



KAAB Site Visit Guideline

2013 Edition

한국건축학교육인증원
Korea Architectural Accrediting Board

I. Site Visit Guideline
II. Annotation to Student Performance Criteria

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I. Site Visit Guideline

1 Issues on Program Accreditation Visit

1.1 Confirmation of Detail of Agenda

In order to secure a successful visit, visit team chair should make his/her team members fully understand the detail of the visit agenda and the team members and observers must confirm every detail on the agenda and the issues on hand.

Day 1

1) Entrance team meeting

The agenda includes:

- Self introduction of the team members including experience and major interest of the members.
- Discussion of and understanding the formality of the visit.
- Decision on range and role of the observers; discussion and agreement of decision making process based on consensus,
- Assignment of role and responsibility of each member based on his/her expertise and personal interest with assurance of mutual consultation and coordination.
- Enumeration and identification of questions on the APR
- Discussion of the agenda of the day
- Signing of Confidentiality Assurance of each team members.

2) Entrance meeting with the faculty.

The agenda includes:

- Mutual introduction of faculty and visit team members
- Introduction of the program reviewed
- Orientation to the exhibit including method and contents of the exhibit
- Examination of the method and contents of the exhibit in

accordance with the C&P and the instruction of the team chair.

- Confirmation of all the supplementary materials and information furnished as per the requests of team members.
- Confirmation of the restriction and control measure of work room for security, including in and outs for room cleaning and errands which require permission of the team chair.

3) Lunch with the faculty members

- To promote mutual understanding between the faculty and team members for easy and efficient communication
- Provides an opportunity to ask questions and issues and to observe reaction and response of the faculty members.

4) Meeting with the head of the program and the faculty members. The meeting provides an opportunity to:

- Ask prepared questions and issues of concern
- Confirm response to the questions generated during the review for the candidacy state and application of the accreditation and other related document, if the visit is for initial accreditation visit,
- Ask questions on items not met on the previous VTR and/or related issues if the visit is for continuous accreditation visit.

This is an opportunity to observe the first reaction of the program reviewed as well as the strength and weakness of the program that may be revealed during the process. It is suggested for chair person to encourage each and every member of the team get involved in the discussion and members

5) Meeting with visiting professors and lecturers. The meeting provides with an opportunity to:

- Listen to the critics and comments on the program operation from the view point of visiting professors/lecturers. Chair person is

suggested to explain the purpose of the meeting to the participants and to create the right environment.

- To confirm whether visiting professors/lecturers carry on his/her course according to the intended goal of the course and to evaluate verify the coordination and communication systems between the coordinator of the course and the visiting professors/lecturers.
- Composition of the visiting professors/lecturers in terms of university they graduated as well as the characteristics, merits and efficiency.
- Collect comments and advice of the visiting professors/lecturers to improve the program, including operation of the program and working condition.

6) Tour of the facilities includes:

- Inspection of number and quality of books and other media at the university library and the program's own library, if any, and the check-out system of books and other materials.
- Verification of staffing and budget for purchase of new books and improvement plan.
- Evaluation of overall level and condition of physical resources, including floor area and heating/air conditioning systems and operation.
- Examination of model shop, equipment, and security measure
- Operating hours of model shop, computer room, printing room, and studio.

7) Review of the exhibit

- Review of the students' work and/or other materials displayed in the visit team work room,
- Team members begin individual evaluation..

8) Dinner and team meeting

- Program personnel are not allowed to join the team dinner.
- Discussion and exchange of first impression on the program,
- Discussion and exchange of opinions on the first impression of the exhibit,
- Enumeration and discussion on the questionable issues brought up in the first day.
- Discussion and exchange of the results of the first day assignments of each member.

Day 2

1) Team Meeting includes the following agenda:

- Identification of the additional materials to request to the program.
- Enumeration of the list of items to be confirmed with the faculty,
- Preparation of agenda for the meeting with president of the university
- Preparation of agenda and list of questions for the meeting with students. Allocate questions to each member of the visiting team.
- Discussion on the day's agenda of the visiting team

Members should be aware that overall schedule is very tight and, therefore, a thorough review is encouraged to be made on his/her pre-assigned items in a timely manner.

2) Entrance meeting with president and other executive officers of the university. The agenda includes:

- Introduction of the visiting team members,
- Introduction of KAAB and accreditation visit
 - i. the legal status of the KAAB and its relationship with professional institutes
 - ii. its international status including its membership of the Canberra

Accord

- iii. the significance of an accreditation visit,
- iv. composition of the visit team (of academics and practice) and its implication,
- v. the agenda of the visit,
- vi. the nature of accreditation visit being to help the program make improvement than to criticize it

The meeting also provides with an opportunity to understand:

- the status of the architectural program and its role reviewed within the community of the entire university,
- the university's perception of the program and degree of support,
- long term development plan of the university and its implication on the program.

It is suggested to use the best of the meeting by listening to the president as much as possible in order to acquire as much information and president's perspective as possible.

3) Meeting with the students of the program:

The meeting should be conducted without any teaching or staffing members of the program in order to secure comfortable environment where students can express their open and candid opinion. It is prudent for the visit team members to allow as much opportunity to speak out by minimizing their own. The meeting should provide opportunities to:

- introduce KAAB and accreditation visit, including;
 - i. the legal status of the KAAB and its relationship with professional institutes
 - ii. its international status including its membership of the Canberra Accord
 - iii. the significance of an accreditation visit,
 - iv. composition of the visit team (of academics and practice) and

its implication

- v. the nature of accreditation visit being to help the program make improvement than to criticize it

The meeting provides with an opportunity to monitor, for example:

- whether the program is advocating implications of accreditation and KAAB conditions and procedures and lets students know about them.
 - the programs support for extra curriculum, community service and other social service works, seminar and lecture series is sufficient enough to satisfy the students.
 - students' impression on and connection to the program and university, their vision, intention to enter the practice,
 - the difficulties students experience during the consultation with professors and/or the program,
 - any problems with the curriculum students are experiencing or anticipating
 - if students are provided with an environment to select course(s) offered outside their own program and the status of such cases,
 - whether students are allowed to select their own studio,
 - requirement of any improvement on any physical resources, (such as special facilities for female students)
- 4) Meeting with graduates of the program and alumni practitioners in the region where the program is located. It is an opportunity to monitor:
- their impression on the program from graduates' (from a 5-year program) points of view
 - role of the program for the practice in the region and the impression of the practicing architects in the region.

5) Review of exhibit:

Agenda of the meeting includes:

- confirmation of schedule for observation of lectures, seminars, and studio classes.
- discussion and decision on request of additional information and/or document

6) Observation of studio, lecture and seminar:

Members may be selected to participate in the observation if appropriate. The members may;

- be able to select studio classes, lecture and/or seminar to observe,
- conduct a casual conversation with students to collect more information on studio and other courses

7) Continuation of review of exhibit:

The agenda of the meeting before dinner includes;

- consolidation of the results of individual member's evaluation and comments
- confirmation of information and document to be requested to the program and verification of issues for professors to confirm,
- Consolidation and initial discussion of the items assessed as potential "not-met's"
- Enumeration of the potential not-met items to be notified to the program who can prepare data and materials to defend the items in question,
- continuation of the review, if necessary

8) Team dinner and meeting:

Discussions continue over team members only dinner on the findings and proceedings of the day, as well as the next day's agenda

9) Continuation of review of exhibit, if necessary:

If it is decided to continue the review, it must be notified to the program so that they can supply transportation and other logistics necessary.

Day 3

1) Team meeting:

The agenda of the morning team meeting includes:

- discussion on the day's agenda of the visiting team
- colligation of the items potentially not-met and/or items to be re-evaluated
- identification of the additional materials to request to the program.
- enumeration of the list of items to be confirmed with the faculty
- Preparation of the list of questions or items to be answered by the program.

If necessary, the team may ask faculty of the program to attend the meeting to answer the questions.

