

KAAB Architecture Program Report

For The
Bachelors of Architecture Program: First Accreditation

Volume One

July 2006

College of Architecture
Myongji University

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1. Program Overview

1. Program Overview

1.1 Myongji University: An Introduction

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

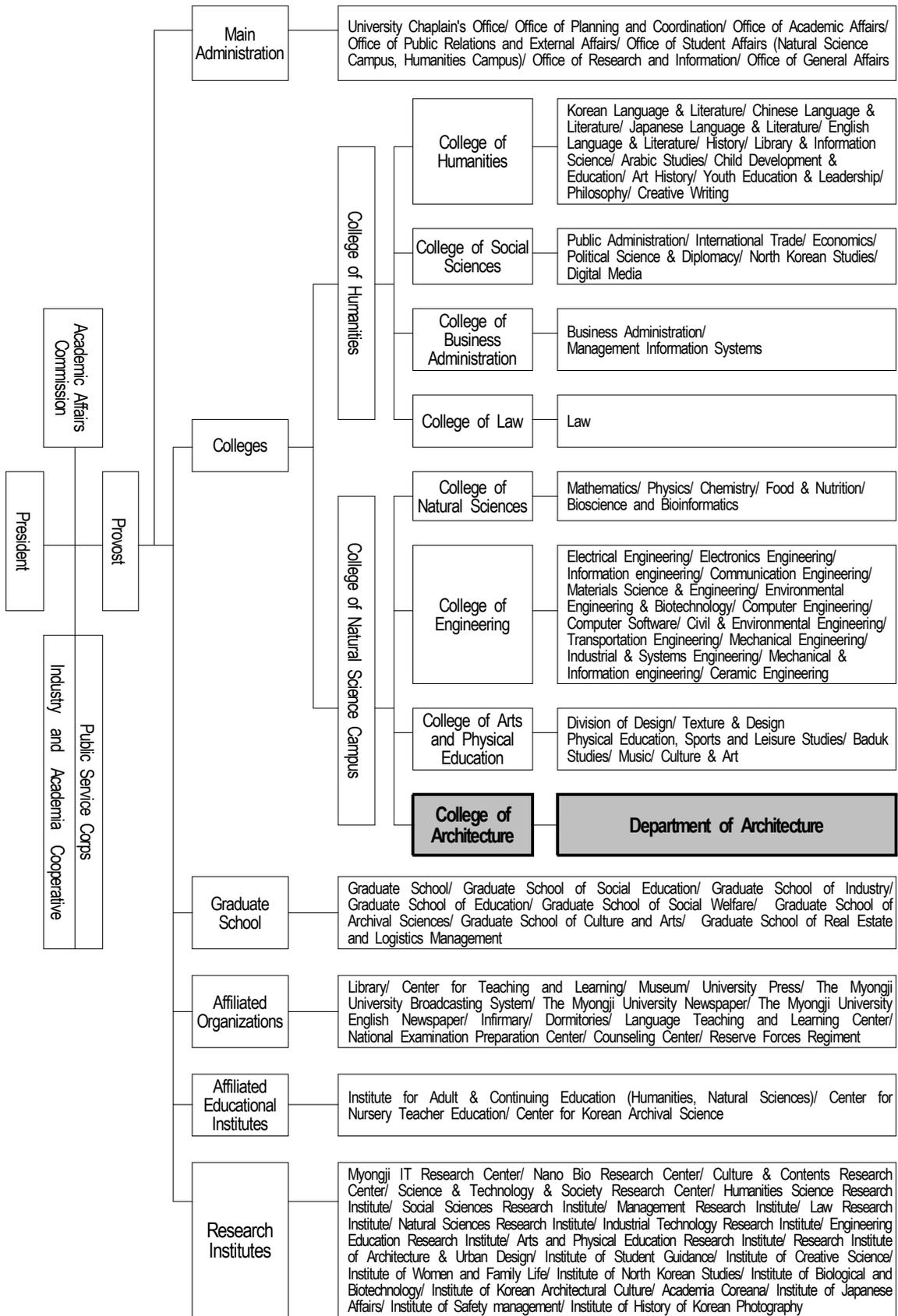
Myongji University Timeline:

- Jul. 1948** Education Foundation Mugung Academy established Seoul High School of Domestic Science
- Dec. 1963** Myongji Junior College was reorganized into Myongji University, a four-year university
- Jan. 1964** The Education Foundation Mugung Academy was reopened under the management of the Myongji Education Foundation
- Jan. 1976** University headquarters were relocated to the Namgajwa-dong campus
- Jul. 1979** Construction commenced on the Yongin Campus
- Mar. 1983** University headquarters were relocated to the Yongin Campus
- Sep. 1983** University status was officially attained
- Oct. 1989** Separation of the two campuses was officially approved
 - Yongin Campus became headquarters for College of Natural Sciences, College of Engineering, Colleges of Arts and Physical Education
 - Seoul Campus became the headquarters for the College of Humanities, College of Law, College of Business Administration
- Mar. 2002** The official names of the Seoul and Yongin Campuses were changed to the Humanities Campus and Natural Sciences Campus, respectively
- Mar. 2002** The College of Architecture was newly established
- Mar. 2004** Colleges were restructured
 - Natural Science Campus became home to the College of Natural Sciences, College of Engineering, Colleges of Arts and Physical Education, and the College of Architecture
 - Humanities Campus became home to the College of Humanities, College of Social Sciences, College of Law, and the College of Business Administration
- Mar. 2006** Myongji University now offers undergraduate programs (8 colleges, 46 majors, and the Bangmok College of Basic Studies), graduate programs (41 M.A. programs, 31 doctoral programs), and special graduate programs (including the Graduate School of Social Education, Graduate School of Industry, Graduate School of Education, Graduate School of Social Welfare, Graduate School of Archival Sciences, Graduate School of Culture and Arts, and the Graduate School of Real Estate and Logistics Management).

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

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

The Department of Architecture is currently located at the Natural Sciences Campus under the administration of the College of Architecture. As the only major within the college is Architecture, the Dean of the College also serves as the chair of the Department of Architecture.



<Organization of Myongji University>

1.2 Institutional Mission

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

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

Our mission is to cultivate students into;

- ① Christians of admirable and moral character and integrity
- ② Professionals developed through sound research and education
- ③ Citizens capable of contributing to national prosperity
- ④ Global-minded individuals working for world peace and the advancement of humanity

1.3 Program History

1972-2001: The Department of Architectural Engineering and the Department of Architecture Merge into the College of Architecture

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

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

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

2001: The Beginning of a Uniform Architecture Education Program

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

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

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

2002: The College of Architecture and Five-Year Bachelor's Program

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

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

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

2003: Specialized Education Program Launched (Developing Well-Rounded Architecture & Design Professionals through Comprehensive Practical Training Program)

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

A brief history of our education program is listed below.

- Nov. 1971 Department of Architectural Engineering established
- Oct. 1989 Department of Architecture established
- Mar. 1995 Department of Architectural Engineering and Department of Architecture were merged and restructured into three majors
- Oct. 1995 The School of Architectural Engineering was renamed as School of Architecture
- Mar. 1997 At the completion of construction of the Design Center, the School of Architecture relocated to its new home
- Feb. 1999 Restructured into 2-major system (Architecture/Architectural Engineering)
- Mar. 2000 Plans to implement a five-year program in 2001 were finalized
- Feb. 2002 Architecture-related faculty were separated from the College of Engineering and formed College of Architecture
- Mar. 2002 Students were admitted into the five-year program system
- Mar. 2003 The Center for Architecture and Urban Design was established

- Aug. 2003 under the administration of the College of Architecture
The Department of Architecture was selected as an Outstanding Program by the Ministry of Education
- Feb. 2005 Construction of the Design Education Building was commenced

1.4 Program Mission

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

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

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

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

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

1.5 Strategic Plans for the Program

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

Since the implementation of the five-year program since March 2002, continuous efforts and plans to advance our program have been made. These are detailed below:

- **Sep. 2002: Development Plan for the Department of Architecture**

As part of a university-wide effort to encourage departments to identify their strengths, the Development Plan for the Department of Architecture was established as medium and long-term plan in a bid to win financial support from the university. Our plan was ranked highest among 44 majors that applied. We received 50 million won (approximately \$50,000) annually from 2003 to 2005.

- **Jun. 2003: Report for Plans to Develop a Specialized Curriculum for the Department of Architecture**

This plan was drawn to apply for the '2003 Financial Support Project for University Programs with Outstanding Curricula' competition held by the Ministry of Education and Human Resources Development. As part of the university's plan, the Education Program Specialization Plan by the Department of Architecture was submitted and awarded a grant from the Ministry.

- **Aug. 2004: Report for Plans to Develop a Specialized Curriculum for the Department of Architecture**

This plan was selected again by the Ministry of Education and Human Resources Development in 2004. The plan continued the projects implemented in the 2003 plan.

■ **May 2005: Report for Plans to Develop a Specialized Curriculum for the Department of Architecture**

This plan was selected again by the Ministry of Education and Human Resources Development in 2005. The plan continued the projects implemented in the 2003 and 2004 plan.

The plans above serve as the basis for further development and advancement of our education program. What follows will illustrate the details and specific programs implemented to achieve the goals of the plan.

1.5.1 Specific Strategies for the Plan

1) Curriculum

As part of the process of restructuring our curriculum for the 5-year program in 2002, the College of Architecture organized its curriculum meet the standards of Architecture Colleges in the United States accredited by NAAB. We have been working on the details of our program in preparation for the upcoming accreditation review as well as on development plans aimed at training our students into architects with practical skills.

① Development of Design Courses to Intensify Practical Skills Education

①-1) Course Development Related to Design Studio Curriculum

- Offering detail design courses during third year program (2nd semester).
- Operating a design studio so that part of the final design can be developed into detail design.
- Commenced in 2004 when students enrolled in the five-year program enters their third year.

①-2) Course Development Related to Integrated Design Studio Curriculum

- Operating an integrated design studio for fourth-year students (1st semester) for a new curriculum integrating architectural design, structure, and equipment design.
- Began in 2005 when students enrolled in the five-year program enters their fourth year program.

①-3) Course Development Related to Professional Practice

- Implement a practical design training internship course for students in the second semester of fourth-year or first semester of fifth-year studies.
- Internship training is to be held at the Center for Architecture and Urban Design managed by the College of Architecture.
- Internship training course at the Center for Architecture and Urban Design can be taken as a substitute for elective courses in the fourth year(2nd semester) or fifth year (1st semester). Students are selected from among those who sign up for the course.
- To begin in 2006 when students enrolled in the five-year program enters their fifth year program.

