bachelor of Science degrees, 905 received Master of Science degrees and 203 obtained Ph.D. degrees.

Affiliated organizations include AURIC(Architecture & Urban Research Information Center, designated by Korea Science & Engineering Foundation), IRICEE(Integrated Research Institute for Construction and Environmental Engineering), ICPM and IRCT(Innovative and Rapid Construction Technology development joint venture). A social education program, ACPMP (Advanced Construction Project Management Program), is run in cooperation with Construction & Economy Research Institute of Korea starting 2004, while the Department of Architecture took part in an Industrial Safety Manager course in 2005.

A-4 Program Mission

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

A-4-1 Educational Goals

The Bachelor of Architecture in the Department of Architecture supports the larger vision of SNU's goals of academic excellence; to ensure the development of architecture nationally and internationally. The Bachelor of Architecture Program encourages diversity by offering academic, creative and professional directions for architecture which serve the community, the nation and the world.

The Bachelor of Architecture Program seeks to integrate the liberal arts and engineering: encouraging intellectual investigation, aesthetic creativity and technical understanding. The faculty educates students and to become practicing professionals of outstanding quality who will contribute to the culture of contemporary architecture in Korea and abroad. The curriculum keeps a balance between intellectual, creative and technological disciplines.

Mission Statement for the Bachelor of Architecture Degree

Department of Architecture, Seoul National University

Our mission is based on the belief that architecture creates a sense of place where human beings live and experience their daily lives; a public expression which collectively composes the city. We educate architects to put an emphasis on these values and ideas; to realize common values with outstanding imagination and with creative inquiries into society, the city, design, structure, nature, tradition and technology.

Architecture defines ways of living for people to live with others. We teach students to study community values and to design buildings that are open to future potentials.

We educate students to view architecture within wider context: from the individual, to the city, to society. To that end, we put a priority on the relationship between city and nature, material and structure, the status quo and change, city and architecture, and we emphasize the concrete qualities of place (here) and present (now) as well as future potentials.

Architecture discovers possibilities from technology, is realized by technology and, beyond mere material means, determines new ways of thinking and perception. In this regard, we seek an architectural design language that can be applied to all facets of life utilizing both conventional and cutting-edge technologies.

Architecture is a cultural embodiment of and for society; it represents an expression of life. As such, an architect is a public intellectual who constructs space, place, and gives a framework to people's lives. We educate architects to become leaders who will participate in the global society.

The Course Program has the following four goals:

1. Interdisciplinary Education: humanistic values, intellectual communities, regional traditions, global future

The Bachelor of Architecture Program seeks to expand the student's knowledge base with an in depth liberal arts education which combines the liberal arts, the sciences and engineering through teaching and research. We encourage a student's understanding of social, cultural, aesthetic, environmental and technical issues related to architectural design. To this end, we balance required and elective courses for each year's curriculum. We encourage an interdisciplinary approach to course work. We also encourage students to have an in-depth understanding of regional building traditions in order to preserve and protect the environment.

(College of Engineering's Educational Goal 5: Global Leadership)

2. Architecture and Culture: thoughtful considerations on the built environment

We educate students on the culture of the built environment. Students are encouraged to understand diverse values and goals within society and to solve problems within the context of culture and environment. They are also encouraged to cultivate a public sensitivity regarding architectural, urban and environmental problems and to develop an ability to analyze and create within various contexts: the city, the country, the landscape and the residence.

(College of Engineering's Educational Goal 2: Society, Community and the World).

3. Technology: technology based design practice

Architecture is a profession that actively embraces change and works to promote that change. Architects must have a full understanding of their role as a catalyst in society. Thus, students are taught to work creatively and to develop unique technological solutions to societal issues.

(Responding to College of Engineering's Educational Goal: Creative Technology)

4. Leadership and Society: architects as leaders of the society

We educate students to engage in public service through architecture. We put significant emphasis on the role of the architect in the community as well as in the world. Students are required to share regional, national and global values, concepts, and ideas through design explorations to increase the

understanding of the role of the architect in a diversified global society. Students are also encouraged to participate in community service, have an interest in global trends regarding contemporary architecture, and to cultivate an ethical professional standard by recognizing and undertaking social responsibilities.

(This responds to College of Engineering's Educational Goal 3: Community Leadership)

A-4-2 Methodology

The following four concepts are integrated into our teaching method. Specifically, we will put top priority on a creative, distinctive, intellectual and professional education.

Creative: an emphasis on creative approaches

Distinctive: an education that emphasizes process and original thinking

Intellectual: an in-depth knowledge-based education

Professional: dialogue that encourages professional cooperation

A-5 Program Strategic Plan

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

The Department of Architecture submitted the 'Development Plan for the Department of Architecture for 1999~2006' in January 1999 to the Dean of the College of Engineering. The Plan was created to discuss the adoption of an international certificate for architects and engineers and to introduce the idea of an educational accreditation system. The Plan addressed changes in the study of architecture and its new directions in media and application technology. Of note, when the Plan was submitted, the Department of Architecture had not yet divided its undergraduate program into the Bachelor of Architecture Program and the Bachelor of Science in Architectural Engineering Program.