2) Review of the exhibit

Members make a draft of VTR on relevant items while reviewing the exhibit.

3) Meeting with students over lunch, if necessary;

Team may request to arrange a meeting with students over lunch if deemed necessary. It is suggested to held the meeting at the cafeteria inside the campus to save time and expense. Team members can converse with students for further information or any other relevant issues to supplement the prior meeting.

4) Meeting with professors:

The meeting provides the program with the last opportunity to defend itself before the conclusion of the visit. The visit team should ask questions regarding the items that are deemed to be unsatisfactory or not sufficient.

5) Final review of the exhibit

The team members examine the relevant additional materials and supplements submitted by the program while continuing to review the exhibit to make the final decision. Team members together discuss the items deemed to be insufficient or not met to agree with the comments for the items. Decisions and comments incongruent among team members should be subject to further discussion to resolve the difference.

6) Meeting over Dinner

Discussion may be continued over dinner. Typically food is brought in for dinner to save time, because it is expected to take a long and hard work to complete a VTR and a confidential recommendation of accreditation term.

7) Writing VTR

The findings and the result of the review of the members including the judgment and team comments on each item concerned should be consolidated and discussed to draft a VTR. The items or conditions/criteria well met and conditions/criteria not met as well as conditions/criteria that require a close attention must be selected to make the respective lists.

It is highly recommended that he/she should make every effort to reach a consensus of the team members in the deliberations of each and every item on a VTR template. If it appears to be extremely difficult to reach a consensus, the team chair may choose to arbitrate or take a vote. However, it is the team chair's responsibility to make the final decision.

The team chair may also opt to exclude observers in the discussion for the reason of confidentiality when a heated discussion is expected during the process of decision making.

Upon the completion of a draft VTR, the summary of the accreditation visit on first page of the VTR must be prepared for the purpose of presentation to the program and the university.

8) Confidential Recommendation of accreditation term

The visit team should complete a confidential recommendation of accreditation term before the team concludes the day. Only team members, excluding the observers, participate in the process of making the recommendation. The chair should encourage each and every member to contribute in the process. If it is found to be difficult to reach a consensus, the team chair may choose to arbitrate or take a vote. However, it is the team chair's responsibility to make the final decision. The recommendation is not the final decision. It is just a recommendation.

Reason for the recommended terms should be provided and each and every member should sign the recommendation.

It is also team chair's responsibility for the members to be aware of the importance of confidentiality and the significance of its implication when confidentiality is not maintained.

Day 4

1) Morning team meeting

The details of the day's agenda I discussed in this meeting. The protocol for and the points of care in the exit meeting with the president and executives of the university are also addressed in the meeting.

2) Report of the summary of the visit to the head of the program and faculty members

It is suggested to start the meeting with an expression of appreciation for

the hard work to prepare for the accreditation visit.

Present the summary of the accreditation visit and the conditions/criteria well met and not met in a clear and objective manner. The program may react and express its own opinion, but the team has no responsibility to respond. Also the process and the calendar of the post visit should be informed.

3) Exit meeting with president and executives of the university

It is suggested to start the meeting with an expression of appreciation for the support and consideration of the university for the accreditation visit.

Present the summary of the accreditation visit and the conditions/criteria well met and not met in a clear and objective manner, but with an emphasis on the conditions/criteria well met. An objection may be expressed, but the team has no responsibility to respond.

4) Clean-up

Personal notes, other materials and document must be arranged and/or destroyed before the team leaves the workroom.

5) Exit Meeting with the program, including students, faculty members, staffs and all other related personnel:

It is suggested to start the meeting with an expression of appreciation for the hard work to prepare for the accreditation visit.

Present the summary of the accreditation visit and the conditions/criteria well met and not met in a clear and objective manner, however, with an emphasis on the conditions/criteria well met. The members of the visit team may take turn to express personal impression and a word of encouragement. It is suggested to leave the room as soon as possible without question and answer.

This meeting in effect concludes the accreditation visit.

6) Dispersion of the visit team:

The team members may have lunch together before they break up. The program personnel may not participate in the lunch. Confidentiality of the accreditation should be emphasized, if necessary. Members should also be informed of the post visit schedule and calendar.

1.2 Assessment on the Conditions and Criteria

Accreditation Visit Team is responsible in the assessment of the items organized under KAAB perspectives, education operation and educational environment, and student performance criteria

1.2.1 Allocation of the Assessment Items

The chair of a visit team is suggested to delegate the items to be assessed to his/her team members, considering each member's expertise. The chair also collects and consolidates the questions generated during the review of an APR to them. The visit team must review enormous amount of information and inspect facilities and other resources, of which the work load is too heavy to be done within the period of only 3 and 1/2 days allowed for the accreditation. The entire team members must work hard and efficiently to complete his/her responsibility within the given period of time.

In order to make an objective and unbiased decisions, the chair must delegate the responsibilities in such a way that team members can compensate each other with cross referencing his/her findings. The chair may consider if his/her member has a prior experience in participating in the accreditation visit in deciding appropriate items or load. The chair may allow observers to participate in the assessment but is recommended to use his/her discretion in determining the degree of participation. As observers are participating in the visit so that they can gain some experience before they are activated as an

accreditation team member, it is recommended to delegate them a minimum amount of responsibility. Also it is recommended that a member without prior experience seek advice from other members with prior experience or KAAB staff chair to carry out the task more effectively and objectively.

1.2.2 Assessment Process

Assessment of each item according to conditions and procedures should be made not based on individual's assertion or opinion, but agreement and consensus of the team members. Members should present his findings to share with the other members, and the chair should create an environment in which all the members can fully discuss on the issues on hand in freely to draw a fair and justified conclusion. In case there is a disagreement among the members, members should present an objective and precise reasoning to support his/her assertion and/or persuade the other member to reach an agreement and/or a consensus. When an issue cannot be resolved and fell into a dead lock situation despite of the team chair's arbitration, the team chair may choose to put the issue on a vote.

The program being reviewed should be provided sufficient opportunity to defend itself and to present additional material or document to justify its own claim during the whole process of the accreditation visit.

The program being reviewed, on the other hand, should respond actively in a positive way because it is impossible for the program to reconfirm or correct the result once the accreditation visit is concluded. It is not allowed to appeal the decisions on the assessment of individual items.

1.2.3 Determination of 'Well Met' or 'Not Met'

Each individual item on the VTR is assessed by either 'Well Met' or 'Not Met'. There is no provision of rules and/or standards based on which decisions can be made. Decisions are made purely by review/assessment of the exhibit, document and information provided by the program as well as team members' judgment and discretion. The visit team, therefore, should make a fair and justified decision according to the assessment procedure.

It may be straightforward and easy to make decisions on some of the items. Since most of the items are rather complicated and the decision process of these items has to rely on the team members' subjective judgment, however, it is strongly suggested to make a final decision based on consensus. Before the team makes a final decision, therefore, members of the visit team must fully comprehend and/or consider:

- the exact meaning of each items reviewed,
- the educational goal, characteristics, of the program and its appropriateness,
- how the 'not met' items would affect the quality of the program,
- how it would affect the level of educational quality of the graduates,
- the level of significance of the decision in the development and improvement of the program.

It is imperative that the team go through a hard and demanding process before it reaches a consensus to make a 'Not Met' decision. Since the program can appeal only for a factual and/or a procedural error, it is utmost important that the team must make every effort to go through a procedure of verification and confirmation. It should be remembered that the program being reviewed will also carefully observe and assess the visit team and its performance.

An observers may present his/her own opinion during the visit, however, he/she is not recommended to speak out in an official meeting with the faculty members of the program. Further he/she has no right to participate in the official decision making process or cast a vote. Team chair also may exclude observers' participation in official decision making meetings.