② Specialization Course Program

Beginning in 2007 when the five-year program starts producing graduates, a program for specialized course tracks will be implemented in order to offer students an advanced level of practical training and expertise. The specialization track will be implemented for two years during fourth and fifth year of the program. The program will operate within the student assessment framework proposed by the Korea Architectural Accrediting Board and will include 3 or 4 courses (9-12 credits) as well as a theme-based design studio program.

Currently three specialized areas - Cultural Asset Architectural Design, Housing Architectural Design, and CM Architectural Design - are under plans and will be offered to fourth-year students beginning 2007.

③ Design Workshop Courses Linked with Projects Led by Full-Time Faculty

To encourage the design activities of full-time faculty and to utilize such activities as opportunity for students to participate in practical training, a Design Project Practical Education Program will be implemented.

- Practical training activities allowing students to participate in projects led by full-time faculty will be granted course credits from April, 2006 onwards.
- A standard for managing financial support for design preparation cost of project teams will be established as of April, 2006.

④ International Exchange Programs for Design Training: A Joint Workshop Held Regularly with IUAV

A joint workshop will be held with IUAV (University Institute of Architecture of Venice) on a regular basis and will be expanded into an award system for outstanding students and short-term overseas study program.

- Held once a year during summer vacation (three-week program)
- Held as a summer course (Design Workshop; 6 units).
- Students from third year upward may apply through an open competition system.
- Students will be selected based on their academic performance and portfolios. A panel consisting of full-time faculty will serve as judges in the selection process.
- The results of the design workshop will be exhibited at the architecture festival (graduation exhibition) during the Fall semester and will be published as a booklet for the archives.

⑤ On-going Support for Overseas Field Study Programs

Financial support program for the overseas architecture field trips which started during the winter of 2003 will be continued as part of the regular program for the College of Architecture. The purpose of the program is to motivate students to conduct independent learning.

- The program will take place twice a year, during summer and winter breaks.
- Financial support of around ₩700,000 to ₩1,000,000 (depending on the area of visitation) per student will be provided.
- A panel consisting of full-time faculty will select students based on their proposal, portfolio, and academic records.
- Students are required to submit a final report upon return from their visit.

⑥ Curriculum Linked with the Local Yong-In Community

In order to instill a sense of responsibility towards the community our program endeavors to educate students on their role as architects to contribute to the growth of the society to which they belong, especially in the area of urban environments and architecture. Our program plans to devise curricula linking education to architecture-related issues in the Yong-In area where Myongji University is located.

⑥-1) Courses on architecture/city planning in Yong-In

- Courses on Yong-In area project plan: offered in the Fall semester, fourth-year.
- Design studio courses on improving living conditions in the Yong-In area and in housing design: offered in the Spring semester, fifth-year.
- Courses offered every semester since Fall semester, 2005.

⑥-2) Stronger ties with architecture organizations in the Yong-In area

- Agreement with architecture society in the Yong-In area on on-the-job training as of May, 2005.
- Joint workshop between Department of Architecture faculty at Myongji University and the architecture society in Yong-In as of Aug. 2006.
- Utilization of architects in the Yong-In area for teaching staff at the department since 2005.

⑥-3) Establishment of collaborative ties with city of Yong-In in terms of education and research

- Architecture exhibition held at Yong-In City Hall: Feb. 2006. This developed into a joint exhibition of Yong-In City and Myongji University Department of Architecture held on a regular basis.
- Joint workshop between Department of Architecture faculty at Myongji University and city officials at the office of construction is scheduled for Aug. 2006.
- Student guidance on choice of profession in the government service sector related to architecture/construction will be provided in the future.

⑦ Academic Achievement Management System

We have developed an online academic management system to be used in overseeing course syllabi, curriculum, distribution of educational resources, assignments, academic information, and course histories.

- First phase of academic management system to integrate curriculum management has been in operation since 2004.
- Academic information management system was upgraded in 2005.
- Expansion of existing system to include individual academic achievement management system is underway.
- Individual course completion information is automatically linked to the 'correlation table of major course curriculum and student performance assessment standard'.

2) Education Facility

① Design Education Space

A total of 40 design classroom units (8 rooms per school year) are available to accommodate the needs of the five-year program. As of 2004, 32 studio spaces have

been secured to cover students up to the fourth year. Currently the number of students in their fourth and fifth year of the program has remained small due to leaves-of-absence and students undergoing obligatory military service. As a result, the current space is expected to suffice until 2006. Beginning 2007, however, the department plans to take measures to gradually increase design space units to prepare for increase in fourth-year and fifth-year students.

While the fifth level of the new College of Architecture Design Education Hall is currently occupied by companies leasing the building space, the fifth level will also be used to house design classrooms once the Next-generation Science Hall is completed in February 2008.

- 32 classroom units will be used until 2006.
- Three design classrooms will be set up in the fifth level of the new College of Architecture Design Education Hall in 2007, increasing the total available space to 35 units.
- The entire fifth-level will be transformed into design classrooms in 2008, securing a total of 40 classrooms.

② Resource Facility for Books and Related Equipment

Apart from the university library, which also receives annual budget and has a collection of resources related to architecture, an information resource center within the College of Architecture was built in 2003 with a total size of 73m² to serve as an important educational resource.

The budget for books and resources will expand to its maximum limit until 2006 to secure at least 5,000 volumes in architecture for the purpose of setting up a basis for information source. After 2006, an annual budget of \10 million will be set aside to ensure a continuous flow of new books and multimedia resources as well as continuous subscription to 22 architecture periodicals. The expansion of shelving and reference library space, as well as an increase in the number of copiers, scanners, VTR and other equipment available in the resource center are also on the agenda to provide convenient service to students.

③ Raise Education Efficiency through Improved Space and Environment

In order to guarantee efficiency in utilizing existing facilities, additional space/facility will be secured.

- Permanent exhibition hall for construction material located in current education space: 2005-2006
- Increase efficiency in model construction workshop studio through independent student club activities (M&M) and a management system by faculty advisor: Sep. 2005
- Architecture Theater/Multimedia Hall - Space reserved for design products in the lobby will be used as a lounge/multiplex that shows pictures and images, exhibits and other information: since 2005

3) Human Resources

① Full-time Faculty

The number of full-time faculty will increase from 14 to 18 professors by September 2006. The design courses that require a faculty size of at least 40 will be taught by currently practicing architects. A full-time faculty member will be assigned to each year of the program so that eight design studios for each year will maintain consistency in the direction of the courses and content of the program.

- 2006: Scheduled to hire three additional full-time faculty members in architectural design and one in architectural history
- 2007: The total number of full-time faculty will be increased to 18 professors

② Part-time Faculty

As of Spring 2006, the number of part-time faculty is 37 (17 adjunct faculty, 3 visiting professors, 16 instructors, 1 research faculty) among whom 23 teach design courses (total number of faculty teaching design courses: 30 - 7 full-time, 23 part-time)

②-1) Practicing architects as faculty

All part-time faculty teaching design courses are architects currently in practice at construction/design companies. We currently have 17 (74%) adjunct faculty out of 23 part-time positions. At least 40 teaching positions in design courses will be required to cover design courses offered by the program beginning 2009. At least 30 out of the total 40 positions are expected to be filled by part-time faculty. Our program plans to hire 70% of the part-time faculty as adjunct professors to ensure efficiency in managing teaching resources.

②-2) Foreign faculty

Foreign architects have been hired as faculty since 2004 to provide students the opportunity to learn global trends and practices. Our program plans to continue to invite at least one faculty member from overseas every year.

③ Administrative Human Resource

The current shortage of manpower in administration is one of the chronic problems that most of Korean universities face. Our goal is to move away from the traditional practices of relying on teaching assistants and research assistants who are mostly graduate students and focus on developing an administrative system where staff with expertise can contribute to efficiency and stability of program administration.

As of Fall 2006, we have three permanent university employees and three contract-based employees (1 librarian, 1 computer maintenance expert, 1 accreditation administrator, and 1 employee for the Center for Architecture and Urban Design). Our plan is to secure at least 6 permanent employees before 2009 when the five-year program will be running full gear.

1.5.2 Criterion Index for Development Plan

Classification	Plans	Criterion Index	
Curriculum	<ul style="list-style-type: none"> • Develop design courses to Intensify practical skills education <ul style="list-style-type: none"> - Course development related to detail design studio curriculum - Course development related to integrated design studio curriculum - Course development related to professional practice 	<ul style="list-style-type: none"> - Applied studio ratio - Applied studio ratio - Availability of courses since Spring 2006 (every semester) 	
	<ul style="list-style-type: none"> • Offer specialized major course programs 	<ul style="list-style-type: none"> - Availability of courses related to specialized majors 	
	<ul style="list-style-type: none"> • Design workshop project training program 	<ul style="list-style-type: none"> - Number of projects directed by full-time faculty - Number of students participating in workshops 	
	<ul style="list-style-type: none"> • International exchange programs for design training 	<ul style="list-style-type: none"> - Availability of annual exchange programs - Number of participating students 	
	<ul style="list-style-type: none"> • On-going support for overseas field study programs 	<ul style="list-style-type: none"> - Number of recipients (every semester) 	
	<ul style="list-style-type: none"> • Curriculum linked with the local community (Yong-In area) <ul style="list-style-type: none"> - Courses on architecture/city planning in Yong-In - Stronger ties with architecture organizations in the Yong-In area - Establish collaborative ties with Yong-In City 	<ul style="list-style-type: none"> - Number of studios related to project themes - Number of architects from the Yong-In area working as faculty - Number of joint projects 	
	<ul style="list-style-type: none"> • Academic achievement management system 	<ul style="list-style-type: none"> - Establishment and implementation of the system 	
	Education Facility	<ul style="list-style-type: none"> • Secure design/education space 	<ul style="list-style-type: none"> - Number of design room units
		<ul style="list-style-type: none"> • Resource facility for books and related equipment 	<ul style="list-style-type: none"> - Number of books/equipment
		<ul style="list-style-type: none"> • Education Environment <ul style="list-style-type: none"> - Establish exhibition site for construction material - Model Construction Hall - Architecture Theater/Multimedia Hall 	<ul style="list-style-type: none"> - Availability of exhibition site - Availability of facility - Availability of facility
<ul style="list-style-type: none"> • Increase full-time faculty 		<ul style="list-style-type: none"> - Number of full-time faculty 	
<ul style="list-style-type: none"> • Part-time faculty <ul style="list-style-type: none"> - Hire practicing architects as faculty - Foreign faculty 		<ul style="list-style-type: none"> - Ratio of architects to part-time faculty - Ratio of adjunct faculty to part-time faculty - Number of foreign faculty (annual) 	
Human Resources	<ul style="list-style-type: none"> • Administrative human resource 	<ul style="list-style-type: none"> - Number of administrative staff (full-time & part-time) - Number of full-time hires 	

