

Korea Architectural Accrediting Board

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Conditions & Procedures For Professional Degree Programs in Architecture

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Korea Architectural Accrediting Board

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Introduction

Followed by the Inaugurating General Assembly in December of 2004, the Korea Architectural Accrediting Board (KAAB) was established in January of 2005 by the Federation of Institutes of Korea Architects (FIKA) as the sole accrediting agency for professional architectural programs in Korea. With the announcement of the KAAB Conditions and Procedures, the mission of KAAB is to accredit professional degree programs in architecture of Korea, and promoting continuous improvements in architectural education with dissemination of improved understanding for architect's role in our society. The KAAB ultimately wishes to contribute to our society by fostering high level of education and proper skills for this discipline.

Role of the KAAB

In addition to accrediting professional architectural degree programs in Korea, the role of the KAAB includes development and extension of the architectural education system which are based on our cultural heritage. The KAAB intends to extend its own educational criteria autonomously that well satisfy international architectural validation / accreditation standards.

Task of the KAAB

Followings are given tasks for the KAAB.

1. Establishment and management of policies regarding accreditation, and the KAAB Conditions and Procedures.
2. Identifying institutions that have grounds for offering accredited programs.
3. Identifying specified professional architectural programs.
4. Exploration and development of architectural curriculum.
5. Development and facilitation for better architectural education.
6. Consultations for enhancement of architectural education in general and any accrediting needs of a program.
7. Other areas of interests which are acknowledged as expected tasks for the KAAB.

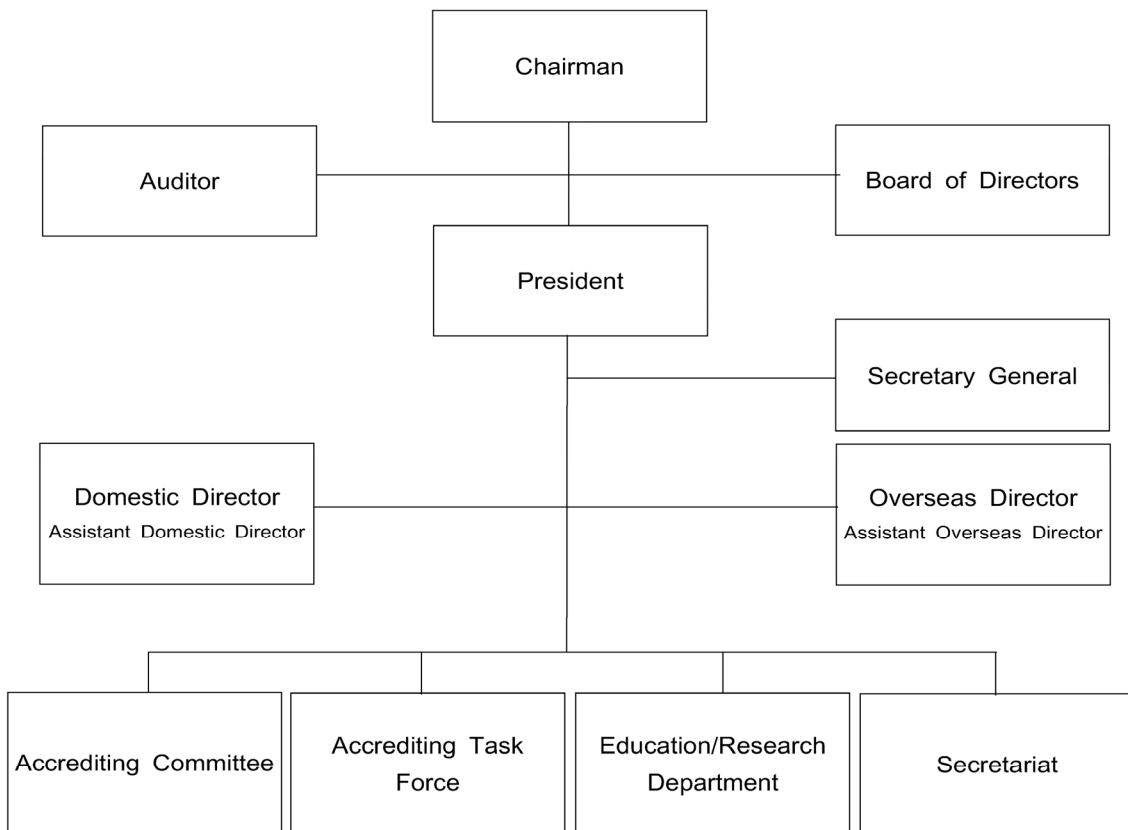
Composition of the KAAB

1. The Board of Directors is responsible for finalizing all accrediting decisions and establishment of policies for KAAB. It is composed of 15 directors of whom are 6

architectural educators (nominated by Architectural Institute of Korea), 6 practicing architects (nominated by both Korea Institute of Registered Architects and Korean Institute of Architects), and two directors nominated respectively by the Ministry of Education and Human Resources (MOE & HRD) and the Ministry of Construction and Transportation (MOCT). In addition, one last seat is nominated in agreement by the board members, to represent public.

2. The Accrediting Committee deliberates and recommends its accrediting decision and all other general decisions except any decisions in regard to appeals by the program to the Board of Directors.
3. The Accrediting Task Force takes responsibilities in execution of all accrediting tasks for professional programs described by KAAB Conditions and Procedures.
4. The Education / Research Department performs research and development for architectural curriculum for varying aspects, accrediting consultation and assistance.
5. The Secretariat manages all administrative operations of the KAAB.