Programs make every effort to identify problems through a self assessment system of its own and resolve them to make a continued improvement. Therefore, a visit team may find an item that had 'not been met' at some point in the past but has improved to be satisfactory, or 'met'. In this case, the team must make its best judgment by taking into account the period of the item being unsatisfactory, how the program has responded to improve and the result it achieved

It should be mentioned that no matter how an item is excellent, that item cannot compensate the other items; that is, 'well met' items cannot offset any 'not met' item.

1.2.4 Summary of Team Findings and Other Comments

Summary of team findings consists of team comments on the overall process of the visit as well as the lists of the conditions/criteria well met and conditions/criteria not met as well as causes of concern. Each item is assessed independently and a comment on the item evaluated, if any, will be written under the item. The comment must be based on factual findings. The program must respond to the comments and include it on the annual report to be submitted to KAAB. The improvement made on the item must be demonstrated in the next scheduled accreditation visit.

The visit team is not allowed to provide suggestion or advice to resolve the issues brought up during the visit. The program must demonstrate it is capable to deal with these issues in accordance to the educational

goal of the program and characteristics. Further, the program may construe these suggestions or advice as those of the KAAB. They may confuse the program may significantly interfere with the program's intention and the ability to be creative to make an improvement. Comments must be specific and clear enough to convey the meaning accurately without any confusion. Comments also must be simple and straightforward. A comment can be added even if the decision on the item is 'met' and the program must respond to this comment.

1.3 Protocol of Accreditation Visit

The protocol of accreditation visit is compulsory and must be observed by all the visit team members. Violation to the protocol may construe a serious procedural error and may defame the character of the KAAB. Violation of the protocol may be reflected on the programs assessment of the visit team.

When and if a violation to the protocol takes place, team chair must immediately convene a meeting, without the member who violated the protocol, to discuss the means how to resolve the issue on hand and draft of a report to KAAB.

The visit team chair must emphasize the importance and significance of the protocol through an orientation to prevent such an unfortunate incident.

1) Team members must observe the check list in the attachment

Team members must review the check list in advance and must follow the procedure on the check list.

2) All the proceeding and information is confidential

All the information and document obtained during the visit must kept confidential. It is breach of trust to disclose any such information or document.

3) Responsibilities allocated to the team members must be kept

Programs are very sensitive about the visit and its proceedings. Revelation of the responsibilities allocated to each team member may induce an acute reaction of the program and causes a serious damage to the ingenuous intention of the accreditation visit. Especially the observer nominated by the program should not cause the damage the fairness of the visit by attempting to communicate with the program.

4) Authoritative and/or unilateral attitude is prohibited

Accreditation process of the KAAB is not a unilateral evaluation but a two-way peer evaluation carried on in collaboration with the program to be reviewed. A successful accreditation should allow the program reviewed as much opportunity to present its own case and defend itself. Team members, therefore must not be authoritative but maintain a humble and positive attitude to encourage communication with the program. Team members should bear in mind that the program is also assessing them constantly.

5) Work as a team with no individual agenda

Each members of the team must aware that he/she is a part of the team and behave accordingly withholding his/her personal agenda. He/she must stick to the time table, withhold individual outing, and should not act unpredictably.

6) A team member should not advance an advice or a suggestion

The visit team should not attempt to advance any suggestion or advice to the program however trivial one it may be. The program may construe the suggestion or advice as a resolution provided by KAAB. They may confuse the program may significantly interfere with the program's intention and the ability to be creative to make an improvement. Further it may affect negatively in the future by demeaning the decision of the other visit team on an item of a similar nature.

7) Emotional expressions or reactions must not be demonstrated

It is important for team members to be aware that an accreditation visit also assesses the ability of the program reviewed to improve the quality of the program by rectifying the negative items identified through its own assessment system. It is not desirable to react acutely to the deficient items in an emotional or authoritative attitude, or neglect them in an indifferent manner.

8) Team members should not be bowed to dignity

Visit team must apply the same standard in an assessment of a program with a high reputation as it does in a program with a lesser degree of reputation. It is disallowed to ignore or tolerate deficiencies because of the reputation of a program.

9) Personal phones must be turned off

Team members must keep his/her personal phone off during the visit. Team chair is suggested to allow his/her members a break time once in a while so that they can make their phone calls.

10) No picture should be taken during the visit

Picture taking is, in principle, not allowed during the visit. Taking a picture for private purpose may make the program uncomfortable because the program would want to keep their sensitive materials confidential. The team chair may allow to take a picture in a designated time in a limited area.

11) No favor is requested

No convenience of any kind can be requested or offered during the visit.

12) No imploring for a job or no scouting for a person

Team members are not allowed to discuss about job opportunity until the final accreditation decision is made and published. Also prohibited

is a scouting offer to any student and/or personnel of the program.

13) No gift or entertainment should be accepted

Team members are not allowed to accept any favor, present, and/or service from the program. It is a violation of KAAB accreditation protocol. KAAB is responsible for all the meals of the team members during the visit.

14) No special favor even at the conclusion of the visit

Offering convenience, including lunch and/or transportation, after the conclusion of accreditation visit is a violation against the KAAB protocol. Also it is recommended to restrain him/herself from communicating with the program after the conclusion of visit.

15) Cooperate with the team and the team chair

A visit team is the most experienced expertise in accreditation and the leader of the accreditation team. Team members should follow his/her leadership. Members also should work for the team as a member rather than for his/her individual agenda.

1.4 Guideline to Determination of Accreditation Term

An accreditation visit team, as a result of a visit, prepares a confidential recommendation of accreditation term to submit to KAAB. A decision should be made based on quantitative evaluation of the accreditation items. It is strongly discouraged to make a decision on the basis of the evaluation of physical resources.

Term of accreditation signifies that the students who received a professional degree from an accredited program within the term of accreditation have completed an appropriate education required by the KAAB conditions and procedures. The term also implies that the deficiencies identified during the visit should be sufficiently improved within the said term.

The guideline for determination of term of accreditation is provided to warrant a minimum level of equity and consistency in determining the term of accreditation among different teams. This guideline is not compulsory. Rather it is provided as a reference material. It should be remembered that the guideline provided here represents only a small segment of all possible cases. A visit team must deliberate the quality of the program reviewed based on the findings and in accordance with the KAAB conditions and procedures to make a fair and justified decision.

The program is not allowed to raise an objection or appeal.

Deficiency identified that may be considered to determine terms of accreditation follows:

1) Deficiencies which may lead to “Accreditation for 3 years”

- (1) A specific accreditation item received a decision of “not met” or “cause of concern” for three (3) consecutive times.
- (2) Seven (7) or more items among thirty (30) accreditation items under section 2.10 of the KAAB C&P, Student performance criteria, received a decision of “not met”.
- (3) Three (3) or more accreditation items, including either “KAAB C&P section 2.3, Degree and Curriculum” or “KAAB C&P section 2.10, Student Performance Criteria”, among the following 10 accreditation items received a decision of “not met”.
 - a. KAAB C&P section 2.1 KAAB Perspectives on Architectural Education (One or more “not met” decision on any of the five perspectives under this subject make this section “not met”)
 - b. KAAB C&P section 2.2, Self Assessment System
 - c. KAAB C&P section 2.3, Degree and Curriculum
 - d. KAAB C&P section 2.4, Student Information
 - e. KAAB C&P section 2.5, Human Resources and Operating System
 - f. KAAB C&P section 2.6, Physical Resources

- g. KAAB C&P section 2.7, Information Resources
- h. KAAB C&P section 2.8, Financial Resources
- i. KAAB C&P section 2.9, Research Development
- j. KAAB C&P section 2.10, Student Performance Criteria (This category is considered “not met”, if five (5) or more accreditation items are “not met”)

2) Deficiencies which may lead to “Accreditation for 2 years”

- (1) A specific accreditation item received a decision of “not met” or “cause of concern” for four (4) consecutive times
- (2) Ten (10) or more items among thirty (30) accreditation items under section 2.10 of the KAAB C&P, Student performance criteria, received a decision of “not met”.
- (3) Three (3) or more accreditation items, including either “KAAB C&P section 2.3, Degree and Curriculum” or “KAAB C&P section 2.10, Student Performance Criteria”, among the 10 accreditation items as enumerated under the provision in 1.4. 1) (3) above, received a decision of “not met”.