1.5.3 Schedule for Individual Development Plan Items

Classification	2002	2003	2004	2005	2006	2007	2008	2009
<p>■ Curriculum</p> <ul style="list-style-type: none"> • Develop design courses to Intensify practical skills education <ul style="list-style-type: none"> - Course development related to detail design studio curriculum - Course development related to integrated design studio curriculum - Course development related to professional practice • Specialized major course program offerings • Design workshop project training program • International exchange programs for design training • On-going support for overseas field study programs • Curriculum linked with the local community (Yong-In area) <ul style="list-style-type: none"> - Courses on architecture/city planning in Yong-In - Stronger ties with architecture organizations in the Yong-In area - Establish collaborative ties with Yong-In City • Academic achievement management system 								
<p>■ Education Facility</p> <ul style="list-style-type: none"> • Secure design/education space • Resource facility for books and related equipment • Education Environment <ul style="list-style-type: none"> - Exhibition site for construction material - Model Construction Hall - Architecture Theater/Multimedia Hall 								
<p>■ Human Resources</p> <ul style="list-style-type: none"> • Increase full-time faculty • Part-Time faculty <ul style="list-style-type: none"> - Hire practicing architects as faculty - Foreign faculty • Administrative human resource 								

1.6 Program Self-Assessment

1.6.1 Self-Assessment System

The College of Architecture at Myongji University uses a self-assessment system for educational programs. The assessment is conducted not only at the university level but also at the college level which includes assessment of faculty and students. The core of the assessment takes place at the regular curriculum administration meeting among faculty.

1) Full-time Faculty Meeting

A meeting attended by full-time faculty is held every Monday between 11:00 and 12:00. All the faculty schedule their teaching hours around this meeting time which often continues into the lunch hour. Issues or concerns related to the curriculum and suggestions are discussed during this meeting.

2) Meeting among Department Chairs

Department chairs and advising faculty for the eight areas - design, computer application, history/theory, culture, structure, environmental science, architectural materials & construction methods, and practice - gather to exchange opinions on the current curriculum and work out issues related to the program. The meeting takes place as part of the full-time faculty meeting on the first Monday of each month. On that day, the agenda put forth by the department chairs and advising faculty is given priority.

3) Design Course Meeting for Each Program Year

Design course meetings for each program year are held once a month and are presided over by the advising professor and faculty teaching including both full-time and part-time faculty. The time of the meeting is determined each semester depending on the teaching schedule. The meeting mainly discusses the design theme for each design studio, curriculum, pace of the project, and plans for joint assessment sessions. Decisions are based on the design education standards for each program year as established by the Department of Architecture.

4) Design Course Advising Faculty Meeting

A meeting among advising faculty members of design courses is held on the first Monday of every month at about 10:00 am, prior to the weekly faculty meeting. Advising faculty members exchange opinions and assessments of design studios for each program year, as well as issues related to the program. Any important issues that are raised at this meeting are dealt with at the faculty meeting which follows immediately.

5) Mid-Term Assessment of Design Courses

During the 8th week of every semester, each design studio holds a mid-term

assessment of student performance to review the design education curriculum and the academic standing of students. The assessment takes place at each studio under the supervision of the tutor and three invited judges. Often 2 or 3 studios hold joint assessments. The structure of the assessment is determined by the tutor. The schedule for the assessment is notified to students in advance and the assessment takes place in an open space such as the design exhibition room in the lobby or exhibition halls where students can observe the assessment-in-progress.

6) Design Course Final Assessment

At the end of the semester all design studios hold final assessments of student projects. The assessment takes place on the 17th week after the completion of the 16-week semester, when final exams on other courses have ended. The final assessment of design courses, therefore, has become a grand finale for the department each semester.

The final assessment, in which tutors of each studio serve as judges, is held jointly across all five program years. As with the mid-term assessment schedule for the final assessment is announced in advance and is held in an open space where observation is possible. Students and full-time faculty are encouraged to participate.

7) Course Assessment by the Students

At the end of each semester, student assessment of courses is conducted. The assessment, which is held at the university level, is conducted on all courses offered by the university with a uniform set of questions to be answered by students. Assessment results are notified to the instructor for his/her review and are included in the faculty performance assessment each semester.

8) The Value of Student Feedback

Student feedback probably provides the most direct and accurate assessment of the program. Although students have the opportunity to voice their opinion during class or counseling sessions with the faculty, other diverse channel to gather information are being pursued. At the beginning of each semester a meeting is held among full-time faculty and teaching assistants who have regular contact with the students. Meetings with the student body are also held at the start of each semester. Membership Training held in March each year is attended by full-time faculty. Student-Faculty Communication also takes place during the Architecture Festival in October every year.

9) Surveying of Faculty, Students, and Graduates

For a systematic assessment framework of the program by faculty and students, the department plans to conduct surveys on faculty (part-time faculty included), students, and graduates on a regular basis. A survey was developed in March 2006 and was conducted with the cooperation of faculty and students (For results, refer to 1.6.4). Faculty who participated in the survey included full-time, adjunct, and part-time instructors. Students in the program for three years or longer also participated in the survey.

Surveys for graduates will be conducted in 2008, once a year has passed since the five-year program produces its first graduates in February 2007.

1.6.2 Progress Made in Each Objective

1) To develop students into professionals who are acutely aware of their role as an architects as well as the demands they must meet based on the understanding of historical and current socio-cultural context of their field.

This objective fits the contents and directions of courses enforcing the historical/theoretical background and the behavioral and cultural aspects of architecture. In the following section, specific measures designed to carry out the goal are described:

① Historical and Socio-Cultural Context at the Introductory Level

Unlike programs that usually assign liberal arts and basic design courses for incoming freshmen, our program offers basic design courses (Basic Design and Architectural Graphics 1, 2/ Idea and Presentation/ Design and Structure in Architecture) as well as History of Korean Architecture 1 and Modern Architecture in an effort to provide in-depth knowledge and understanding of architectural history and the socio-cultural context of architecture.

② Cultural Context Education through Comparative Approach and International Education Exchange

The Department of Architecture offers a wide range of educational activities aside from regular courses, one of which is the international exchange program to give students the opportunity to understand architecture and the cultural context of other countries and to compare cultural aspects that are different from ours.

The joint summer workshop with IUAV (University Institute of Architecture of Venice) which started in 2004 was successfully held again in 2005, providing students with a first-hand experience in design training in Italy. Through participation in this workshop, students' enthusiasm towards learning design, understanding architectural design overseas, and a sense of pride in our architecture have been fostered. The joint workshop is expected to grow into one of the key events representing our department.

The overseas field study programs which began in Winter 2003 have enjoyed five successful sessions so far, with tangible results in students' understanding of the societal and architectural culture of foreign countries. Since 2004, the foreign visiting faculty program in which a visiting professor is invited to teach has also played an important role in providing students with ample and diverse cultural experience (refer to 1.6.3 for details of the education programs)

③ Issues Related to Urban Planning and Architecture in the Yong-In Area and Problem-Solving Strategies

While most universities in the Seoul metropolitan area focus research and education on urban planning and architecture of Seoul, Myongji University is dedicated to look into issues pertinent to Yong-In City and the local community in which the university is located. Such is an attempt to help students nurture their ability to deal with problems related to the community to which students belong, and to instill a sense of responsibility as architects who can contribute to the growth of a local community.

In courses where fourth-year and fifth-year program students learn problems related to architectural designs in the context of urban design, current issues concerning Yong-In city are selected as the topic of the course. The design course for fourth-year students in the second semester of 2005 selected the maintenance and improvement project in the Geumhakcheon area of Yong-In as the site for its design project; plans for this project were exhibited in Yong-In City Hall in March 2006.

2) To enable students to work in the field of architecture after graduation by equipping them with practical job-related skills.

① Curriculum to Strengthen Practical Design Capacity of the Students

A five-year, ten-semester program with a curriculum mainly focused on strengthening practical design capacity among the students has been developed and implemented. Training of detail design begins at a design studio with students in their 6th semester followed by work in a comprehensive design studio which combines structural design and facility design in the 7th semester. A practical training internship program operated in conjunction with the Center for Architecture and Urban Design has been in operation since Spring 2005.

② Specialization Course Program

To provide students with access to practical design experience, the department is planning to launch a program for specialized course tracks in 2007. Curricula for three tracks - Cultural Asset Architectural Design, Housing Architectural Design, and CM Architectural Design - are currently under development for the fourth-year program students in 2007.

3) To provide a wide range of courses in addition to the architecture design program to allow students to work as professionals in areas related to architecture

Visible results for this objective have not yet been produced. As a department with 100 incoming students each year, we have been preparing a master plan for the development of the department since 2002 when the restructuring of our department was first initiated including interior architecture design and urban design to grow into comprehensive and professional urban-architectural design education institution.

Since much of the details of this objective is closely linked to policies on a university level including changes in the quota of incoming students and hiring additional faculty, we remain at the conceptualization stage of the program. The delay is further compounded by the imminent task of establishing an accredited five-year program.

This objective, however, will be pursued in earnest after 2007 so that the College of Architecture maximizes the opportunity for students to study areas related to architecture.

1.6.3 Up-to-date Progress of Each Objective

1) Curriculum

① Curriculum to Strengthen Practical Design Capacity of the Students

①-1) Course Development Related to Design Studio Curriculum: 6th semester

- ▶ The complete design studios have been offering such courses since 2004 when the first group of five-year program students enter their third year.
- ▶ Part of students' final design is developed into detail design (this is done in all 8 design courses for third-year students in 2004 and 2005)

①-2) Course Development Related to Integrated Design Studio Curriculum: 7th semester

- ▶ Currently offered to fourth-year students enrolled in the five-year program since 2005
- ▶ An integrated design studio for fourth-year students (1st semester) with a curriculum integrating architectural design, structure, and equipment design has been offered to students - 2 design courses for 7th semester in 2005 (3 courses from the previous four-year curriculum not included), 5 design courses for 7th semester in 2006 (1 course from the previous four-year curriculum not included).

①-3) Course Development Related to Professional Practice: 8th or 9th semester

- ▶ Began in 2006 when students enrolled in the five-year program entered their fifth-year program
- ▶ A practical design training internship course (Practical Design Course, 12 credits) for fifth-year (1st semester) students at the Center for Architecture and Urban Design for six months (Jan. ~ Jun.) has been implemented in 2006.