Organizational Chart of the KAAB



1. Overview of the Accreditation Process

Following is the overview of the accrediting process of the KAAB.

1.1 Submission of Application for Accreditation

The architecture program seeking accreditation submits its application to the KAAB.

1.2 Receipt of Application for Accreditation and Visiting Team Selection

The KAAB accepts the applications from programs after evaluating minimum qualification for accreditation. The Accrediting Task Force of the KAAB will initiate process of forming five site visit team members which includes visiting team chair. The schedule for the site visit will be closely coordinated with the program. The Accrediting Task Force informs of responsibilities to selected visiting team members.

1.3 Submission of the Architecture Program Report (APR)

The program submits its APR containing information needed for accreditation. See Chapter 4 for detail information for contents of the required APR.

1.4 Review of the Architecture Program Report (APR)

The visiting team reviews the APR, and the team may request the program for additional information if needed. If the visiting team approves the submitted APR, the Accrediting Task Force of the KAAB initiates preparation for the site visit process of the program.

1.5 Site Visit of the Program

On determination of site visit schedule, the program prepares necessary materials and facilities required for the site visit. (See chapter 6 for materials and facilities required by the visiting team) The

visiting team proceeds with the site visit according to the schedule.

1.6 Site Visit Evaluation

After the site visit, the program conducts evaluation of the site visit indicating whether the visit has been appropriate, and submits to the KAAB.

1.7 Submission of the Visiting Team Report (VTR)

The Visiting Team reports the visit by writing the VTR. The draft VTR must be reviewed by the program and all contents including any amendments need to be team-approved. The team-signed confidential recommendation and the final draft of VTR must be submitted to Accrediting Committee of the KAAB by the team chair.

1.8 Deliberation of Terms and Conditions of Accreditation

Accrediting Committee of the KAAB decides terms and conditions of accreditation on the basis of the team recommendation and the final draft of VTR. The KAAB delivers final decision by the Accrediting Committee to the program.

1.9 Appeals by the program

The program may appeal the terms and conditions of accreditation decision to the Board of Directors of the KAAB. The Board of Directors sends the final decision on appeals to the program.

2. Conditions for Accreditation

2.1 KAAB Perspectives on Architectural Education

*Architectural education has two basic purposes:
To produce competent, creative, critically minded and ethical professionals
and designers/builders to produce good world citizens who are intellectually
mature, ecologically sensitive and socially responsible.
UNESCO/UIA Charter for Architectural Education, 2001*

With the general agenda for architectural education set forth by the UNESCO/UIA Charter for Architectural Education, architects must be able to actively respond to the challenges of 21st century society. At the same time, while practicing their profession within their divergent cultural heritages, each architect must maintain promoting self-development.

Since architectural education is based on various values and issues in the field of Architecture, any criteria in architectural education must be set appropriately to meet the demands. Simultaneously, the criteria must give systematic means of substantiating each architectural program.

While maintaining interests in promoting architectural profession for the international realm, the KAAB delivers criteria and conditions for professional architectural programs in Korea to promote their contribution to society through better architectural education. In addition, it is also the interest of the KAAB for KAAB accredited degrees to hold comparable accrediting or validating status for accrediting / validating agencies abroad which promotes corresponding values.

Therefore, the KAAB encourages each architectural program to seek accreditation that addresses above perspectives appropriate to each program's own mission and scholastic identity. The program must demonstrate how it addresses each of the following five perspectives.

2.1.1 Architecture Education and the Institution

The program must both benefit from and contribute to its institutional context. Following issues needs to be addressed for this mission.

- Criteria for faculty appointment and professional advancement, and student admission to the program.
- Interaction between the program and other programs within the institution.
- Contributions of the students, faculty, and administrators to the school governance as well as administrative issues.
- Contributions of the institution to the program in terms of physical as well as personnel resources.

2.1.2 Architecture Education and the 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. Following issues needs to be addressed for this mission.

- Ability to express personal agenda in variety of settings and capacity of performing in collective work environment.
- Provision of access to vital information in regard to assessment of student's future.
- Exposure to national and international context of architectural practice and other related disciplines.

2.1.3 Architecture Education and Registration

The program must provide information and its context for students preparing professional developments from internship to licensure. Following issues needs to be addressed for this mission.

- Provisions of strategy in internship opportunity.
- Exposure of continuing education beyond graduation.
- Delivering issues of responsibility for the society and ethics.

- Proportional ratio of graduates who have obtained registration since previous visit.

2.1.4 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. Following issues needs to be addressed for this mission.

- The commitment in interaction and exchange with professional community.
- Delivering awareness for the necessity of continuing education.
- Understanding of various kinds of collaborative work in practice.
- Developing understanding and respect for responsibilities and roles of the associated disciplines.
- Issues in reconciling the conflicts between architects' obligation to their clients, the society, and private enterprise.
- Acquisition of ethics for sustaining the integrity of the profession.

2.1.5 Architecture Education and 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.

- Informing architecture as a social art in resolving conflicts of complex process between various interests who deliver built environments.
- Importance of ethical implications of built environment determinations.
- Issues in promoting civic engagement through commitment to professional and public service.