1.5 Guideline to Assessment of the (accreditation items related to) the Resources

Some quantitative standards are provided for assessment of the accreditation items related to resources in the 2010 version of the KAAB C&P, including section 2.5, human resources and operating system; 2.6, physical resources; and 2.7, information resources. These quantitative standards related to “advance entry”, however, were deleted when the principle of the overall assessment method was changed into “outcome based” method in the 2013 revision of the KAAB C&P.

These guidelines are prepared in order to keep programs from the confusion that may be caused during the initial and continuing accreditation visits, and to be utilized as a reference by a program preparing an accreditation visit.

1) KAAB C&P 2.5. Human Resources and Operating System

A visit team assesses the points (1) and (2) below in order to qualitatively evaluate an appropriate level of the human resources and operating system to carry out a successful professional degree program that can attain the goal of the program.

(1) In case of a continuing accreditation visit, have the respective items been maintained as before or improved compared to the last accreditation visit?

(2) In case of an initial accreditation visit,

- Is the teaching load, of undergraduate and graduate combined, of the professors appropriate?
- Does a class have a leading professor who coordinates the whole class?
- Is there a system(s) established to effectively operate a class, such as coordinator and coordinate meeting and/or committees?
- Is there sufficient number of professors enough to cover the office hours allocated to each and every student in the class?
- Have an individual tutoring system established for studio classes?
- Is tutoring time of minimum 40 minutes, for instance, allocated for each and every student in a class?
- Is the class hour per credit unit appropriate?
- Does the program have sufficient number of staff members enough to support all the administration work required?

2) KAAB C&P 2.6. Physical Resources

A visit team assesses the points (1) and (2) below in order to qualitatively evaluate an appropriate level of the physical resources to carry out a successful professional degree program that can attain the goal of the program.

- (1) In case of a continuing accreditation visit, have the physical resources been maintained as before or improved compared to the last accreditation visit?

- (2) In case of an initial accreditation visit,
 - Is a studio class divided into a smaller group of adequate number of student and operated independently?
 - If a studio class is not divided into a small group as mentioned above, is there any problem associated with the operation of the studio?
 - Does each and every student in a studio have sufficient space to carry out an individual project and to have a class meeting?
 - Is the studio available all the time for students' use?
 - Is a model shop with adequate kinds and number of equipment available? Is the shop equipped with safety devices and a staff(s) for safety?
 - Does the program make an effort to improve the physical environment requested by the students?

3) KAAB C&P 2.7, Information Resources

A visit team assesses the points (1) and (2) below in order to qualitatively evaluate an appropriate level of the information resources to carry out a successful professional degree program that can attain the goal of the program.

- (1) In case of a continuing accreditation visit, have the information resources been maintained as before or improved compared to the last accreditation visit?

- (2) In case of an initial accreditation visit,
 - Is the accessibility to the library of students' prime use adequate?
 - Does the library have adequate amount of books in the relevant

professional field?

- Is there alternative source of information other than the library?
- Does the program provide sufficient amount of periodicals and architectural magazines for up-to-dated information?
- Are books and other information resources that students like and/or request sufficiently provided?

2 Guideline to Program Operation and Management

2.1 Duplicated (Repeated) registration of a studio class and Rule of prerequisite class

Studio class is the prime subject in architectural education. It is a class that requires consolidated knowledge and skills in many diverse areas. Another character of a studio class is that the overall flow of these knowledge and skills should develop gradually in stages.

Accordingly, a program should offer studios designed for gradual development of such knowledge and skills of the students. The program should make it a rule that students should be encouraged to take studio classes in such an orderly manner designed for gradual development of the knowledge and skills; and also should be restrained from registration in an advance studio class without completing the prerequisite studio.

Nevertheless, a program may allow an exception for a student who is considered to absolutely need to register two studios at the same time or register in a studio class out of order due to untimely return after a leave of absence, failure to get a credit, transfer/change of major, and/or shortage of credit units. In this case, it is absolutely necessary, in order to maintain the quality of the program, for the program to demonstrate a special record and outcomes of the student in question for confirmation and evaluation of the visit team.

2.2 Operating a studio in summer(winter) semester

In case a program offers a seasonal semester during a summer or winter vacation, the studio offered must conform to a regular studio in every aspect. In case that a program decides to operate a joint studio with other program(s), it is strongly suggested that the other program that operates the studio must be a KAAB accredited program. It is also required to demonstrate that the student in question sufficiently satisfied the requirement of the SPC or student performance criteria.

2.3 Education/curriculum management system

KAAB accredits a program as a unit. A program therefore must prove that all the students, including transfer/change of major students, have successfully completed, without failure and through the courses designated as requirement courses, the education that sufficiently satisfies the requirements of the SPC, before they graduate.

If a student satisfies some of the requirements through one or more elective courses, a matrix to show the relationship between elective course(s) and the SPC must be maintained for each and every student in question to prove that each and every one of them successfully satisfied all the requirements designated in an SPC.

If a student who is claimed to satisfy the requirement of the SPC by taking an elective course, even if the course later was changed into a required course, it should be proved for each and single individual separately that he/she successfully satisfied the requirement of the SPC.

In case that a student who is claimed to satisfy the requirement of the SPC by taking a course which had been switched back and forth between elective and required, closed or newly opened, it should be proved for each and single individual separately that he/she successfully satisfied the requirement of the SPC by means of, for instance, a substitute course, or a course reinforced to meet the requirement of the respective SPC item.

Especially, for the students who transferred, changed his/her major into architecture, for each and every one of them separately, it should be proved that the course of the other program for which the credit units were recognized by the program is indeed equivalent in its contents and number of hours to the respective course offered in this program; and, it must be fully demonstrate that the program maintains a structured system to manage these students.

2.4 Guideline for operation of a program with plural study courses

01. Plural study courses that admit students with no declaration of major

Some programs operate a 4-year program and a 5-year program combined together offering either 4-year bachelor degree 5-year professional degree. Students are admitted without declaration of either 4 or 5-year programs. The students may choose to declare for their major when they advance to second, third, or fourth year. Some of them may change their major after their initial decision. There is no transfer when they advance to fifth year or into a professional degree program.

A combined program should classify each course with clear names, such as “department”, “track”, “major”, or “study program”, and establish definite rules and regulations for each course and operate each course under the respective rules and regulations. In any case, the degree names of these courses must be different from a 5-year professional degree. In any case, an official process such as transfer, or change of major, is required with these actions and the record of the process must be maintained.

KAAB accredits only the five-year professional degree program, and only the students in that program are recognized. Although a 4-year program is not the subject of KAAB accreditation, all the curriculum must be considered as a part of 5-year program.

(2) Plural study courses that admits students with declaration of major

In the programs that operate plural study courses such as a 4-year architectural engineering program, an architecture-related program, a 5-year professional degree program; and admit students separately for each different study courses, transfer/change of major of students is carried out according to the established rules and regulations.

Subject of KAAB accreditation is only the 5-year program and only the students graduated with 5-year professional degree. Naturally, all the graduates including those who transferred from other 4-year programs must prove that they successfully satisfied the requirements of the SPC.

All the students' record regarding transfer from or to 4-year program must be maintained as a proof.

(3) Programs operating a separate 4-year program within a 5-year professional degree program

A program that established a plural study courses to operate a separate 4-year program within a 5-year professional degree program must abide by the established rules and regulations of the program. KAAB accredits only the 5-year program and the transfer to and from the 4-year program must be official and the process must be recorded to be maintained as a proof.