② Specialization Course Program

- Cultural Asset Architectural Design, Housing Architectural Design, and CM Architectural Design programs are currently under preparation
- Students in their 6th semester in the Fall 2006 will be eligible for consideration
- The program will be offered in 2007 to students in their 7th semester

③ Design Workshop Courses Linked with Projects Led by Full-Time Faculty

- Practical training activities by students participating in projects led by full-time faculty are granted course credits (ex. Design Project 1, 2; 3 credits each).
- Four students have participated.
 - ▶ Approved by the University Curriculum Committee in April 2006.
- A standard for managing financial support for design preparation cost by project teams was established in April 2006.

④ International Exchange Programs for Design Training: A Joint Workshop Held Regularly with IUAV

- Bilateral Education Exchange Agreement: Aug. 2003
- Design workshop at IUAV (University Institute of Architecture of Venice) in 2004: Jul. 5 - Jul. 30, 2004 (4 weeks), Venice, Italy
 - ▶ Project Title: "Proposal to Revitalize the Castello Area in Venice - From an Architectural Perspective"
 - ▶ Participants: 12 students (Myongji University) / 45 students (IUAV)
 - ▶ Advisors: Profs. Jin-Young Jeon (Myongji University), four faculty members from IUAV
 - ▶ Participating students received course credit (Design Workshop 1, Arch 415)
- Design workshop at IUAV in 2005: Jul. 4 - Jul. 29, 2005 (4 weeks), Venice, Italy.
 - ▶ Project Title: "Proposal to Revitalize the Zattere Bank and Canal in Venice - From an Architectural Perspective"
 - ▶ Participants: 10 students (Myungji University) / 20 students (IUAV)
 - ▶ Advisors: Profs. Jin-Young Jeon & Myeong-Ju Lee (Myongji University), four faculty members from IUAV
 - ▶ Participating students received course credit (Design Workshop 1, Arch 415)

⑤ On-going Support for Overseas Field Study Programs

- Financial support for students going on overseas field study excursions was granted to students whose proposals were selected, at rates dependent on the destination of travel: Europe - 1,300,000 won/student, India - 1,000,000 won/student, Japan/China - 700,000 won/student. Student participation in the program has been as follows:
 - ▶ Winter Break 2003: 40 students
 - ▶ Summer Break 2004: 15 students
 - ▶ Winter Break 2004: 28 students
 - ▶ Summer Break 2005: 20 students
 - ▶ Winter Break 2005: 20 students

⑥ Curriculum Linked with the Local Yong-In Community

⑥-1) Courses on architecture/urban design in Yong-In

- ▶ Courses in Yong-In area project plan as a design studio course: Offered as an 8th semester course in 2005 - Nine Yong-In city officials with the urban construction division attended the final exhibit of student projects (Dec. 14, 2005).
- ▶ Design studio courses on the design of housing in the Yong-In area: Offered as a 9th semester course in 2006.

⑥-2) Stronger ties with architecture organizations in the Yong-In area

- ▶ Agreement with architecture society in the Yong-In area for on-the-job training as of May, 2005.
- ▶ Utilization of architects in the Yong-In area in design education at the department since 2005 (2 architects - 1 in design, 1 in regulations).

- ▶ Lecture presented to the Yong-In architecture society and Yong-In city officials in Aug. 2006.

⑥-3) Establishment of collaborative ties in education and research with Yong-In City

- ▶ Architecture exhibition held at Yong-In City Hall, Mar. 20 - 24, 2006.
- ▶ Joint workshop between Department of Architecture faculty at Myongji University and city officials at the office of construction on local issues in the Yong-In area held in Aug. 2006.
- ▶ Seminars for students on their choice of profession as a Yong-In city employee related to architecture/construction.

⑦ **Academic Achievement Management System**

- First phase of academic management system: implementation completed in Dec. 2003, in continuous operation since 2004
 - ▶ Online academic management system for the overseeing of course syllabi, curriculum, distribution of education resources, assignments, academic information, and course history.
- Academic information management system: upgraded in Dec. 2005, in continuous operation since 2006
 - ▶ Expansion of existing system to include individual academic achievement system.
 - ▶ Individual course completion information is automatically linked to the 'correlation table of major course curriculum and student performance assessment standard'.

2) Education Facility

The Department of Architecture marked the completion of the first phase plans to secure education space with the construction of the New Design Center in February 2005 (total area space 3,012m²). As a result, basic education facility including a resource center, computer print-out room, model construction room, and exhibition space are available. The second phase is targeted to meet enrollment needs in 2008 when students returning to their studies after compulsory military service cause space requirements to increase.

① **Design Education Space**

- New Design Center: completed Feb. 2005, total area space 3,012m²
 - ▶ 32 design studios (1st level ~ 4th level) reserved at the New Design Center
 - ▶ 32 design studios secured as of Spring 2006 for design courses
- Three more design rooms have been secured on the 5th level of the new Design Center in 2007, increasing the total number of design rooms to 35 units.
- A total of 40 design rooms will be secured by 2008 using the entire 5th level of the new Design Center.

② **Resource Facility for Books and Related Equipment**

- Additional Space for the Resource Center
 - ▶ Moved in February 2005 to the 2nd level of the new Design Center, increased space from 73m² to 86.4m².

- Library resource (including periodicals) as of December 2005: 4,366 volumes/ 4,211 titles, 74 multimedia resource
 - ▶ 2004 : purchased 1,281 volumes (Budget: 56,533,030 won)
 - ▶ 2005 : purchased 207 volumes (Budget: 5,281,000 won)
- 22 subscriptions to domestic/international architecture periodicals
 - ▶ Long-term (to 2012) subscription contract signed in March 2006
- Library resource support equipment
 - ▶ 1 copier, 1 scanner, 1 VTR as of Aug. 2004.
 - ▶ 2 computers for information search, 1 additional scanner as of Feb. 2006

③ Raise Education Efficiency through Improved Space and Environment

- Permanent exhibition hall for construction material located in current education space:
 - ▶ Mezzanine of the Architecture Center and the new Design Center: Aug. 2005
 - ▶ Hall of the Architecture Center lobby: Aug. 2005
- Increase efficiency in model construction workshop studio:
 - ▶ Independent student club activities (M&M) and a management system by faculty advisor (Prof. Won-Jin Tae): Sep. 2005
- Architecture Theater/Multimedia Hall:
 - ▶ Space reserved for design products in the lobby will be used as a lounge/multiplex that is equipped to display pictures and images, exhibits, and other media.
 - ▶ Large-size screen PDP(50") and sound system: Feb. 2004
 - ▶ Set-up of design project exhibition and lounge furniture: Apr. 2006

3) Human Resources

① Full-time Faculty

While the department made efforts to hire full-time faculty in the area of Korean Architectural History in 2005, we were unable to fill the position due to an insufficient number of applicants. As a result, we have been forced to delay our plans to fill the position. Another obstacle is the incongruence of the recruitment schedule used by the university, making it even more difficult to achieve our original goals in terms of hiring.

Currently, the department is faced with urgent need of fulfilling faculty position for not only the area of Korean Architectural History, but also in the area of architectural design due to increasing number of enrolled students due to its full maturity of 5 year program in near future. By maintaining active dialogue with the university officials of this urgent matter, the architecture department was able to persuade the university to hire total of 4 faculty position - 3 in architectural design, 1 in Korean Architectural History - for the department starting in the fall semester of 2006. If current ongoing tenure track faculty hiring process proceeds without any unexpected further hinderance, the department's strategic goal of '18 full time faculty members by year 2007' will be achieved as planned originally.

② Part-time Faculty

As of Spring 2006, the number of part-time faculty members is 37 (17 adjunct faculty, 3 visiting professors, 16 instructors, 1 research faculty) among which 23 teach design courses (total number of faculty teaching design courses is 30: 7 full-time, 23 part-time)

②-1) Practicing architects as faculty

- Number of adjunct faculty in the program
 - ▶ Spring 2003: 25 (16 Adjunct Professors)
 - ▶ Fall 2003: 22 (16 Adjunct Professors)
 - ▶ Spring 2004: 20 (16 Adjunct Professors)
 - ▶ Fall 2004: 20 (16 Adjunct Professors)
 - ▶ Spring 2005: 22 (17 Adjunct Professors)
 - ▶ Fall 2005: 23 (17 Adjunct Professors)
 - ▶ Spring 2006: 26 (17 Adjunct Professors)

②-2) Expansion of teaching resource pool in conjunction with the Architectural Society in the Yong-In area

- Agreement on collaboration of practical training with the Yong-In architectural society: May 2005
- Hiring of members of the Yong-In Architectural Society as adjunct faculty in design courses: since 2005
 - ▶ Fall, 2005: 1 (adjunct professor)
 - ▶ Spring 2006: 1 (adjunct professor)

②-3) Foreign faculty

- Inviting foreign architect as visiting professor
 - ▶ 1 foreign faculty during Spring 2004 and 2005
 - ▶ Visiting professor: Sarah Brezavar (Architect, New York licence, Partner at Brezavar & Brezavar)
 - ▶ Courses: Architectural Design3 (Arch131), Issues in Professional Practice (Arch581)

③ Administrative Human Resources

- Spring 2004 - Fall 2005
 - ▶ Administrative personnel: 2 (at the academic affairs office)
 - ▶ Contract-based employees: 4 (1 librarian, 1 computer maintenance personnel, 1 accreditation administrative personnel, 1 for the Center for Architecture and Urban Design)
- Spring 2006 - Current: 1 permanent administrative personnel
 - ▶ Administrative personnel: 3 (2 at the academic affairs office, 1 resource and accreditation clerk)
 - ▶ Contract-based employees: 2 (1 computer and print-out maintenance expert, 1 for the Center for Architecture and Urban Design)

1.6.4 Assessment on the Program, Curriculum, and Course by the Faculty, Students, and Graduates

1) Program Survey for Self-Assessment

For a systematic assessment framework of the program by faculty and students, the department developed a standardized survey for this purpose in March 2006. The survey was conducted with the cooperation of faculty and students in 2006. Since the 5-year program has not yet produced graduates, survey of graduates could not be conducted. Surveys of graduates will be conducted in 2008, when one year has passed after the five-year program produces its first graduates in February 2007.

Faculty who participated in the survey included full-time, adjunct, and part-time instructors. Students who have been in the program for three years or longer were also eligible to participate in the survey. The following is a summary of the survey.

- Student Survey
 - Period: Mar. 20 - 29, 2006
 - Participants: Students in the 3rd, 4th, and 5th years of their program as of March 2006 (students in the old system included)
 - Method: Distributed and collected
 - Number of respondents: 176
 - Content of the survey: 32 items related to curriculum, teaching method, education environment
- Faculty Survey
 - Period: Mar. 20 - 29, 2006
 - Participants: Full-time and part-time faculty teaching in Spring 2006
 - Method: Distributed and collected
 - Number of respondents: 44
 - Content of the survey: 18 items related to curriculum and education environment

2) Survey Results

Faculty and students alike expressed overall satisfaction with the current program, curriculum and environment. The satisfaction level for the courses at the design studios and design facility were particularly high, not only for the faculty but among the students alike, reflecting the successful implementation of the current education program. Thus our department plans to concentrate on solidifying the current program without making any major changes to the system.