2.2 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 SPC is consisted of 41 criteria in 5 categories, such as communication, cultural context, design, technology, and professional practice. These criteria encompass three levels of accomplishment – awareness, understanding, ability - as following.

- *Awareness*: acquaintance with particular information, including definitions, concepts, rules, methods, processes, or settings. Students can correctly remember information without necessarily being able to paraphrase or summarize it.
- *Understanding*: recognition and apprehension of information. Students can correctly paraphrase or summarize information without necessarily being able to relate it to other material or see its fullest implications.
- *Ability*: capability in relating specific information to the achievement of tasks. Students can correctly choose the information that is appropriate to a situation and apply it to the solution of particular problems.

Fulfilling the Student Performance Criteria by each program is a minimum requirement for obtaining accreditation, and the program seeking accreditation must distribute the SPC to all students and educators within the program. It is obligation of the KAAB to publicly disclose this information to allow any related institutions to refer from the SPC. Following are the 41 items of the SPC in five categories.

2.2.1 Communication

01. Ability to communicate architectural ideas through verbal and writing methods and ability to communicate in foreign

- language in appropriate level.
02. Ability to appropriately produce and present various types of architectural documents and reports.
 03. Awareness of leadership skills and methods in collaborative work setting in architecture with people from various disciplines and interests.
 04. Ability to demonstrate architectural ideas in drawings.
 05. Ability to employ appropriate media, including photographs, models etc. to convey design process.
 06. Ability to employ information technology in management and use of necessary information, including presentation of images in design process.

2.2.2 Cultural Context

07. Understanding of relationships among architecture, science, and arts.
08. Awareness of diversity of cultural traditions and world architectural history.
09. Understanding of national and regional ideological heritage and cultural traditions.
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.
11. Ability of using precedents with critical view in discussion of architecture and utilize it in building design as well as in urban planning.
12. Understanding of interaction between various traditional values and environmental factors that exists in individual or collective societal condition.
13. Understanding of theories and methodologies clarifying the relationship between physical environment and human behavior.
14. Understanding of principles and theories of sustainability in designing and making of architecture and urban design

decisions.

2.2.3 Design

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.
16. Ability of formulating architectural program on the basis of gathering and analysis of various pertinent pieces of information.
17. Ability of comprehensive architectural design based on collective pieces of information on natural, environmental factors and limitations with consideration for sustainability.
18. Ability of architectural design utilizing concepts developed from systematic analysis and assessment of conditions in various cultural, historical contexts.
19. Ability of barrier free architectural design in consideration of physically handicapped and the elderly.
20. Ability in assessment and selection of materials, building components, building systems, and structure systems in integral building design.
21. Ability in presenting design process of conceptual beginning to the completion consists of various design stages including proper technical description and pertinent documents.
22. Ability to assess and make design decisions in altering existing designed environment by way of renovating, rebuilding, and repairing.
23. Ability of integral design embracing various elements used in all architectural design phases.
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.
25. Ability of selecting and applying appropriate life safety and fire protection systems in consideration with their basic principles.

2.2.4 Technology

26. Understanding of the basic principles of structural dynamic and building structure.
27. Understanding of various building structure systems and their application.
28. Understanding of the vernacular methods in environmental control.
29. Understanding of the basic principles and performance assessments of environmental control systems, including lighting, acoustical, and energy use.
30. Understanding of the basic principles of building envelope systems.
31. Understanding of the basic principles and appropriate application of building service systems including mechanical, electrical, communication, and fire protection systems.
32. Understanding of the basic principles of construction management.
33. Understanding of the basic principles, conventions, standards, applications, and restrictions relating to the manufacture and use of construction materials, components, and assemblies.
34. Understanding of basic principles of recycling, disposition of construction materials and its potential harmfulness to the environment.
35. Understanding of principles in construction management and its sequence for effective handling of physical, human, and technical resources.

2.2.5 Professional Practice

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.
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.

38. Awareness of the basics of development financing, building economics, and construction cost control in advancing a design project.
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.
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.
41. Understanding of ethical issues and responsibility as an architectural professional serving client in the context of society as a whole.

3. Application for Accreditation

3.1 Conditions for Application

Architectural program seeking accreditation must be either independent 5-year undergraduate degree program or minimum of 2-year master's degree program. It is required that there must be at least one cycle of graduates from the program to be qualified for applying for accreditation.

Above conditions are not applicable to the first KAAB accreditation process for year 2006, 2007.

3.2 Candidacy Status for Accreditation

Programs seeking initial accreditation must be complied with minimum conditions for candidacy. The KAAB evaluates qualifications for candidacy status through submitted candidacy applications. This evaluating process is much brief than deliberation of accreditation, and the only programs that are granted candidacy status by the KAAB can enter formal accreditation process.

3.3 Procedure for Candidacy Status Application

3.1.1 Submission of Application for Candidacy Status

Program seeking accreditation must submit the application for candidacy to Accrediting Committee of the KAAB consisting of following contents.

- History and outlook of the architecture program and the institution
- Organization of the department
- Basic statistics for the student body of the program
- Total statistics of books, periodicals in the Institution
- Specific volumes of books in the discipline of architecture and periodicals
- Statistics of physical resources such as areas of laboratory &

classroom, computers, and other necessary facilities for the program

- Current status of classes offered within the program

3.3.2 Evaluation of Application for Candidacy Status

Please refer to 3.4.2

3.3.3 Follow-up of Application for Candidacy status

Please refer to 3.4.2 - , except for the candidacy status application, the outcome of the evaluation is kept confidential. After achieving candidacy status, the program must apply for the accreditation within 3 years of granted candidacy. For the programs that have been rejected from candidacy, re-submission of application can be made after one year from the previous submission.