Only the students' outcomes of the 5-year program are the subject to the evaluation of the KAAB accreditation, but the curriculum before the separation must also conform to those of the 5-year professional degree.

Degrees offered to the graduates of each study course must be clearly distinguished from one another. Examples of the names of degree offered may be:

- Bachelor of Architectural Studies, or (Bachelor of Art in architecture)
- Bachelor of Architecture

(4) Operating a 5-year program in conjunction with graduate school

There are programs that operate a 5-year program in conjunction with graduate school with 4 1/2 years for bachelor of architecture degree and additional 1 1/2 year for graduate degree. Students who are committed to take this conjunction program must be abided by the pre-established rules and regulations governing these students and all the record of such student must be documented and maintained. The rules and regulations must include a provision that stipulates curriculums of the last semester of the 5-year program must be completed at the graduate school. Violation of this provision may serve the case to withdraw the KAAB accreditation.

(5) Operating Guideline for Human, Physical, Information Resources

Quantitative standard for the requirement of human, physical and information resources has been established in order to support the outcome based assessment and to relieve the burden of the program.

However, the programs prepared for an initial accreditation may still experience a considerable amount of difficulty in preparation of adequate level of human, physical, and information resources for successful operation of a professional degree program.

KAAB believes that these programs may be in dire need of information about “adequate level” of these resources. Therefore, KAAB intends to provide the statistics of the resources of the accredited programs on its website. Concerned programs are suggested to utilize the statistics to prepare a successful accreditation.

Programs is also suggested to refer to 1.5 of this Guideline, Guideline to Assessment of the (accreditation items related to) the Resources.

3 Note on Preparation of the Accreditation Visit Workroom

3.1 Visit Team Workroom

- Team chair must examine the visit team workroom in advance to confirm if all the necessary materials required as speculated in the KAAB C&P 4.3.6 are properly prepared or have a concrete plan to prepare them. The team chair may discuss the details with the person in charge of preparation over the phone or any other means available and make an inspection on the day before the visit commences on Saturday. If the preparation is found to be insufficient, it is the team chair's responsibility to request the responsible person for correction or further preparation of supplementary materials as well as the deadline to complete the additional preparation.
- A visit team workroom must be secured for assessment of the exhibit of student work outcomes, materials and document, and free discussion. The room also must be well equipped, sound proof, and well ventilated. The team chair should discuss with the program to prepare the work room and confirm the preparedness.
- Workroom must be secured with a lock which is controlled by the team. A digital door lock is preferred over regular key system so that digits on the lock can be changed for security reason. Lock and chain for bike is also acceptable.
- The program should be notified that access for logistics such as room cleaning, fill up of supplies, messengers carrying document are strictly controlled by the team chair. Should any breach of this notification takes place, the program must be warned and, depending on the seriousness of an incidence, the accreditation visit may be terminated early depending on the outcome of the team meeting regarding the incidence.
- All the outcomes of the student work must be displayed for ease of review in the workroom. Samples of the student work with the highest (best) score and the lowest scores must be displayed with clear and easy to understand marks. It may be prudent to display the outcomes with high quality up front and to keep the outcomes with lower quality at a place inside the room.

- It is strongly recommended to prepare the team meeting room and to display student outcomes in the same room, because team meeting is always directly related to the exhibit and exhibit should be readily available. Conservation of energy and space is another reason. If the situation does not allow to have big enough a space, outcomes related to elective courses and the faculty members may be displayed in another space, provided that the situation is discussed with the team chair
- It should be mentioned that excessive amount of display in a large room may hinder the review and assessment activity. It may also be too costly for the program in terms of time and energy to put up.

3.2 Exhibit of Students Work

- Display of student out comes takes a large portion of the exhibit and programs must be creative to demonstrate the characteristics of the program through the exhibit. Programs must use its best discretion to decide display method, range, and quantity as well as documents and presentation, with which the program can convincingly persuade the visit team.
- It is strongly suggested that the display of students' outcomes be limited to the visit team workroom. Since the outcomes are displayed with a clear indication of the highest and lowest marks, access to the display room must be strictly controlled to protect individual student's personal information. It is also necessary because team members should be able to access and review the outcomes constantly and at all times while closed discussions of the team continue through the whole process of accreditation visit.
- All the student outcomes displayed in the team room must identified with student's name. However, the name and other personal identification must be covered or deleted when they are open to public after the accreditation visit is over. It is also recommended the students' work with lower grades not to be displayed in public.
- Programs may open the exhibit to the public to celebrate its own successful conclusion of the accreditation and to make the best opportunity to promote itself.

4 Q&A

4.1 Questions on the major agenda of an accreditation visit.

Q1 What do I do in the entrance meeting and what do I have to prepare?

A As enumerated in the 1.1 of this guideline, agenda of the entrance meeting includes: self introduction of the team members including experience and major interest of the members; and to discuss and understand the formality of the visit. Further role and responsibility of each member are assigned in this meeting based on each member's expertise and personal interest with assurance of mutual consultation and coordination.

Also, members share and discuss the questions identified during the review of the APR and supplementary materials to conduct the visit efficiently and successfully.

Accordingly, you have to prepare the up-to-dated KAAB C&P mailed to you, APR, and your question and notes on review of the APR.

Q2. Why are the meetings with full-time professors and invited (adjunct) professors separated?

A Both meetings are significant because they provide with valuable opportunities to observe and identify the merits and demerits of the program and to detect the overall atmosphere.

Full-time professors and adjunct professors have a slightly different position. The former may be a little bit more defensive because they are directly responsible for the process and result of the accreditation process while the latter may have more critical view point because, very often, some of them are alumni of the program and may dearly aspire to Improve the reputation of the program while some others may have more

balanced view points because of their outside experience. It may be easier for the latter group to speak out their honest and frank opinion without the presence of the former group.

Q3 How do I deal with the issue if and when I found a deficiency in physical resources during the tour of the facilities?

A. You better not make the decision right away based on your observation, especially on a quantitative standard on the physical resources. It is advice that you make a note of it and make a final decision qualitatively at the last meeting considering that if the deficiency significant to affect the overall quality of the education the program offers.

Q4 How important is it to observe a studio, lecture, and/or seminar? Is it a must to do that?

A It is significant because the observation, even though it may be very brief, provides the visit team with an opportunity to confirm the contents, detect the class attitude, and feel the atmosphere. (although it may be suspected to be staged)

It is recommended, however, the observation should be conducted discreetly not to interfere with the class in process. A discrete observation in a group of 1 or 2 is recommended.

Depending on the situation members may be selected to participate in the observation of an appropriate class and/or members may voluntarily select a class of his like.

Q5 What is the purpose of the meeting with graduates of the program and (alumni) practitioners?

A. It is an opportunity to monitor their impression on, merits and demerits of

the program on the program from graduates' points of view that have practical experience after they graduated.

It may be a good idea to invite a practitioner who hired a graduate(s) and listen to his/her points of view which may provide an entirely different point of view, if possible at all.

Q6 When is the best time to start to draft the VTR?

- A. By the beginning of the third day of the visit, you may have a pretty good idea about the program as a whole and some information and data you acquired during the first two days. It may be prudent to make your own decision and to start to draft comments on the accreditation items of your responsibility.

It may be noted that all members should get together and to begin to go over with each and every item on the VTR for the first draft. It is an arduous process to go through to draft a VTR, which requires a great deal of hard work, heated discussions and arguments. An objective and articulate judgment, right attitude, mutual cooperation and perseverance may help to expedite the process, which is, many times, continues until very late night and possibly to the next morning.

Q7 Why is it important to make decisions on the accreditation items before the conclusion of an accreditation visit?

- A. It is important to make all the decisions at the visit team workroom where all the backup materials of your discussion and argument to make the decision exist in the room. All the team members must participate in the decision making process and there will be hardly another chance for all the members to get together once the visit is over.
Also the decisions should be made before the team leaves the campus because the team should notify the decision to the program before they

leave the campus. The programs should be assured that all the decisions are made with the presence of all the proofs and materials necessary to make a credible decision. Further they should be assured that the decisions will not be changed after the conclusion of the visit.