In the survey students expressed the need for more instruction on 'CAD-related techniques' and 'design skills.' To address such needs, the department is planning to offer an expanded CAD course entitled 'Computer Integrated Architectural Design' and design skills courses at the beginning level of the program.

Students also expressed concerns over the use of model construction rooms and the need for sound-proof facilities between design rooms. The former arose from the delay of electrical construction required for the operation of equipment after having

undergone renovation of model construction rooms in February 2005. Work on the electrical system are currently underway as of May 2006 and normal operation of the model construction room will resume during the Spring semester.

As for the desire for sound-proofing of facilities, this problem is related to the original purpose of the facility and its educational environment. The faculty had originally planned the new Design Center to be used as open space with dividers compartmentalizing each design room in order to encourage communication among design rooms. While the sound-proofing issue was raised at the initial stage of the planning, concerns had been assuaged as design instruction actually took place. The current structure will be maintained for the time being, but the situation will be closely monitored. (For details on the survey, refer to our final report 'Assessment on Architecture Education at the Department of Architecture at Myongji University' (April, 2006).

1.6.5 The Strength of Our Program and Future Directions

1) The Strength of Our Program

The education and training provided by the Department of Architecture at the College of Architecture is based on an innovative program that combines Architecture and Architectural Engineering, offering students an opportunity to gain wide experience in architectural design, studio workshops, as well as specialized design programs. In order to train students to become professional architects armed with comprehensive knowledge in architecture and urban design as well as skills to match the level of international standards, we strive to produce architects with in-depth knowledge on a variety of topics related to architecture while providing practical design skills training.

① Uniform Education Program

In March 2000, the Department of Architecture at Myongji University underwent restructuring that eventually led to the merger of the Department of Architecture and the Department of Architectural Engineering and the birth of the College of Architecture with a new a five-year program. The faculty of both departments unanimously agreed to this change, possible only through dedication and a commitment to concentrating our resources to improve our program. Our faculty have played a crucial role in this innovative change as they worked for the past 5 years to develop a new program for curriculum and management and to improve facilities while seeking support from outside the university. The sense of unity among the faculty under a uniform program is the most valuable asset that will guarantee the success of our program.

② An Education Program that Offers a Wide Range of Learning Opportunities and Resource

Our program which receives 100 incoming freshmen each year, runs eight design studios for each grade year, or in other words 40 studios for the entire five-year program. The sheer size of our program makes possible a wide selection of courses

from which students can choose. This variety of courses also leads to the enrichment of library resources and computer facilities, which in turn raises the quality of student learning.

< Number of Courses Offered at the Department of Architecture and Courses Currently Available >

Classification	Courses at the Department of Architecture			Courses Offered in 2005-2006		
	Required Courses	Elective Courses	Total	Required Courses	Elective Courses	Total
No. of Courses	25	38	63	25	23	48
Credits	93	123	216	93	82	176

③ Practical Design Education Program

The Department of Architecture has established an education program with a systematic practical design curriculum in order to fulfill its objective, 'to develop architects with practical skills.' Our three-step education system to enhance students' ability to perform architectural design in a practical setting begins with detailed designing of design product (6th semester, required course), integrated design studio (7th semester, required course), and professional practice (8th or 9th semester, elective course). This system is a unique feature of our program, unmatched by any other program in the nation.

The last step, professional practice, allows students to work as interns at the Center for Architecture and Urban Design, a practical design institute established under the administration of the College of Architecture. During the internship students take part in actual design projects that allow them to enhance their practical skills. Since the establishment of the center in 2003, and after three years of preparations, the professional practice course was first offered to students in the Spring of 2006.

2) The Future of Our Program

The following plan set forth by our department serves as an indicator of our future.

□ Curriculum

The Department of Architecture is planning to develop its education program to include a track system for each major. Once the 5-year program curriculum and the program are well grounded, plans to establish the Department of Interior Architectural Design will be formulated. The educational program of the Department of Architecture is expected to offer wider range of learning opportunities to students once the five-year program is well in place, after 2008.

Another major component of our development plan is the aspect of practical education at the Center for Architecture and Urban Design where students will participate in actual design projects. The establishment of the center will not only

allow students to acquire practical skills but also provide faculties with opportunities to perform design projects on continuous basis, heralding the birth of an innovative design education system that combines theory and practice.

Education Facility and Human Resources

Currently four out of five floors in the new College of Architecture Design Education Hall are being used as design studios. Beginning 2008 the entire building (all five floors) will be used as design space with 40 studios for the five program years.

Eighteen full-time faculty (Design: 7; History/Theory: 3; Behavior/Culture: 3; Structure: 2; Architectural Material & Methods of Construction: 2; Environment: 1) will assume roles in terms of the specialized major programs to be initiated, and will collaborate to build a consolidated curriculum, with six workers at the administrative end to provide administrative support.

2.

Progress Since the Previous Site Visit

2. Progress Since the Previous Site Visit

Bachelor of Architecture Program of Myongji University receives its first site visit in 2006. Due to the circumstances, this chapter will be furnished for the second site visit by the KAAB.

3. **Program Response to the KAAB Perspectives**

3. Program Response to the KAAB Perspectives

There are a number of groups in and around architectural education. These are: architectural educators(university teachers, architectural academy staff and members of the architectural education committee); architectural alumni (students of the department of education); actual architects (registered members of The Architect Association) and architect consumers(the general public). The Bachelor program, offered by the Department of Architecture in the Architectural College at Myongji University, works strenuously to meet and uphold the four constituents of architectural education. There now follows a broad outline of these four constituent parts.

3.1 The Architectural Education Program and its Affiliated College

Apropos of the architectural education program: the affiliated college works hard to maintain a philosophy of positive mutual interaction with the respective education program. Such a philosophy endeavors to bring about a positive mutual effect to the university as a whole and the wider regional community. In other words, the educational program is beholden on the principle of mutual effectivity between the university and the wider community. In order to realize such expectations, standards concerning academic capability and professionalism within the teaching staff needs to be clearly defined. To this purpose, objective standards for selecting students enrolling in the respective program need to be established. In addition, a link between the respective program and other curriculums offered by the university need to be synergized. Finally, the respective program needs to find the necessary means to engender an atmosphere of beneficial mutuality for itself and the wider regional community. Through such efforts, it will be possible for the department to contribute to the development of the whole community of universities while simultaneously developing its own respective educational program. First and foremost: the overall aim for the education program is to contribute positively to the development of the regional community.

3.1.1 Standards in Place for the Hiring of Teaching Staff in Charge of the Education Program; for Administration and Those Required for Student Selection

1) Hiring Standards for Faculty Staff; Standards Regarding Administration

The selection of faculty staff for the Department of Architecture at Myongji University strives to invite teaching specialists who are able to demonstrate a world class academic background along with professional experience. This rigorous search is tempered by a fair selection process. In principle, and as verification of academic achievement, it is mandatory for the qualifying applicants to hold a Doctoral Degree(Ph.D.). But, for the selection of professionals with field experience, it is mandatory that they give proof of several years of on-the-job experience along with a

masters degree in a related field. In order to provide a comprehensive curriculum that covers various professional fields, it is necessary to create a teaching staff who are able to evince demonstrably professionalism with expertise. To achieve this objective, the selection criteria aims to hire teaching specialists whose areas of expertise and experiences are diverse and comprehensive. It is in this spirit, that gender diversity in recruitment is encouraged.

As a result of such efforts, the Department of Architecture at Myongji University currently has a faculty member consisting of 14 full-time positions, 19 part-time positions and 2 research fellows. Of the 15 full-time faculty members, 13 have majored in architecture and 12 hold doctoral degrees in architecture fields. The effort to add diversity to the faculty staff, in addition to up-to-date professionalism, is well reflected in the background of the selected professors: at least 3 of them have over 10 years of working experience in their respective fields of architecture. Furthermore, 2 of the full-time faculty members are female with outstanding qualifications.

2) Standards for Student Selection

The criteria used for the selection of students aims to select, through a fair selection process, qualified applicants whose attainment and aptitude for architecture is notable. A special talent and strong sense of what architecture is will be given a higher recognition over academic achievements. In order to discover talented applicants, in-depth interviews are conducted along with a review of the applicants' GPA(Grade Point Average) and test scores. Moreover, as a way of providing more opportunities for the applicants, early admissions, regular admissions and transfers are all accepted. In particular, for early admissions and transfer students, close and in-depth interviews are conducted so that students with a special talent and a good sense for the rudiments of architecture are treated in the same way as those with better test scores. In this way, they are all given a chance to be selected as finalists.

3.1.2 Forming Mutual Ties of Exchange with Relevant Colleges and Curricula

It is possible for students to take advantage of the education programs offered at other learning institutes, both in and out of their own college majors. Myongji University, which offers this education program, is classified, by the Ministry of Education and Human Resources Development, as being a large scale university that holds more than 10,000 students. Therefore, in terms of the resources offered, Myongji University is relatively richer in comparison to other medium or small sized universities. As a way of effectively utilizing the given resources, the following programs have been developed as a means of connecting with other education curriculums.

1) General Studies Courses

Students of the Department of Architecture are required to earn 165 credits over 5 years in order to graduate with a Bachelor's Degree in Architecture. Of the total of 165 credits to be earned, 48 credits must be attained by taking general studies courses (these courses are offered at colleges other than the College of Architecture).

Therefore, earning credits from general studies courses offer students a chance not only to learn about architecture and the professional knowledges attained therein, but also to interact with various education programs offered at other colleges.

2) Exchange of Credits with the Department of Design

The Department of Architecture and School of Design shares some similarities in the sense that both offer art-oriented practical learning classes and technical education. At Myongji University, uniquely, both colleges are placed in the same building. This helps to strengthen the mutual bonds between the two majors and also assists in promoting an understanding of each other's strengths in a natural environmental setting. In this way, it is hoped that the school offers a good opportunity for the creative minds of the students to be stimulated to the degree that it will naturally lead to great results.

3) Exchange Programs with Outstanding Academic Institutes Abroad

Not only does the education program promote exchanges with different colleges within the university, but it also endeavors to promote exchanges with other great academic institutions abroad. In particular, an outstanding academy like the University Institute of Architecture of Venice (IUAV), Italy, provides our exchange students with a rich opportunity to study architectural studio design. This offer enables students an opportunity to gain an international sense of architecture. Moreover students will develop an interest in foreign systems of knowledge and learn how to interact with the local culture.