3.4 Procedure for Accreditation Application

3.4.1 Submission of Application for Accreditation

Program seeking accreditation must submit the application for Accreditation to Accrediting Committee of the KAAB consisting of following contents.

- History and outlook of the architecture program and the institution
- Organization of the department
- Basic statistics for the student body of the program
- Total statistics of books, periodicals in the Institution
- Specific volumes of books in the discipline of architecture and periodicals
- Statistics of physical resources such as areas of laboratory & classroom, computers, and other necessary facilities for the program
- Current status of classes offered within the program
- The date of candidacy status granted

3.4.2 Evaluation of Application for Accreditation

Accrediting Committee of the KAAB makes decision of acceptance or rejection of the application for Accreditation after evaluating the submitted application. On making of any decisions, the KAAB notifies it to the program. In case of rejecting the application, the KAAB also notifies the cause of rejection to the program.

3.4.3 Follow-up of Application for Accreditation

Within 5 months of notifying the acceptance for the application, the program must prepare and submit the APR (architecture program report) to the KAAB. Within 2 months of acceptance of the application, the KAAB finalizes visiting team selection.

4. Architecture Program Report (APR)

The APR delivers comprehensive reporting of educational resources in general which includes physical and administrative support in its institutional context. It supplies the basic materials for the visiting team to prepare for the site visit, and it provides materials to evaluate by actual evidence at the visit. Since it will determine the content of the evaluation at the visit, the KAAB recommends the program to write the APR in a collaborative manner that involves the program's faculty, student, and other influential members of the institution, and architectural practitioner.

4.1 Writing the Architecture Program Report

The APR should include followings in detail description.

4.1.1 Program Overview

The program overview includes following items in description.

- History and Description of the Institution
- Institutional Mission
- Program History
- Program Mission
- Description of distinguishing characteristics of the program with its mission.
- Progresses made for each mission statements.
- Program Strategic Plan
- APR must include institutionally approved strategic plan that guides the program in achieving the objectives of its mission. This strategic plan serves as a structure for the program's self-assessment process, and helps the visiting team understand the program's role within the institution and the parameters of its future development.
- Progresses made for each provision of the strategic plan
- Program Self-Assessment Process
- Result of evaluations made by faculty, student, alumni on quality of the program and classes offered
- Program strengths and future directions

- Relevant supplemental information

4.1.2 Progress Since the Previous Site Visit

Any deficiencies pointed out by previous site visit must be addressed systematically in objective view. In addition, the APR must describe the program responses to the listed deficiencies.

- Summary of deficiencies pointed out from the previous site visit
- Summary of the program responses to the listed deficiencies
- Summary of the program responses to any changes to the KAAB Conditions made since the previous site visit

4.1.3 Program Response to the KAAB Perspectives

Programs need to address their responses to architecture education and the followings; the institution, the students, registration, the profession, and society in a manner consistent with its scholastic identity and mission.

In addition, the program must provide a self-assessment of the degree to which it is fulfilling its mission and achieving its strategic plan.

4.1.4 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. The description of the curriculum must include followings.

- 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

4.1.5 Student Performance Criteria

The graduates of the program seeking accreditation must satisfy SPC through result of carrying out the program's curriculum. The evidence of the student's performance will be confirmed at the site visit through checking actual sampling of the student's work. In case of granting completion of certain course works from other programs, the evidence of mutual approval between reciprocal courses must be given.

The program must make self-assessments of not only the students' performance by SPC of the KAAB but also its capacity in carrying out the curricular objectives and the curricular content. The KAAB respects the program which satisfies SPC as a minimum standard through its unique and creative management of the curriculum.

Addressing SPC will be the core part of the APR of the program. Also, the following must be addressed in this category.

- Description of the program's strategic course distribution and their interrelationships in addressing SPC
- Addressing achievement of curricular goals through positioned courses
- A graphic matrix that cross-references each required course with the performance criterion(a) it achieves.

4.1.6 Student Information

The APR must address 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. Also, the following must be addressed in this category.

- 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

4.1.7 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. Also, following must be addressed in this category.

- 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

4.1.8 Physical Resources

APR should describe the locations, amount of area, quantities of following items with abbreviated plans for the facility.

- 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

4.1.9 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, currentness, retrospectiveness, 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. Also, the following must be addressed in this category.

- 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

4.1.10 Financial Resources

The APR must disclose financial resources and institutional support data of other relevant programs within the institution. Also, the following must be addressed in this category.

- 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

4.1.11 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. Also, the following must be addressed in this category.

- 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

4.1.12 Supplemental Information

APR should include supplemental information which is necessary in understanding of the overall contents of the program. This information can be gathering of objective data to support APR in detail, and various reference materials for the main contents of the APR. Also, the following must be addressed in this category.

- The program criteria for admitting transfer students
- Internal regulatory guidelines or regulations for the operation of the program
- Class syllabus
- Faculty resumes
- Annual statistics pertinent to the program operation
- Catalogues or information booklet for the program
- Other applicable supplemental information

4.2 APR Review

On acceptance of the application for accreditation by the KAAB, the program must submit the APR to the KAAB within 5 months. On receiving the APR by the program, the KAAB distributes the APR and the APR review form to the visiting team.