Q8 Why should visit team must leave the campus as soon as the accreditation visit is concluded?

A. The final decision on the term of accreditation is made long after the accreditation visit is over. It means that the entire accreditation process is not over with the conclusion of the visit. Therefore, the team should make the best effort to avoid any chance to act which may be misconstrued as interference, misbehavior, or misconduct. It is best therefore to leave the campus as soon as possible and try to avoid any chance to encounter with any personnel of the program.

It is strictly prohibited to take any convenience from the program including lunch or transportation after an accreditation visit is concluded.

4.2. Questions related to SPC

Q1. There is no set objective standard in assessing the SPC's. How can you warrant equity on the decisions made by different individuals with different backgrounds and of diverse characters and standards of measurement?

A. It is imperative to make a qualitative assessment on SPC's because of the inherent nature of the SPC's and accreditation itself and it is true that individual members of a visit team does make assessment with the same standards. KAAAB C&P, however, established a procedure where each and every member of a visit team discusses and makes their argument to defend his/her own assessment and persuade others, all on an equal level, until they reach a consensus. This procedure may not prove to be

a fair and just method decisions on an equal level all the time but have produced an acceptable results so far.

The five members of a visit team represent the three institute members of KAAB and KAAB itself. All of them are experts in accreditation with experience in either education or practice, or both. As a member of a visit team, It should be trusted that he or she, as an honorable member of a visit team must do his/her best to make an objective and unprejudiced assessment.

Q2 What do you do when you, as a member of a visit team, found that a criterion is claimed to have met with a proof that a report or quiz/exam shows nothing but a copy of the contents of the criterion itself?

A. It may be difficult to be accepted as a proof to satisfy the requirement of the respective criterion because SPC's requires minimum standards.

It may be recognized as a part of students' outcome. However, assessment of the criterion should be assessed positively only with a confirmation of adequate teaching material and a proof that the course was offered in all sincerity. If it is assessed that the teaching of the course is believed to have no depth at all, it should be assessed negatively.

It may be construed that the educational objective or goal of the program or the teacher in charge is not clear or the respective criterion was not clearly comprehended. The criterion may be identified as either "not met" or "cause of concern", and a comment must be made on VTR to request a positive improvement.

Q3 What is the general rule and examples of display of design studio outcomes? or A design studio course is divided into several numbers of studios. If this is the case, is it necessary to put up the students' outcomes representing each and every studio and all three possible

grades, best, good, and poor?

- A. If a design studio course with the same educational goal and course contents is divided into several section studios, sampling representing each section does not help greatly to understand the contents of the studio.

Therefore, the rule of the thumb is to display the examples of the best grade and the worst grade of a “design studio course”, not each studio. Number and types of project is up to the program. It may be prudent, however, that the display well represents the contents of the project and characteristics of the program.

KAAB advocates undemanding but efficient a display that samples the course eloquently but without a great deal of expense in terms of time and money. A program is suggested to prepare and keep all the projects and related materials in a digital format to accommodate an occasional request for supplementary materials or samples by a visit team.

- Q4 . A content of a course does not coincide with the indication on SPC matrix provided by the program, how should I assess that particular criterion?

- A. Student matrix to show the relationship between the SPC and the curriculum is a tool to help the team perform the assessment effectively, that is, it is just a guideline. Therefore, an error on a tool or the matrix does not constitute a reason to assess the course in question is insufficient or not met.

The visit team, in this case, is obliged to find if the criterion was met by any of the other course. If the criterion was indeed met by any other course, the criterion in question may be assessed as being “met”. At the same, however, it may reveal that either the program does not fully comprehend the SPC and/or its own curriculum, or the program’s self

assessment system is not sufficient or operation with deficiency. If this is the case, it may constitute a reason to make a comment in that effect.

Q5 Is it true that requirement in SPC must be satisfied only through a “required course”?

A. No. It should be mentioned, however, that it is easier for all students to achieve a consistent and uniform educational outcome if a criterion is offered as a required course or the likes.

KAAB does not suggest or recommend any particular curriculum, courses, quantitative standards required to satisfy the SPC’s, in order not to encourage programs from establishing a uniform or standardized curriculum. Therefore, programs must be able to establish the best and creative curriculum and educational method according to its educational goal and characteristics of the program.

The KAAB accreditation assesses the educational system of a program if the system facilitates the students to satisfactorily achieve the minimum level of the requirement of the SPC before they graduate.

Q6 What is the best means to reconcile the differences on the interpretation and application of SPC among the members of a visit team?

A. You must seek arbitration of the chair of the team. The chair is well seasoned with much experience in similar precedents and it is the responsibility of the members to cooperate and be abided by to the chairs arbitration.

It is encouraged to respect the majority opinion/decision as it is in all decision making meetings, although an opinion of an individual’s may not be neglected. If the discussion reached a dead lock and it is not possible to reach a consensus, chair may choose to vote or arbitrate the difference.

It is strongly recommended that the method to resolve the difference or dead lock situation was decided during the orientation in the day -1.

- Q7 What is the best means to reconcile the differences on the interpretation and application of SPC between the visit team and the program?
- A. The team must deliver its interpretation to the program to provide them with a sufficient opportunity to explain its own interpretation. This is a very important procedure to narrow the gap between the team and the program.

In case that the difference cannot be resolved with the program even after the effort of the two parties, the visit team has no duty to make the program understand or persuade them. It is suggested for the visit team to make the best assessment possible based on the interpretation of the program with a brief comment in that effect.

- Q8 What is the range of the practical use of the annotations provided in this guideline?
- A. The annotations are provided to help the program who prepares an accreditation as well as the visit team to understand the meaning. They are by no means comprehensive and exclusive and meant to be intentionally vague and ambiguous leaving a room to creative interpretation. They meant to be used as a reference, not as a bible. It is not meant to be a substitute to the SPC's.

4.3. On Accreditation Visit

- Q1 Is period of 4 days of accreditation visit considered too lengthy?
- A. No. it is not. A visit team must perform so many tasks within the period, such as assessment of educational outcome, physical and other resources and other various conditions necessary to support and maintain

a professional degree in architecture program. Further they have to have long meetings to assess, discuss, and make various decisions.

Most experienced accreditation experts believe that the designated period of 4 days is not sufficiently long enough to carry out the tasks especially the scrutiny of the student outcomes. In order to expedite the process, it is strongly recommended for team members to prepare themselves thoroughly in advance to make the visit effective.

Agenda such as, tour of the facilities, meeting with the university president, and meetings over dinner, may appear to be unnecessary. However, the agenda is very important because they facilitate opportunities to understand the overall conditions and situations of the program reviewed. Meeting over dinner, for instance, provides members opportunities to discuss their findings during the day in more casual atmosphere.

Currently, a study is under way to reduce the length of the accreditation visit period of a **continued** accreditation visit, as the cycle of the KAAB accreditation is repeated over a period of time.

Q2 What do I should do when I need an additional material or supplementary explanation from the program?

A In general, you are recommended to request the program for them as soon as possible to facilitate the assessment of the visit team. It is an integral part of accreditation to raise the level of understanding of the operation of and/or backgrounds of the program through casual conversation and/or communication with professors of the program.

It is desirable to make the request through your team chair, however, if the request is considered to be related to specific accreditation items assigned to you but you do not want the program to know that you are the one who is responsible in that particular (many times, cumbersome and

sensitive) issue, especially when the team wants to keep the responsibilities assigned to each member confidential. Depending on the situation, you can assist your chair by making the request by yourself and report the result to your chair.

Such request may be repeated during the visit period whenever necessary if it is important to do so and if time allows. It is the chair's responsibility to make these decisions.