3.1.3 The Level of Participation in the School Administration and Policy Making Decision by the students, the Faculty and Administrative Staff

Students, faculty staff and administrative staff have the right to participate in school policy decisions. In this way, it is possible to discuss with the university administration, openly and effectively, any policy decisions regarding the education program. This, in turn, will demonstrate to the university that the department is implementing administrative and policy decisions consistent with the ones pursued by the university administration. Students who are enrolled in the education program have the chance to convey their opinions through the relevant college departments, or take recourse through the official student organization. The university administration is more than willing to actively accept students' opinions delivered through these channels. By holding university academic councils and board of deans and directors meetings on a regular basis, the faculty staff can provide feedback, viz, on the opinions of students, to the university administration. Furthermore, through special meetings (such as board of deans and directors meetings or special councils, convened whenever deemed necessary), opinions on the education program can be officially announced. With exception to restrictions created when trying to efficiently distribute limited resources, the university administration is more than ready to accept positively all thoughts and opinions on the education program. The certification program of the Department of Architecture, which confers the bachelor degree on the

5-year architectural program, is a great example: this program is managed independently and follows its own credit regulations and education management system. Those faculty members responsible for administrative matters concerning the program have established an organic relationship with the university administration. It is therefore possible to make immediate contact whenever it is necessary.

3.1.4 Human and Material Resources Available to the Associated Colleges Educational Program

Along with the regular facilities supplied, Myongji University also provides support for the educational program of the Department of Architecture through a plethora of human and material resources. Not only does the university subsidize the operating expenses in full it now provides additional subsidy, amounting to 50 million won, annually for a period of three years starting from 2003 to 2005. This is done through the financial assistance fund that is in place for mid-to-long-term development projects. This also includes labor costs for 20 part-time faculty members.

The important element in terms of giving support for material resources is the fact that the university provides state-of-the-art spaces to be used for special exhibitions and international conferences. The spaces provided by Myongji University are located in the center of Seoul and, as a result, reduce many inconveniences. Additionally, continuous administrative assistance and strategic, organizational support from such bodies as the board of deans and directors meetings and the educational and administrative support offices, all help to develop the education program of the Department of Architecture.

3.1.5 The Level of Contributions made by the Education Program to the University

The contribution made by the education program designed by the Department of Architecture is manifested in various ways. Recently, practice-centered learning and inter-departmental educational methodologies implemented by the Department of Architecture has spread to other majors and colleges within the university. This is largely due to the practice of educative-oriented-learning, pursued jointly by several departments, done through the Center for Urban Architectural Design. This phenomenon has become quite evident as increasing numbers of students from other majors take part, along with architecture majors, in the program offered by the Department of Architecture.

The so-called studio design courses implemented by the Department of Architecture is essentially unique in comparison to the pedagogical methods of other majors; for example, it encourages students to participate in a learning atmosphere where several architectural experts take part in the discussion. The advantages of this interactive method has been widely accepted by other departments within the university; in fact

some of them are making efforts to find ways to maximize the merits of studio-learning. Another unique aspect of the architecture major is the fact that due to the nature of the program, students are required to present their designs through exhibitions and presentations held often for this purpose. Such opportunities create an atmosphere that is conducive to academic learning. As a result, this approach is now spreading throughout the school campus. Meanwhile, through publications, open lectures, exhibitions and consultative works, the faculty staff are contributing regularly to the development of interactive educational programs between the different departments within the university.

3.1.6 The Contribution the Program Makes to the Development of the Regional Community

In a society where the development of technology and industry are closely related, and where the government is making concerted efforts to achieve a balanced development for the whole country, the role of the university in contributing to regional development has become more important than ever before. Nowadays, the university in general, is expected to be looked upon as the hub of innovation throughout the regional communities. The Department of Architecture in Myongji University is located on the outskirts of Seoul in Yong-in, and contributes to regional development in this area by proposing feasible academic, as well as practical solutions, to issues related to architecture and urban development. In addition, it also serves as the regional powerhouse for innovation. On a smaller scale, the university has provided the local public with opportunities for lifelong education by holding various events such as exhibitions and lectures, which, in a way, serves to satisfy the cultural appetite craved by the regional community.

3.2 Students and the Department of Architectural Education

3.2.1 Expressing One's Views: Learning How to Involve Oneself in the Decision-Making Process through Mutual Cooperation

One of the most important elements students must learn through their education is the ability to work cooperatively with their fellow students. This is an essential and immanent quality for working in the field of architectural design. In reality, the work of architectural design probably demands a higher degree of mutual cooperation from its numerous professionals than, say, other professions in today's market. To this end, the education program is designed to inculcate in students a working spirit of cooperative values so that when they begin their working careers, they will instantly be regarded as effective and capable individuals.

One of the program's ways of teaching students the value of working jointly with others is studio design courses; it is here where students can learn to produce team-based work. Until graduation, students are required to take 10 or more studio design courses, out of which two to three of these mandatorily require team work. By taking studio design courses which emphasize the importance of producing projects based on team-work, students learn naturally what is required of them in order to work cooperatively with others. The practical interactive course taken at the Center for Urban Architectural Design (commencing either in the last semester of the fourth year or the first semester of the fifth year) also provides a valuable opportunity for students to learn what it means to work in a cooperative spirit with others. During the course, students are asked to participate in team projects as equal team members and, in the process of completing their team projects, they will acquire the skills necessary for them to survive in a team work setting.

3.2.2 Accessing Important Information that Can Be Valuable in the Planning of the Future Careers of Students

The Department of Architecture aims to foster professional minds in the field of architecture. Not only must the students acquire the necessary knowledges and skills during their education for studying, but need, additionally, to access information that will be valuable in the planning of their future. Accordingly, providing opportunities for students to gain access to information and knowledges that specifically answers such needs, is an important service that university education must meet and satisfy.

It almost goes without saying that the provision of information critical for future planning should be given during the class times of the relevant subjects. However, the act of communal sharing of information can be limited; in the sense that the information sought may differ from student to student. This is because difference is measured according to the capabilities and characteristics of each individual. In order to satisfy specific needs, students are asked to take advantage of the career guidance offered by the department's professional counselling service or maintain regular interviews with their student advisors. In addition, the international seminars, exhibitions and lectures provide great opportunities to get the latest updated information from overseas.

In order to prevent valuable information from becoming disposable, the university is establishing a database to compile information which can be effectively utilized when necessary. In this way, the information students get by attending lectures, exhibitions and counseling can be accessed on-line anytime and anyplace they want. It seems necessary, then, for students to have an accurate and objective understanding of their present situation so that the information they amass has an effective influence on their future. For example, if a student is thinking of planning for a specific career, then, after getting the necessary information, he or she must have a clear understanding of the preparation process. That is, the student must understand

exactly what steps need to be taken in order to attain the desired goal. By establishing a database that manages and records students' academic performances, the Department of Architecture has created a system wherein academic performances of individual students are kept and accumulated. In this way, students can log on to the database and review their academic portfolios. It is hoped that by making information accessible, students can utilize efficiently the given information while planning their future.

3.2.3 Work Experience at Home and Abroad and Participating in Relevant Fields

1) Work Experience: Home and Abroad

The educational goal of the Department of Architecture is to foster and cultivate professional individuals. Students are provided with various opportunities to get first-hand experience in a real work setting. They are sent to architectural firms, because that's where the majority of them will end up working after graduation. Establishing actual contact with architectural design firms can motivate students to excel in their school work and provide them with a chance to reflect upon the plans they need to make for their future.

In order to provide as many chances as possible for students to make contact with the actual working environment of architectural firms, the architectural design curriculum has been modified so as to focus on the real practice and interactive practice courses offered at the Center for Urban Architectural Design. This has now been added to the main curriculum. In addition, by inviting some architects from renowned architectural design studios to guest as adjunct professors, the department is trying to bring to the learning scene a taste of the real world of architecture and design. At present (as of the first semester of 2006), there are 17 adjunct professors in the department of architecture. A similar kind of knock-on effect is expected by the department when it plays host to special events such as architectural clinics, where the guests are real architects. Additionally, those students who decide to work in architectural firms will be given credits as a way of encouraging them to gain real-life experiences while pursuing their studies.

2) Participating in Relevant Fields: Home and Abroad

It is an acknowledged fact that architectural work requires a lot of collaboration with other related fields and projects. Work of this nature is numerous in terms of both quantity and quality. In the same way that it is necessary for students to gain first-hand experience of the real world; it is also essential that they are exposed to the diverse fields that make up the architectural project.

In order to satisfy such needs, the Department of Architecture at Myongji University holds various clinics and lectures where a number of famous experts are invited as guest speakers. Also, students from the Department of Architecture are legally allowed to take the practice-based classes (the ones offered by the design department) that are geographically closest to them.

3.2.4 A Tailor-Made Curriculum that Meets the Different Needs of Individual Students.

Although university, in general, can provide academic guidance to students on a collective basis through a unified academic curriculum, it is better if educational advice is tailored more to suit the specific preferences of individual students. This is especially true, as it is impossible for students to acquire the same level of knowledge and skills as each other. It is certainly true that all students have to go through the same strict admissions screening system in order to gain admission to school; however, in terms of intellectual capabilities and talents, there is a wide gap of difference between each student.

Although it is the common goal of all architecture majors at Myongji University to graduate with certified bachelor degrees, the Department of Architecture always prefers students to select classes that are more complementary to their individual needs. This is done in various ways. Specifically, and as a representative teaching method: each faculty member who has been appointed as advisory professor (and after each student has one appointed for him/her) will offer academic guidance to his respective students. Also, in order to provide a wider selection for students, both in terms of educational content and the level of difficulty, students can choose the material and period of time for taking the practice-based education program according to their needs. Furthermore, by introducing a tracking-major system, the department is planning to offer those students with stronger intellectual capabilities and needs, the opportunity to focus on an in-depth study of their areas of interests. Also, students will be given opportunities to go abroad and gain experience from working in some of the local architectural firms. Consequently, by attending to the different needs of individual students, the program is expected to help students gain a better understanding of their individual educational objectives while, concomitantly, teaching them how to design academic agendas that can help them achieve their educational goals.

3.2.5 The Development of Individual Character

The educational goal of the Department of Architecture does not simply end with fostering professional people. It needs to be taken a step further and must provide a foundational course on how to become a future leader in our society. At the same time, it must provide the bases for students to learn how to build their characters as they grow.

As a way of providing students with character-building opportunities, the department offers private counseling and guidance through a faculty advisor or a student counsellor. Additionally, the advantages of interactive studio-learning is used to maximum effect as a teaching method. In other words, by introducing a special educational methodology that encourages one-on-one student to teacher learning, the program helps students build originality, independence and versatility.