The main purpose of this review is not to assess the quality of the program but rather to determine the completeness and clarity of the APR, and to understand the outline of the program content.

4.2.1 Acceptance of the APR

On acceptance of the APR by the visiting team, the visiting team chair reports it to the KAAB, and the KAAB coordinates with the team

members and the program and determines the site visit schedule.

4.2.2 Conditional Acceptance of the APR

The KAAB may issue a conditional acceptance of the APR on finding of unclear or insufficient part of the APR. In this case, the visiting team chair may ask the program for additional information or evidences for a particular item from the APR. On request of such information, the program must respond with adequate information within 1 month of issuance of the request. If the supplied information is found to be satisfactory, the visiting team chair issues the acceptance of the APR to the KAAB and, the KAAB proceeds with scheduling the site visit.

4.2.3 Rejection of the APR

After reviewing the APR, if APR fails to demonstrate important condition such as the Student Performance Criteria or fails to deliver convincing descriptions, the visiting team chair may reject accepting the APR, and notifies the KAAB and the program of the grounds for such decision. On receiving rejection of the APR, the program may reapply the application process the following year.

5. Visiting Team

On acceptance of accreditation application, Accrediting Task Force of the KAAB starts selecting the visiting members. The visiting team performs review of the APR, actual site visit, and writing of the confidential recommendation and the VTR (Visiting Team Report).

5.2 Visiting Team Selection

5.1.1 Candidates for the Visiting Team

The Accrediting Task Force of the KAAB assembles a list of candidates for the visiting team every beginning of the calendar year. The nomination of candidates is supplied by the AIK (Architectural Institute of Korea), KIRA (Korea Institute of Registered Architects), and KIA (Korean Institute of Architects). The nominated candidates must be able to perform as a team member for duration of 4 years. The KAAB confirms willingness to participate as a team member from all nominated candidates.

5.1.2 Selecting Visiting Team Members

After Accrediting Task Force of the KAAB assembles a visiting team, the president appoints the team members. The visiting team is made up of total of 5 members, consisted of 2 members of professional architects, 3 members of educators in architecture and related disciplines.

The visiting team chair is selected from the team member, and the team chair must have previous site visit experience. In addition, for maintaining continuity in quality of site visit and to accumulate site visit experience for the future visiting team candidates, at least two members of a team should have previous site visit experience. The Accrediting Task Force must consider the followings in assembling a visiting team.

- Availability to participate as a team member
- Possibilities in conflicts of interests
- Conformity to the accrediting program (specification of degrees, scale of the program, educational goals and main interests, educational system of the program)

5.1.3 Conflicts of Interests

To avoid any possible conflicts of interests between the team member and the program, the Accrediting Task Force must consider followings in assembling visiting team members.

- Any personnel who have been or currently in the program cannot become a visiting team member for the same program
- The program must approve of professional qualifications of all visiting team members
- Sharing a view of architecture that is sympathetic to that of the program, even though they may not share the same view
- Representing a balanced and diverse viewpoints on architecture education
- Mandatory educational experience for licensed professional

5.1.4 Challenging Visiting Team Nomination

After nominating the visiting team, the KAAB announces the team members to the program. On the basis of conflict of interests, the program can challenge as much as two visiting team members by submitting the appeal form to the Accrediting Task Force of the KAAB. If the challenge by the program is accepted, the Accrediting Task Force changes the challenged team member(s).

5.1.5 Confirmation of Visiting Team Members

After resolving any challenges raised by the program, Accrediting Task Force confirms the team members and the chair of the team. The confirmed member list is delivered to the program and the KAAB

notifies the members of the visiting team about the confirmation.

5.2 Responsibilities of the Visiting Team

The KAAB is obligated to inform following responsibilities and precautions to the visiting team members and the chair of the team.

- Verify to the KAAB that no conflict of interests exists
- Thoroughly review the KAAB conditions and procedures, the APR of the program, the format of the VTR, and the resumes of each visiting team members
- Participating in writing the VTR, which must reflect the team's consensus on all of its contents by the last night of the visit
- Hold information obtained during the visit in the strictest possible confidentiality
- Accepting any institutional gifts or services during a visit is strictly prohibited
- Self-promotion of any capacity in interest of being employed by visiting institution is strictly prohibited until the institution has received its accreditation decision
- Offering solutions to meet the KAAB Conditions or to impose any of personal views on program structure, administration, and pedagogy are prohibited
- Understanding an execution of accreditation process as a structured method by which a program can improve and correct its deficiencies, and it is strictly prohibited to react to deficiencies in a punitive manner or conversely, to ignore them
- The stature of an established institution should not effect the objective assessment in any way during or after the visit and strictly prohibits ignoring or minimizing deficiencies of such institution influenced by its stature

5.3 Site Visit Preparation

5.3.1 Delivering Information from the KAAB to Visiting Team

On finalizing visiting team selection, the KAAB delivers following list of information to each team members. In addition, visiting team members may request APR and VTR of other programs to the KAAB.

- Contact information of visiting team members
- The most current KAAB Conditions and Procedures
- APR of the visiting program
- VTR of the previous visit of the program
- VTR template

5.3.2 Review of the APR and Writing of the Review Form

Please refer to '4.2 APR Review'.