Q3 Since it takes a great deal of time for tedious but seemingly unnecessary agendas such as observation of class, tour of facilities, meeting with graduates and the likes. Can these agenda be omitted to allow more time for assessment of students outcomes?

A The KAAB accreditation agenda consist of compulsory items important to understand the overall conditions and situations of the program being reviewed, which has significant influence on the operational backgrounds and current status directly or indirectly.

These items have a great influence on making an overall assessment on the quality of the program from a general point of view. Also the process represents one of the characteristics of accreditation method of a program that offers a professional degree in architecture, and is indispensable to confirm the importance of the conditions necessary for education of professionals in architecture

Other international accreditation agencies, including the Canberra Accord signatory members, practice their accreditation based on a similar agenda, which serves as one of the constituents to maintain equivalency among them.

Q4 What is the responsibility of an observer? Is an observer requisite member of an accreditation visit team?

- A. No. an observer is not a requisite member of an accreditation visit team. Experience as an observer is very important for team that prepares for an accreditation. The system of observer also helps KAAB to train experienced candidates of accreditation team members. KAAB advocates the system to enhance the transparency in the accreditation process.

Scope of participation of an observer in the accreditation is decided by the chair of the team. Although it is the chairs prerogative, a usual practice is to have an observer participate in the accreditation process with a limited responsibility or help other team members as an assistant. In any case, however, an observer should be a silent participant in any meetings with the program. An observe may participate in the usual team meetings to discuss and may offer his/her opinion. He/she is, however, discouraged or restricted to express or his/her view in the discussion or an official decision making process of an issue of serious and sensitive nature.

Since an observer is not directly responsible in the result of an accreditation, his/her assessment may prove to be objective and therefore be useful in the accreditation process. When it is proved that an observer is prejudiced or consistently cross the line or excessively aggressive, chair may choose to disqualify him/her as an observer.

Observers may not participate in the meeting to discuss and decide a confidential recommendation in order to keep the decision confidential.

An accreditation may be carried out without participation of an observer depending on the situation.

Q5 Is it a requisite to display and assess the research outcomes of professors?

- A. No. It is not a requisite and is not stipulated on the KAAB C&P. Program may choose to display them and be reviewed by the visit team, but they are not considered a part of assessment.

Professors' outcome displayed for review may, however, help the visit team to assess whether their influence to the operation of the program positively or not.

Q6 How different is a continuing accreditation from an initial accreditation?

- A. There is no difference in procedure as stipulated in the KAAB C&P. For a continuing accreditation, however, the program must respond to the items pointed out in the previous accreditation visit and the visit team must assess them in addition to all the other routines.

The visit team may be able to encourage the program to develop a specialized character of its own in their curriculum through an overall assessment.

Q7 What options does a chair of a visit team has in dealing with his member, if and when he or she does not agree with the intents of accreditation and/or refuses to comply with the direction of the chair.

- A. When and if a member of a visit team is considered to have caused an enormous trouble to the entire accreditation process, or to violate the protocol of an accreditation seriously, chair may give him a warning that he will be responsible for the result caused by his mal behavior.

Any such violation against the established protocol may serve as a basis for official appeal of the program to the KAAB. It may defame the KAAB and interfere with accreditation business, which will lead to incur a serious mistrust on KAAB. The chair must impose a sanction to the member whose dogmatic words and action interfere with the accreditation process.

When and if the member does not show any sign of improvement and continues a misbehavior even after the warning of the chair, the chair may disqualify him/her immediately on his own discretion.

II. ANNOTATION TO STUDENT PERFORMANCE CRITERIA

Annotation to the Student Performance Criteria

This annotation is drafted for visit team members to perform accreditations and programs preparing for accreditations. The intention is to be comprehensive and concrete in explaining each item of the SPC to help readers better understand the meaning of each item on the SPC. It should be noted that the conditions and procedures precedes this annotation. Therefore, if there is a contradiction between the KAAB C&P and this annotation, the C&P override the annotation.

SPC is established with qualitative assessment in mind. Accordingly, the SPC is conceptual in nature and some of the criterion may be rather abstract than concrete. The program being reviewed therefore must be able to persuade the visit team how it understands and interprets the SPC and apply them to its educational goal in order to satisfy the requirement of the SPC.

The responsibility of a visit team is not to make a quantitative evaluation based on a given check list, but to make a qualitative assessment on the interpretations of the SPC and how it reflects the interpretation on its education.

[Communication]

01. Oral and Literal Communication

Ability to communicate architectural ideas in writing and speech, and the ability to communicate in a foreign language

(Anno) Students must be able to express his/her ideas on drawings and document in Korean and foreign languages and to verbally present the idea depending on the given situation and the other party.

02. Various means of expression

Ability to express architectural ideas appropriately by means of various media such as sketch, model, drawing, writing, and digital drawing.

(Anno) Students must be able to express his/her architectural idea utilizing various methods such as sketch and hand drawing, 2 dimensional drawings, 3-D drawings, image, photo, and model and to apply them in the design process.

[Cultural Context (History-Behavior-Environment)]

03. Architecture, Science, Technology, and Fine Art

Understanding of the relationship among architecture, science, technology, and fine art.

(Anno) Students must realize that form and function of architecture are closely associated with the development of the science, technology and fine art and understand the influence of artistic sense acquired through the development of science/ technology and fine art.

04. World History of Architecture and Tradition

Understanding of architectural history of the world and the diversity of tradition.

(Anno) Students must understand the diverse principles that have created architecture with the socio-cultural and technical change throughout the history and common denominator and difference between the western and eastern architecture.

05. History of Korean Architecture and Tradition

Understanding of the unique philosophy of Korean architecture and cultural tradition.

(Anno) Students must understand the unique philosophy and principles of the Korean traditional architecture in the socio-cultural context and find the traditional values of the Korean traditional architecture.

06. Architecture and Society

Understanding of the relationship and mutual influence of history, society, region, and policy.

(Anno) Students must understand the development of architecture owing to history, society, economy, political cause as well as the relationship and mutual influence of these causes in terms of time and space

07. Human Behavior

Understanding of theories and methodologies that identify the relationship between physical environment and human behavior.

(Anno) Students must understand theories and methods related to physical environment and human behavior and study the principles and methods to apply the understanding into the design of a functional and spatial building.

08. Sustainable City and Architecture

Understanding of the sustainability of city and architecture.

(Anno) Students must understand the sustainable development to preserve natural resources and man-made environment, history, cultural assets that enriches human life; the principles of urban and architectural and the principles of the sustainability to make a healthy building and community; and environment-friendly city and buildings to best utilize the natural resources, preservation of natural environment, and energy conservation.

[Design]

09. Form and Spatial Organization

Understanding of the basic principles of 2D and 3D forms and design, architectural composition and ability to apply these principles to design a building.

(Anno) Architectural and urban design requires, as a basic, a three dimensional thinking ability to composite a form and space. Student must learn the basic spatial elements, basic principles and composition methods and

the ability to develop a three dimensional architectural form utilizing the learning.

10. Analysis and Programming

Ability to collect various information and precedents related to architectural design problem and to write a program based on the result of the analysis.

(Anno) Precedents of architecture, city, and landscape architecture may be critically analyzed and utilized in design. Students must be able to study/research, collect various information theories, and phenomenon; and to analyze and define them; and to write a program based on the concept derived from the extracted result.

11. Historical and Cultural Context of a Site

Ability to extract a design concept based on the understanding of the various historical and cultural context of a site; analyze and evaluate them systemically; and apply them concretely in their project.

(Anno) Students must be able to extract a design concept based on the understanding of the various cultural and historical context of a site; to analyze, evaluate and synthesize them to apply to their design projects.

12. Site Preparation

Ability of site preparation and landscape design based on the understanding of natural, environmental, climatic, and other man-made characteristics of the site in consideration of the requirement of the project.