3.3 Architectural Education: Qualifications of the Architect

3.3.1 Opening up Opportunities to Take Part in the Internship Program

It is vitally important for the students who are in the program, or have completed the program, to be given internship opportunities. The very nature of architectural education emphasizes such importance, since architecture does not simply end with theory. That is, through learning the theories of architecture, students must ultimately be able to design and construct a building; for, without a doubt, there is no better way to cultivate an ability in architecture than by actually participating in the working process of designing and constructing a real building. In line with this belief: in countries world-wide where a requisite qualification testing system for architecture is in place as one of the key qualifying conditions, applicants are asked to submit proofs of their internship experiences.

In the 5-year certified bachelor degree program set up by the Department of Architecture in Myongji University, students are given internship opportunities through various channels. One of the most significant internship opportunities offered in the program is the chance to work as interns in the Center for Urban Architectural Design either during the second semester of the fourth year or the first semester of the fifth year. Students are also encouraged to gain work experience by working as interns during school breaks at various architectural firms. If the experiences gained as interns meet the standards required by the program, then they will be officially recognized as academic credits.

3.3.2 Educational Program & Measures for Providing Continuous Education as a Way of Responding to Technological Advancement and Socio-Economic Changes

The practical aspects of architecture are inevitably affected by technological advancement, while, at the same time, sensitive to socio-economic changes affecting the environment. Technology's speed of development continues to accelerate along with changes in the rapidly altering socio-economic structure. Consequently, the type of education offered by the Department of Architecture needs to focus on the technological and socio-economic demands of the present, while still placing an importance upon the continuance of post-school educational pursuits. This seems necessary in order to respond competently to technological development and socio-economic structural changes.

The educational curriculum for architecture majors is designed to make students understand the kind of knowledges and technological changes that are expected to take place in the future. In addition, the curriculum is also designed to teach them to

closely monitor changes that are expected to occur in architectural design due to advancements in technology and socio-economic structural changes. Aside from the regular curriculum: by holding special lectures and exhibitions, the Department of Architecture is making concerted efforts to alert students to the importance of being in step with all the changes and developments in a continuously global market. Being cognizant of these changes will make them respond more effectively to any given situation.

3.3.3 Understanding Social Responsibility: The Code of Conduct for Professional People

The act of performing one's duty always involves ethical and responsible behavior. The real challenge students will face after completing their studies involves working for clients who have commissioned them to commence on an architectural design. This will also entail working alongside numerous professionals whose own contributions are relevant to the project. Working on architectural projects involves complexities that stem from a rich mixture of ethical judgement and social responsibility. An architect's responsibility simply does not end with the completion of a design or, for that matter, artfully fine-tuning problems of finesse. Instead, the architect is required to make ethical judgements which reflect social and aesthetic concerns. Meanwhile, the responsibility given to the architect covers a wide range of areas. This responsibility does not simply cover skill-related flaws. Instead, it is extended to include economic as well as ethical duties. Since the relationship of responsibility and ethical judgement is not a topic which can be simply understood overnight; then, it almost goes without saying that it must be dealt with in depth throughout the educational program. In order to help students, when they begin to work on architectural projects, better understand the relationship that responsibility has with ethical decision-making, the Department of Architecture has opened a class that examines real-work scenarios. This is augmented with special lectures given by professional architects.

3.3.4 The Ratio of Graduates Who Have Earned Certified Degrees as Qualified Architects Since the Last Survey

Not applicable.

3.3.5 Understanding the Examination Criteria for Qualifying as an Architect

Following graduation, if students want to exercise their rights to the maximum, they need to earn the certification as architect. At the Department of Architecture in Myongji University, the procedure for earning a certificate of architecture, in addition to other general rules and guidelines that need to be followed, is taught throughout the program. All the information necessary to pass the certification exam is

distributed to the students, with the information made available either in the library or administration office. Moreover, under the auspices of the orientation sessions for 1st year students, or in the studio learning classes, students are made aware of the significance of earning an architectural certification as well as being informed of procedures and guidelines.

3.4 Professional Training Through Architectural Education

3.4.1 Upgrading the Curriculum to Incorporate Professional Training in the Field of Architecture

The biggest complaint professional architects make on how architecture is taught in education is that the program concentrates too much on teaching the theoretical aspects while neglecting the importance of practical education. This results in work places offering years of additional training for their new employees because of an experiential lack in practical training. For such reasons, architects have continuously requested that the academic program should be redesigned so that the students can be taught the practical knowledge and skills required to perform properly in a real working environment. In short, the experts are asking for an education that is closely in tune with real work.

The Department of Architecture in Myongji University is making concerted efforts to establish a close link between architectural education and practical work so that the transition from a student to a qualified professional is made smoothly after graduation. The diverse efforts initiated by the department include: a modification of the academic curriculum; development of teaching methodology, and the acquisition of audiovisual aids and facilities.

As a priority, the curriculum, which once emphasized the theoretical aspects of architecture, has now been revised to center on lectures and practical teaching. In particular, the new Center for Urban Architectural Design offers opportunities for students to participate in actual projects through classes designed for practical application. In terms of developing teaching methodology, professional architects have been invited to join the faculty staff as adjunct professors as a means of bridging the gap between theory and practice. As for those full-time faculty staff members who are legally prohibited to take outside jobs, the school recommends that they participate in the architectural projects initiated by the Center for Urban Architectural Design. In this way, they will be able to maintain and develop their expertise as architects.

The revision of the academic curriculum and teaching methodology naturally calls for the updating of facilities and audio-visual equipment. Since 2002, the Department of

Architecture has invested an estimated 10 billion won on the modification of its academic curriculum and also on the revision of its teaching methodology.

3.4.2 Recognizing the Need to Provide Continuous Education

This is a topic which has already been mentioned above from the perspective of registered architects(3.3.2). This notwithstanding, the request made for continuous education by the working group of architects has another aspect that needs to be explored. If the registered group of architects are requesting for continuous education as a mechanism to prolong their working years as architects through the assimilation of new knowledges, then such reasoning has ramifications also for the entire sphere of architectural study: its teaching, its theory and its practice. That is, they believe that in order to bring qualitative development in line with the practical aspects of architecture, continuous learning, as a way of improving knowledge research and acquiring new skills, should be seen as essential. In other words, it is important to provide a proper framework so that the newly acquired knowledges and skills can eventually help to upgrade the work of an architect, However, it is also equally important to engage in all the fundamental research activities deemed necessary for performing basic architectural work.

In response to such a request, the Department of Architecture at Myongji University believes that education is not simply limited to providing knowledge and teaching the skills necessary to become an architect; it should also focus on nurturing the desire to discover knowledge and acquire skills. In particular, the curriculum encourages students to nurture their own abilities in regard to researching the given topics; while coterminously instilling in them the idea that architectural knowledge is a life-long learning process

3.4.3 The Importance of Shedding Some Light on the Various Cooperative Projects that are Often Experienced in the Work-Place

The general consensus among architects on classroom education is that since it is oriented toward teaching architectural theories, students have little understanding as to what kind of work architects do on a day to day basis. Furthermore, since the assigned roles of architects at work are so diverse; then to actually learn these activities can be extremely problematic. It is for these reasons that some of the practical aspects required for becoming an architect should be taught in school. Another aspect architectural education needs to focus on is the fact that, whereas in a real workplace setting most architectural projects involves joint teamwork, the type of teaching taught in school puts priority on nurturing the talent of individual students. Thus there is a lack of educational opportunities for students to understand and experience teamwork. This is why, similar to the argument that architectural students need to learn about workplace versatility, the issue needs to be resolved through classroom education.

The Department of Architecture at Myongji University regards the aforementioned issues to be important, and is making concerted efforts to enhance the understanding of students on the versatile roles that architects need to adopt in workplace situations. The skill of learning about teamwork is also essential in this case. Such requirements are being incorporated in the revision of the academic curriculum and teaching methodology. The department has not only shifted its focus to a more practice-oriented one, but now includes the practical skills students will acquire from the Center for Urban Architectural Design as part of its academic program, too. Also, by utilizing studio design course, the traditional educational method of architecture, students are being taught the importance of teamwork and joint projects. Until graduation, students are required to complete ten studio design courses along with two to three studio classes requiring collaborative work. These courses will allow students to concentrate primarily on joint projects and teamwork.

In order to effectively support and manage the transformed academic program, the department has introduced a system which allows field architects to become adjunct professors. In addition the department intends to invite renowned architects as guest speakers as a way of encouraging students to visit their work places. To this end, it is hoped that they will gain an understanding of different work situations which will, in turn, foster an appreciation of the pleasures derived from joint-project sharing. All of these new methodologies will be accommodated in the new academic program.

3.4.4 Understanding and Respecting the Roles and Responsibilities of Working in Related Architectural Fields

Due to the nature of architectural design, working in collaboration with professionals from related specialisms is essential. Every time a project is launched, a group of experts, including architects, work together as a team. In this situation, it is important that every individual involved in the project has a clear understanding of the boundary of his/her professional work as well as the role and responsibility that each profession entails. Otherwise, it would be impossible to expect efficient collaborative teamwork. For teamwork to succeed, the related specialists must have a clear understanding of their work while correspondingly showing a mutual respect for each other.

Students are specifically taught about the different work areas of the professionals involved in the joint projects. This knowledge is taught through two courses called 'Architectural Practice 1' and 'Professional Practice'. These are offered in the practical project learning curriculum by the Center for Urban Architectural Design. However, in the same way that knowledge and skills on architectural design are susceptible to external changes, so too are issues related to ethics and responsibility. This is especially true when such things impact upon the individual and his/her working area. Under such a philosophy, being supported by the courses on the theories and history of architecture, the Department of Architecture focuses on teaching its students the changing role of the profession. This will help nurture them to cope with future changes. In addition, the various history courses on architecture will provide students

with ways to understand the value of architecturally-related projects, and to appreciate the works and expertise of individual professionals.

3.4.5 Understanding Ways to Arbitrate on the Divergent Interests of Parties Involved in the Projects

An architect's foremost responsibility is protecting and realizing the rights of the client. But at the same time, the architect also has a responsibility towards the general public. In other words, it is possible, through the activity of architectural planning, for the architect to inflict public damage while trying to realize the wishes of the client. If this were to happen, then the architect is responsible for finding ways to either minimize public damage or maximize public interests. If the architect is faced with a situation where the interest of the client is in conflict with the interest of the general public, then it would be right for the architect to find ways that can satisfy both parties. This strategy is much more preferable than simply trying to please the client. Ultimately, the architect must arbitrate upon the conflicting interests of both parties.