5.3.3 Confirming Site Visit Schedule

The final site visit schedule must be a result of coordination among the visit team, the KAAB, and the program. The duration of the visit must be at least 3 days while a semester is in session. The visit team chair coordinates with the program on detail schedules and locations, and notifies to visit team members.

5.3.4 Site Visit Agenda

A typical site visit agenda includes following.

- Team orientation meeting
- Overview of APR
- Tour of facilities
- Entrance meetings with chief academic officers of the institution, faculty, and students
- Meeting with student representative
- Meeting with alumni and local practitioners
- Review of student, faculty exhibits
- Observation of studios, lectures, and seminars
- Review of general studies, electives, and related programs
- Review of school records

- Team meeting discussing general impressions and assessments
- Accreditation deliberation and drafting the VTR
- Exit meetings with chief academic officers of the institution, faculty, and students

Above list is an abbreviated version of a typical site visit agenda. In reality, each site visit agenda may be different according to the content of the APR and the unique situations of the programs. Therefore, the agenda needs to be determined according to careful coordination between the visiting team and the program. Followings need to be considered in determining the site visit agenda.

- Each agenda needs to be flexible enough to respond to different context of the program.
- Adequate time must be allocated for each agenda.
- Uninterrupted time for team discussion must be allocated.
- Time for writing draft VTR must be allocated.
- Receptions with faculty, alumni, and student are not a social event but a part of the site visit task. Visit team members should not drink alcoholic beverages and must not grouped within the team but make various contacts with the crowd.
- All members of the team must participate in all aspects of the site visit.

5.4 Responsibilities of the Program at the Time of Visit

It depends on the program's capacity of effectively presenting its curricular content and the evidence of student performances. Also, the program must prove whether its curriculum is appropriate to the accreditation conditions, and prove whether its students' performance satisfies the given criteria. The workshops prepared by the KAAB can be helpful in preparing exhibitions and preparations for the site visit.

It is important for the team to obtain an overview of the curriculum and the integration between studio and course work for each year of the program through prepared exhibition. Therefore it is recommended

that studio and course works are presented as a whole per each year, instead of presenting studio works separated from others.

5.4.1 Setting up the Team Room

The visiting team room must be prepared within or near the school building of the institution. The team will work in the team room and the room must be equipped with the following items. The visiting team chair must first check whether all critical materials are prepared in the team room on arrival of the school. On confirming of critical materials, team chair posts the visit agenda and resumes of each team members in the team room.

- The team room must be lockable and have controlled access, since the team reviews some confidential materials.
- Reasonable degree of soundproofing of the team room is required.
- There must be enough chairs and work surface to accommodate all team members.
- Means of communications such as phone line, internet connection must be prepared.
- Enough number of computers with peripheral equipments is necessary.
- All necessary materials for accreditation review must be prepared.

5.4.2 Course Materials

The program must prepare following materials for all courses being offered. All materials must belong to the year prior to the site visit. The exhibited student works must be cross-referenced to the course matrix and criteria it addresses.

- Course syllabus distributed to students
- Reference materials offered to students
- Record of attendance for relevant classes
- Class evaluations by students
- Documentations describing purpose of student field trips

- Student's tests, written reports
- Videotapes or digital media of students' presentation
- Student's grade distribution of courses in curriculum

5.4.3 Student Works – Regular Courses

The program must prepare to exhibit student works produced a year prior to the site visit ranging from professional required courses, professional elective courses, required general studies, and elective general studies specified in the curriculum, together with a program catalogue describing curriculum which are distributed to students.

For each course offered, course syllabus, reference materials if applicable, quiz, test handout and answer sheets, and other types of student work results if applicable must be included in display. In addition, displaying class notes of each course will be useful.

All student works (including group work) must be organized per year level and level of achievements. Also the program must display enough quantity of student works in achievement levels (low and high) to represent work of whole students.

5.4.4 Student Works – Design Studio

The team room must display student works of low and high passes with author's name and description of projects in easily recognizable fashion. All of the visiting team members must have easy access to all exhibits.

Also the exhibits must be of sufficient quantity to ensure that all graduates meet the Student Performance Criteria. All exhibited samples of actual student works in drawings and models must be produced within a year prior to the site visit. The entire student works from previous site visit need to be kept in digital format.

Each piece of student works must be cross-referenced to the course

matrix and criteria it addresses. Also all should display work date, level of achievement (high or low). Although there are no restrictions to exhibits outside the team room, but they cannot substitute for the team room exhibits.

It is recommended that all student works to be displayed in vertical surface rather than horizontal stacking. Also, studio works must represent the full range of design approaches taken at various studios to prove heterogeneity of studio education within the program. Studio assignments in various formats, drawings and models, handouts, and reference materials should be in display if applicable.

5.4.5 Faculty Exhibit

The program shall creatively exhibit faculty works of design projects or research accomplishments ranging within recent 3 years of time of the site visit.

5.5 Site Visit Agenda

By site visits, the visiting team validates and supplements through direct observation, and obtain better understanding of the intangible aspects of the program. The team assesses the institutional support for the program through examining pertinent documents, reviews exhibited student and faculty works, conducts random interviews and tour of facilities to identify concerns that may not be evident in the APR.