The purpose of the Plan was to point out problems inherent in the then current architectural educational program, a program that did not distinguish an architecture degree from an architectural engineering degree under the Bachelor of Science Degree. The plan called for major changes which would allow the Department to develop into a world-class architecture program. The Plan also focused on academic research that would keep pace with the global community of the twenty first century.

2006 is the target year for the Plan; the Department of Architecture's Bachelor of Architecture Program will undergo due diligence for the KAAB, and the Bachelor of Science in Architectural Engineering Program will obtain the ABEEK. The Department of Architecture is projecting positive results that will allow it to grow and change with the global community.

For more detail, refer to the 2006 Seoul National University Architectural Program Report

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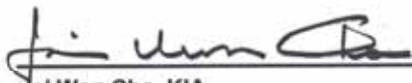
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C. The Visit Agenda

Sunday, November 12, 2006			
Time	Location	Agenda	Participants
08:00 ~ 11:00	Hyatt Hotel	Breakfast meeting :	Visiting Team Visiting Team + SNU Architecture Faculties and Staffs
11:00 ~		To SNU Campus	
12:00 ~ 13:30	Hoam Faculty Hall	Luncheon meeting	
13:30 ~ 14:30	Team Room	Introduction of the Department and the Team Room	
14:30 ~ 15:00	Team Room	Review of the Exhibited works	
15:00 ~ 16:00	Team Room	Visiting team starts meeting	
16:00 ~ 17:30	Dept. and Univ. Facilities	Facilities Tour : Facilities of the Dept and the University	
17:30 ~ 18:30	Team Room	Team Meeting : Examination of the Students' works exhibited	
18:30 ~ 19:30	Hoam Faculty Hall	Dinner : Visiting Team Meeting To Hotel	
Monday, November 13, 2006			
Time	Location	Agenda	Participants
07:30 ~		To SNU Campus	Visiting Team+Program Director+a Few Faculties Visiting Team+SNU President+a Few Faculties Visiting Team+Involved faculties and staffs Visiting Team Visiting Team+Faculties Visiting Team Visiting Team+Students Visiting Team+Faculties+ Students+Alumni+
08:30 ~ 09:30	Hoam	Breakfast Meeting	
10:00 ~ 10:30	SNU President's conference hall	Meeting with the SNU President	
10:45 ~ 11:15	Team Room	Meeting with the Student Affairs Faculty	
11:15 ~ 12:30	Team Room	Review of students' works	
12:30 ~ 14:00	Keum Ryong	Lunch with faculties	
14:00 ~ 14:30	Studios +	Observation of lectures / studios	
14:30 ~ 17:00	Team Room	Review of students' works	
17:00 ~ 18:00	BLDG43-1 Room 201	Meeting with students	
18:00 ~ 19:00	4 th Floor Lounge	Reception	

19:00 ~	Hoam Team Room	Dinner Review of Students' works to Hotel	Local architects Visiting Team Visiting Team
Tuesday, November 14, 2006			
Time	Location	Agenda	Participants
07:15 ~ 08:15 ~ 09:15	Hoam	To SNU Campus Breakfast Meeting	Visiting Team + Program Director + Faculties Required Courses, Elective Courses, Other Courses
09:30 ~ 12:00	Team Room	Review of Students' Works	
12:00 ~ 13:30	Hoam	Lunch meeting students	
13:30 ~ 14:30	Team Room	Meeting with faculties	
14:30 ~ 18:00	Team Room	Finishing the Review	
18:00 ~ 19:00	Keum Rong	Dinner	
19:00	Team Room	Report Drafting To Hotel	
Wednesday, November 15, 2006			
Time	Location	Agenda	Participants
07:00 ~ 07:30 07:30 ~ 08:30 ~ 09:30	Hoam	Hotel Check-out To SNU Campus Breakfast Meeting	Visiting Team + Program Director Visiting Team+Faculties+Staffs Concluding meeting with SNU Vice President + Deam of the College of Engineering + Faculties Visiting Team + Faculties + Students
09:45 ~ 10:15	Team Room	Final Meeting on Closing the Visit	
10:30 ~ 11:00	Dean's Conference Room	Closing Meeting with the SNU Vice President	
11:15 ~ 12:00	BLDG 43-1 Room 201	Closing Meeting	
12:00 ~ 12:15		Farewell and Departure	

V. The Visiting Team Report Signatures



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Team Chair

Representing the KIA



Jae-Hyun Shim, AIA

Representing the AIK



Young-Soo Lee, AIA, KIRA

Representing the KIRA



C. William Bevins, FAIA

Representing the NAAB



Louise Cox, AM, LFRAIA, Hon JIA, Hon FKIA

Representing UIA and UNESCO