(Anno) Students must be able to analyze the site based on the understanding of the natural environment (land formation, vegetation), climatic conditions (orientation, solar access, ventilation etc), artificial conditions (surrounding buildings, access road, transportation, various utility services); to synthesize the result of the analysis to apply into their project design.

13. Barrier Free Design

Ability of design a building to meet the various requirement of diverse building users including elderly, the infirm, and handicapped/disability.

(Anno) Unspecified users of a building may include persons with various physical conditions or persons whose physical ability is temporarily limited. Students must be able to design a barrier free building for these unspecified users to access to and move around in and out of the buildings freely without any barrier.

14. Safety, Fire Protection and Emergency Egress

Ability to design a safe building based on the basic principles of building safety, fire protection and security and in consideration of safety of human life, evacuation, and/or emergency egress.

(Anno) Students must understand the building code, building and related regulations, fire safety regulations. Based on the understanding, students must be able to design a safe building with an adequate evacuation plan and route. Design for safety including a good evacuation plan means all the occupants of the building must be able to

evacuate safely from any point of a building to emergency stair, and/or, emergency egress and to a safe zone.

15. Integration of Building Systems in Design

Understanding of a building system and its constituent elements such as building structure, building envelop, composition of building mechanical and electrical service and other building components, and the ability to integrate them into his/her design.

(Anno) Students must understand the principles and theories of technological and engineering aspect of a building, such as building structure, building envelop system (composition of exterior wall), mechanical and electrical systems, and construction method; as well as the method to compare, evaluate, and to select. Students must be able to integrate them into building design.

16. Design of Addition/Alteration, Repair, and Maintenance

Ability to assess and make changes or maintain the form and functions of existing buildings to renovate, rebuild, remodel, and/or repair

(Anno) Students must understand the significance of preservation or improvement of existing buildings, as well as the historical and symbolic value and structural stability of an existing building. Students also must be able to apply the understanding in the project of, such as alteration/addition, repair, and remodeling to propose an adequate function, form, and space to meet the new requirement and to harmonize with the surrounding.

17. Design of Architecture and City

Understanding of the basic principles of the housing design, urban planning, and urban design; and ability to critically assess city and urban planning and to utilize the outcomes in the design process.

(Anno) Students must understand the basic principles of the housing design, urban planning, and urban design as well as principal goal of these design/plans. Students also must be able to critically analyze and assess various precedents and to make a plan with an understanding of a district unit plan, building code and city planning regulation applicable to a given site.

18. Integrated Design

Ability to assess the various elements and components that constitute a building necessary in all the design stages; to integrate them into a design of a building; and to produce a design document with a critical explanation.

(Anno) Students must be able to synthesize all the elements required to complete a design from the beginning and integrate them into a design of a project. The elements include various knowledge, skills, design variables, and information including such as building requirements of a client and users, site condition and information, space program and function, material, structure and building system, barrier free design, fire protection and emergency evacuation, sustainability, constructability and

the likes. They also must produce a precise design document to clearly convey the design idea to others.

[Engineering/Technology]

19. Principles of Building Structural Engineering

Understanding of the basic theories and principles of dynamics of structure.

(Anno) Students must understand the basic principles and theories regarding structural engineering concepts including, dynamics of force and stress (moment, shear etc.) structural material and load, balance and flow of force and stability, and composition of members.

20. Structural System

Understanding of various systems of building structure system and their application in design.

(Anno) Students must understand the various and diverse building structure system and their characteristics depending on the external forces and internal stress, form of structure, material of structural components and the way they are organized components; and to select a system to apply in their design project.

21. Sustainable Means of Environment Control

Understanding of sustainable means of environment control and cyclic process of nature.

(Anno) Students must understand the various sustainable means of environment control system of Korea and elsewhere in the world to learn that these systems are closely related to the natural physical environment of the region. Students are expected to learn how to select an appropriate means to sustainably control the environment and how to integrate it into their design.

22. Environment Control System

Understanding of the basic principles of the environment system and the assessment method of thermal, light, sound, environment and energy management.

(Anno) Students must understand the various elements of the physical environment that directly affects human comfort, including heat, light, sound and the likes. Students also must learn to understand the principles of active and passive systems to control these elements to create comfortable indoor physical environment; assessment methods of these systems; principles of efficient energy management such as low carbon and low energy use.

23. Building Service Systems

Understanding of the basic principles and selection of appropriate building service systems such as mechanical, electrical, communication, and disaster protection system.

- (Anno) Students must understand the basic principles and characteristics of various building service systems including mechanical systems such as heating/cooling, ventilation, air conditioning, heat source, plumbing; electrical systems such as lighting, power supply, wiring; and disaster protection systems such as safety and evacuation, fire fighting, smoke detection and warning system.

24. Application of Computer Technology

Understanding of the utilization and application of computer technology in the design process including, for instance, a building information modeling system.

- (Anno) Students must understand various computer-aided design technologies, including a building information modeling technology to consolidate different design applications, such as 2D/3D modeling, estimate, bill of materials, building operation and management, and management of building history, in different design development stages.

25. Building Materials and Recycling

Understanding of the manufacturing process and application of building materials based on the basic knowledge on characteristics of materials, building components, traditional way of usage, material standards; as well as recyclability, maleficence, and other control measure of building materials.

- (Anno) Students must learn the variety, use, standards, quality, color, shape, performance, economics, recyclability, and limitations of different construction materials; and understand that construction materials, parts, components are standardized for mass production and efficiency of construction. Students also must understand the principles and method to use recyclable materials, recycle building waste; minimize the use of maleficence materials and to eliminate hazardous materials to advocate sustainable environment of the earth.

26. Construction Procedure and Construction Management

Understanding of construction procedure and construction management to effectively facilitate physical, human, and technical resources within a local context.

- (Anno) Students must acquire basic knowledge of construction procedure and construction management; selection of construction method in consideration of building type, characteristics and other conditions of the project; facilitation of human and physical resources reflecting the local and regional characteristics. Students also must understand the method to efficiently operate and manage a construction site..

[Professional Practice]

27. Ethics of Architects and Professional Obligation

Understanding of the ethics, responsibility and professional obligations to client

and society..

(Anno) Students must understand public nature of architecture and its role in the society; architects' professional responsibility toward his/her client; public responsibility and role of architects to city and society; the professional ethics to his/her fellow architects on intellectual property and copy right, and professionalism.

28. Project Carry out and Role of Architects

Understanding of the role of architects, such as leadership, collaboration and coordination that are required in all the stages of design process.

(Anno) Students must understand that, in addition to architect's role as an expert participating in all the design process from winning a project, contract, planning, to design, construction, observation, and operation/maintenance, he/she must also must play a role of a leader, a collaborator and a coordinator of his/her consultants in diverse fields, such as city planner, urban designer, civil engineers, landscape architect, structural engineer, mechanical and electrical engineer, transportation planner, fire protection planner, material specialist, construction consultants. Students also must understand that he/she must communicate and consult with the local authority responsible in permits and other administrative process.

29. Building Code and Regulation

Understanding of construction laws and regulations related to public safety and welfare, property rights, building codes and regulations, design, construction and practice, and the legal responsibility and liability of architects.

(Anno) The result of architectural design activity has an effect on public safety and welfare. Students must understand construction related regulations that have an effect on building activity; building code, laws and regulations, ordinances, and rules that constrains design and construction of a building; and the laws and regulation that stipulate role, legal responsibility and liability of architects.

30. Operation and Management of Architectural Practice

Understanding of the basic facts and management skills required in the operation of an architecture practice office

(Anno) Architect's liability to client varies depending on the legal form of a corporation or his/her design firm that, in turn, has a direct effect on how he/she operates his/her design firm. Bearing that in mind, students must understand the principles and method about the corporation form and organization, operational plan, business plan, design work, contract, education, finance and accounting, management of human, physical, and information resources, technology, and information. Students also must understand the legal and contractual implication of various types of documents, such as, a contract document, drawings, specifications, and the likes, which are produced as a result of design process.

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