5.5.1 Team Orientation Meeting

Team orientation meeting must be conducted in all site visits. Through this meeting, team members discuss and review the Conditions and Procedures, interview process of various personnel in the program, and site visit protocols, precautions and other general issues in team work.

5.5.2 Review of the APR

Team members should share their opinions on their observations of APR, and raise issues to be examined during the visit. After gathering issues, the team prioritizes them and prepares questions. With the raised issues, the team chair outlines team assignments and may revise the details of the visit agenda.

5.5.3 Tour of the Facilities

The visit team tours facilities used by the program such as a building for the department, community facility, workshops, laboratories, and computer facilities, and also conducts interviews with the personnel's in charge.

5.5.4 Meetings with the Program Head

Meetings with the program head deals with issues raised during reviewing APR, questions regarding the program strategic plans, self-assessment process, changes made since previous visit, visit agenda change, and additional information requested by the team if there are any.

5.5.5 Entrance Meetings with Chief Academic Officers of the Institution, Faculty, and Students

These are separate meetings that allow a comparison of the views held by each of these constituencies on: the program strengths and causes for concern; issues raised by the APR; interrelationships between the program and other programs in the school, college, and institution; and desired outcome of the site visit.

- Meetings with chief officers may provide institutional plans for supporting the program
- Meetings with faculty must be inclusive of all rankings of the faculty members consisting of various curricular areas, including all faculty

members from other disciplines that participate in the curriculum.

- Meetings with students should be arranged to exclude any of school administrators or faculty members. It should allow participation of all interested students of the program. The outcome of the meeting is not shared with the program.

5.5.6 Meetings with Alumni and Local Practitioners

It could take place in a format of reception for the visit team by alumni and members of association of local professional architects. At this reception, the visit team can gather information on the program history and the role of the graduates in the local professional practice.

5.5.7 Review of Student and Faculty Exhibits

Based on team members' area of expertise, team members assume individual and collective responsibility for assessing work displayed in the team room and elsewhere according to the required level of accomplishment. If necessary at the beginning of the visit, the team chair may request supplemental student work.

5.5.8 Observations of Studios, Lectures, and Seminars

The team members may individually attend to observe classes randomly. Evenings may be good time to observe unscheduled studio activity as well.

5.5.9 Review of School Records

The visiting team chair may request supplemental school record materials if necessary at the beginning of the visit. School records that may be requested are as follows:

- Grade reports from specific semesters or courses
- Class evaluations by students of certain courses
- Transcripts of recent graduates

- Written procedures for integration of transfer students into the program at all grade levels, and evidences documenting the actual transfer procedures
- Administrative procedures and criteria for faculty evaluations and promotions, and description of work load expected from full time faculty members
- Student advising regulations or standards
- System or rules in distributing classes or faculty advising for students
- Documents in regard to regulations or procedures for admission, graduation, and leave of absence from program
- Contents of the various committee activities by faculty members within the program
- Information in regard to supplementary budget issues
- Other pertinent information in regard to operation of the program and curriculum

5.5.10 Team Meeting Discussing General Impressions and Assessments

Each evening, the team members meet to evaluate progresses, adjust assignments, and assess any need for further information.

5.5.11 Accreditation Deliberation and Drafting the VTR

During last evening of the visit, the team members deliberate on each conditions of accreditation by consensus. The team chair takes in charge of drafting the VTR, containing assessments of each condition in team consensus. Finally, the team must agree and sign on confidential team recommendation on term of accreditation to the KAAB.

5.5.12 Exit Meetings with Chief Academic Officers of the Institution, Faculty, and Students

The team chair briefs visit team's assessments on the program at

each of the exit meetings. The brief should include critical contents of the VTR, and must maintain strict consistency in all exit meetings. During exit meetings, confidential team recommendation must not be disclosed.

- Exit meeting with the program head and chief administrator(s) may be held together in presence of president or chief academic officer of the institution.
- Exit meeting with the program faculty and students is typically held as a program-wide meeting. Typically in this meeting, without entertaining any questions, team chair briefs the result of the visit and team members provide their insights of the visit.

6. Visit Follow-up

6.1 Writing the VTR (Visiting Team Report)

The VTR delivers the visiting team's assessment of the program's educational quality in concise and consistent manner. It is essential to the KAAB in making its accreditation decision, and it may contribute strengthening the program and its position within the institution, and it will inform current and perspective students about the content and quality of the program. The team presents VTR and the confidential recommendation on the term of the accreditation to the Accrediting Committee of the KAAB.

The first draft of the VTR must be produced during the site visit. The final draft of the VTR must be delivered to the KAAB within 30 days of the completion of the site visit. Within 10 days of the completion of the site visit, the team chair must deliver the second draft of the VTR to the team members. Each of the team members must review and return with suggestions for changes within 10 days of receipt of the draft. After the team chair finishes writing final draft VTR on bases of team member's suggestions, team members must have a meeting to agree on all contents of the VTR, and each member signs the VTR at the meeting. The final draft of the VTR bearing signatures of all team members must be submitted to the KAAB.

6.1.1 Program Abstract

The summary of the program's APR must be addressed concisely in the VTR. In this section, assessment on correlation between the program's educational mission and the institution's founding mission, and assessment of how the program operates toward realizing its goals through strategic planning. The visiting team should not assess the contents of the programs / institution's missions or plans.

6.1.2 Response to Previous Visit

In this section, followings should be addressed.

- Program's progress on deficiencies
 - The visiting team validates the program's "Summary of Progress."
- Conditions met / Conditions not met
 - The VTR addresses of conditions in chronological order whether they are met or not met, indicating titles and numbers of the each conditions. More detail assessment to each of criteria could be addressed.
- Pointing out of concerns
 - The team may point out concerns that are not addressed in the APR, which might have contributed to the program's deficiencies.
- Comments by the team
 - The team might comment on concerns for the benefit of the program which might not be of any deficiencies for the Conditions for Accreditation.

6.1.3 The KAAB Perspective on Architectural Education

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.

6.1.4 Curriculum of the Professional Degree Program

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

6.1.5 Student Performance Criteria

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.

6.1.6 Student Information

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.

6.1.7 Human Resources

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

6.1.8 Physical Resources

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

6.1.9 Information Resources

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

6.1.10 Financial Resources

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.

6.1.11 Research Development

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.

6.1.12 Supplemental Information

This section of the VTR shall have following items.

- List of Visiting Team Members
- Site Visit Agenda
 - List of all activities that took place with times, location, and members attended.
- Signatures of All Members of the Visiting Team
- Confidential Recommendation for the KAAB
 - Final recommendation on the term of accreditation must be made on consensus of all members of the visiting team with bearing signatures.

6.2 Evaluation of the Site Visit Process

After the site visit, the program completes the evaluation of the site visit process which contains following.

- Performance of the visiting team
 - Communication between the team and the program
 - Completeness in reviewing materials
 - Responsiveness to the program's distinctive characteristic
 - Impartiality in responding to program's various constituencies
 - Quality of the closing meetings
 - Quality of the general site visit
- Communication with the KAAB
- Positive outcomes from the site visit
- Negative outcomes from the site visit

6.3 Expense Reimbursement

Immediately following the site visit, all of the team members must complete a reimbursement form for expenses in transportation, meal, hotel expenses and submit it with the original receipts to the KAAB.

6.4 Accreditation Deliberation

6.4.1 Terms of Accreditation

The terms of accreditation are as follows.

- Full Accreditation of Five-year Term
 - Accreditation is valid for full 5 years following the year of the visit.
- Conditional Two-year Term
 - Accreditation is valid for 2 years following the year of the visit, in condition of the program satisfying properly to the list of important deficiencies by the next site visit in 2 years.
- Temporary Suspension of Accreditation
 - Accreditation is suspended until another site visit the next year. This indicates that the deficiencies are critical enough to suspend accreditation temporarily for 1 year.
- Revocation of Accreditation
 - The deficiencies are substantial enough that accreditation is no longer valid.

6.4.2 Confirmation of the VTR

In order to validate the factual content of the VTR, the Accrediting Task Force of the KAAB submits the VTR to the program for its review. The program must respond with any changes to the VTR within 15 days of its receipt. If there is no response for change from the program, the KAAB confirms that the program agrees with the factual content of the VTR. If the program responds with substantial amendments to the VTR, the KAAB distributes the copy of response to all members of the visiting team.

The Accrediting Task Force may change the content of the VTR in consensus with the visiting team members. If any changes are made, the final version of the VTR must be redistributed to the program and the visiting team members. All of above procedures are recorded and attached to the VTR.

6.4.3 Accreditation Decision

For decisions of accreditation, the KAAB takes into consideration of the VTR, the confidential recommendations by the visiting team, and all of relevant information made available by the program. The final decision of the term of accreditation is made by consideration of followings.

- Whether the program possesses working self-assessment system and making appropriate improvements toward achieving the program's founding mission.
- Whether the program is making efforts of having systematic procedure to eliminate deficiencies identified during previous site visit.
- Whether the program is offering an overall learning environment that satisfies the KAAB Conditions for a professional degree program.
- Whether the program is producing graduates whose work demonstrates satisfaction of the Student Performance Criteria.
- Whether the program has library that meets the KAAB Conditions for a professional degree program.
- Whether the program has the resources to maintain adequate level of acquirement.

6.5 Appeals and Arbitration

Within 15 days of receiving accreditation decision, a program may appeal the decision if necessary. Within 30 days of receipt of the decision, the program must submit necessary paper work to the KAAB Board of Directors and explain the grounds for the appeal. Appeal process is only open to the program who received the Temporary Suspension of Accreditation or the Revocation of Accreditation decisions. Any delinquency caused by the program in providing necessary information properly on time to the KAAB or the visiting team cannot be counted as possible grounds for any appeals.

Upon receipt of the program's application for appeals, the chairman of the KAAB board of directors sends it to the independent arbitration committee. The arbitration committee is composed of persons who are elected to represent collateral architectural organization and the public, and shall not include any of the KAAB board of directors.

The arbitration committee opens the hearing and notifies the program and the board of directors. The program and the board of directors each respectively send two representatives to attend the hearing.

The arbitration committee must reach the final ruling within three days after the hearing session. The arbitration committee must notify the board of directors and the program in writing about the appeal ruling including the grounds for such ruling. The ruling by the arbitration committee is considered final, and it is equally binding to both the board of directors and the program.

The appeals and arbitration procedure must be completed within 100 days of receipt of the application for appeals. The program must held responsible for all direct expenses related to the appeal and arbitration procedure, such expenses will include the followings; fees for meeting room rentals, travel and meal expenses, and hotel accommodations for the committee members and the program representatives.