Conflicting cases of interests between the client and the general public are often found when enterprises are launching a creative project that has no precedent. The architect must again find ways to arbitrate upon the conflicting interests of both the client and the general public.

The most effective way to settle any differences is for the architect to create a design that both parties will be satisfied with. Instead of depending on legal interpretation, or appealing to ethical probity as a way of finding a solution to the problem, the best possible remedy is to design a plan that maximizes the latent rights of both parties involved. Accordingly, the Department of Architecture at Myongji University defines "a good architectural plan" as having more than one single assessment standard (as in, artistic, functional or structural stability). Instead, a "good architectural plan" is defined more comprehensively; considerations to the unique characteristics of the plan and its relation to the surrounding environment where the architectural work will be placed, also come into assessment. In a nutshell, the students will learn how to assess 'appropriate value' according to the nature of the individual project. All these standards will help students as they gain the knowledge and methods necessary to create and develop architectural designs and plans for different projects. It is hoped that through such an academic program, the students will be able to nurture their arbitrational abilities and mediate over the conflicting interests that evolve from the different interests of the public and client.

3.4.6 Nurturing Ethical Judgement so as to Become a Professional Architect

Probably more than in any other job in the market today, being an architect entails having the strictest ethical conscience. The work itself might not appear to be related to ethics; however, as the work proceeds, there are many decisive instances

that require ethical judgement. The importance of having an ethical conscience as an architect is revealed in another aspect: the architect must be able to predict possibilities of conflicting interests before they are actually revealed; this is especially true for construction-related work. In order to simultaneously protect the rights of the client with the interests of the public, the architect must base fundamental decisions on stringent and precise ethical standards. Although professional ethical judgement can be strengthened through work, this sometimes can be impossible if there is little evidence between the two conflicting parties for compromise. Therefore, students must develop their sense of ethical judgement while in school and, accordingly, the school needs to provide such learning opportunities for the students.

The Department of Architecture has received support from the Liberal Arts College, who have made it possible for students to take classes in ethics. Furthermore, the importance of developing an ethical conscience is emphasized through the architectural theory and history classes. It is hoped that through learning, students will have the ability to make ethical judgements and develop ethical values when they join the work force after graduation. Meanwhile, during interactive studio classes, guest lecturers are invited to share experiences that dealt with ethical issues. Additionally, through the ensuing discussion, students are encouraged to resolve issues in an ethical manner. Since nurturing and developing ethical values takes many years, students are continually given opportunities to think in this way. This can be accomplished through the various lectures offered by the academic program as well as by special lectures given by invited speakers.

3.5 Architectural Education and Society

3.5.1 Understanding the Social Role of the Architect: The Necessity for Arbitration If the Conflicting Interests of Various Parties Clash Over the Issue of the 'Built Environment'

1) Understanding the Necessity of the Social Role of the Architect in Unifying the Divergent Interests of Various Parties

As a client, the general public craves for the type of architectural work which is more than a built environment for people to function in; they also wish for an artistic work that stands in harmony with its environmental setting. That is, the architect is expected to create an artistic product which will fulfill integrated socio-environmental functions. The object is to design and build something where different interests are complimented in a complex manner. Therefore, in order to satisfy the many different needs of the clients, the architect must have a keen understanding of the social atmosphere being created and the capability to define the created work as being both functional and artistic.

Accordingly, practical teaching is regarded as being more effective than theoretical teaching because it helps nurture the high level of capabilities required to be an architect. This is because, in a real work setting, it is difficult for anyone to remain neutrally value-oriented; people have a natural propensity for coping with the situation as it stands.

Students will be able to gain a sound understanding of the social significance of artistic work and, accordingly, develop a social sensitivity that will enhance their abilities. In order to achieve these two objectives, the Department of Architecture provides courses on a methodology for accepting public need in concordance with a design methodology for inducing public participation. Moreover, in order to give validity to all activities in terms of value, students are encouraged to take courses offered by the Liberal Arts and Sociology departments. All of these will be given credits as general studies courses.

2) Accumulating Knowledge for the Understanding of Social and Environmental Issues

Most architects start their work by accepting architectural projects requested by clients. Therefore, for social and environmental issues, the intervention of the architect is considered as a trifle since there is no particular party who wants to bear the responsibility. Later on, this becomes a problem since many social and environmental issues are related to 'built environment' problems; therefore, the intervention of the architect is ultimately required. Consequently, in order to become competent architects, students must be more attuned to social and environmental issues. This is an essential quality since the majority of the general public, as well as professionals, are ignorant of social and environmental issues - even when they become major headaches at some point in the project. Furthermore, it is important to accumulate the knowledges needed to solve social and environmental issues. Students must develop skills for basic planning and construction as well as acquire knowledge in the fields of the humanities and sociology. From here, they need to go on and accumulate the knowledges for developing the skills which will enable them to induce social agreement. As a consequence, they must be ready to accept the fresh demands that are produced through the new social agreement.

In relation to such issues, the Department of Architecture at Myongji University considers the understanding of the relationship between knowledge/technology and society/environment as an important educational objective. Under the perception that development is achieved through mutual interaction, the Department of Architecture has designed its educational program around the precept of bringing about an increasing awareness in students for social and environmental issues. At the same time, it will teach a methodology that develops the skills and knowledge required by society and the environment.

3.5.2 Understanding the Ethical Aspects Surrounding Decision-Making: "Built Environment" Issues Viewed from Social and Environmental Perspectives

The aforementioned requests from the public are not very different from those made by any group of architects. However, a slight difference can be identified in the fact that the ethical issues proposed by the general public are focused on construction activities in public areas. Since construction activities in public areas are the responsibility of an unspecified group, and not that of a specific client, interest in the architectural project as well as restrictions against it are relatively low. Under such circumstances, the persons who are in the position of effectively monitoring and controlling the project of constructing a built environment are the architects in charge. Therefore, it is essential for architects to have a sound understanding of the ethical issues involved in projects relevant to the built environment.

As mentioned above, educating students on career ethical values generally follow the set guidelines; however, many different ideas are used to enhance students understanding of the ethical issues related to built environments in public areas. A class designed to find an ethical approach to public building in Yong-in city (Myongji University is located here) is a good example of this. As a theory-centered class it incorporates many forms, from discussions to presenting specific proposals. Meanwhile at the Center for Urban Architectural Design, continuous research and planning is underway on public buildings required by the city. As a result, by encouraging students to participate in the projects, they are given opportunities to deliberate over ethical issues involving projects relevant to the built environment.

3.5.3 Creating a Connection With the Public through Professional and Public Services

Architecture fundamentally shares close relations with greater society. That is, it is affected by social trends and phenomena, but at the same time fashions and affects what is happening in society as well. In this sense, society and architecture are mutually affected by each other. Therefore, it is only natural that architects have a predilection for social participation. It is very important for the architect to become a positive force in society; one who creates a needed built environment rather than just a passive professional who merely serves to satisfy the rights of the client. Therefore, having the capacity to become a positive participative force in society is essential for aspiring architects.

The Department of Architecture at Myongji University offers an educational program that has been modified to concentrate on the practical aspects of architecture in order to better respond to social demand. It provides courses on architectural planning and, through interactive studio courses, students are given opportunities to make proposals which solve regional and social issues. The Center for Urban Architectural Design also continues its research on the development of regional society as well as the built environment that rises from it. It does this while teaching

students the importance of having an open mind toward social participation, and encourages them to participate in actual architectural projects. Specifically, Myongji University is not only in charge of leading the formation of habitat programs around the Yong-in area, but has also created a habitat program overseas. As one of its active members, the Department of Architecture is providing opportunities for its students to expand their philosophy and experiences through social participation.

4. **Curriculum of the Professional Degree Program**

4. Curriculum of the Professional Degree Program

4.1 Degrees

According to recommendations by of the International Union of Architects (UIA) and a criterion defined by NCARB (National Council of Architectural Registration Boards in the United States), a "Professional Degree Program" is an undergraduate program of five years or longer (160 credit hours or more), or a graduate degree program required to obtain an advanced degree in architecture. The Department of Architecture under the College of Architecture at Myongji University offers a five-year professional degree program, which is the undergraduate degree program offered at the College of Architecture. The degree conferred upon graduation is Bachelor of Architecture.

The five-year architecture degree program at Myongji University first opened to incoming students in 2002. As of Fall 2006, the program will have reached its fifth year with students in their 10th semester. The first group of students under the new five-year program is expected to graduate in February 2007. The current number of students in their fifth year is less than quarter of the original incoming students, on account of leave-of-absences granted among male students who have entered military service of two to three years (for details refer to Chapter 6 Student Information).

4.2 Framework of the Curriculum

4.2.1 Introduction

The five-year professional degree program at the Department of Architecture is the basic degree program (Bachelor of Architecture) offered by the department. The curriculum is based on the requirements proposed by the Korea Architectural Accreditation Board (KAAB), with a total of 165 credit hours required for graduation (for incoming students in 2002 through 2004 the number of required credits is 175). The courses are divided into credits for major courses, credits from general studies courses, and general elective courses. Among these courses departmental-level required courses and required major courses must both be completed. Other than the general elective courses, the rest must be filled by courses which belong to designated course groups.

<Outline of the Curriculum>

Credits Required for Graduation 165(175)	Major Course Credits 112, 116*	Required Major Courses 85, 91*	
		Elective Major Courses 27, 25*	
	General Studies Course Credits 48	Comprehensive General Studies 18	
		Department-level General Studies 30	Department-level Required Courses 9
			Department-level Elective Courses 12
Other Elective Courses 9			
General Elective Courses 5, 1* (15, 11*)			

() applies to incoming students between 2002 and 2004.

* applies to those taking Architectural Design Practice course.

4.2.2 Structure of Curriculum for Major Courses

To obtain a professional architecture degree from the Department of Architecture, students must complete the required courses outlined within the program curriculum. At least 112 credits of major courses consists of required major courses (85 credits) systematically assigned to each semester of each year to guide students through the essential courses required in architecture education.

Design courses, which take up 58 out of 112 credits in the major courses, are spread out throughout the program according to the CAMU (College of Architecture at Myongji University) Design Education Model. Required major courses other than design courses are taught during the early phase of the program (1st, 2nd, and 3rd year) so that students can complete courses that are pre-requisite to advanced learning. Elective major courses are positioned toward the latter phase of education (3rd, 4th, 5th year) so that students have the option to follow their talents and interests by choosing specific areas within the major.

The required major courses which are taught at the beginning phase of the program mainly deal with foundation courses such as architectural design, history/theory, behavior/culture, structure, environmental science, architectural materials & methods of construction, practicum, and computer skills, all of which are key elements in assisting students continue their studies to advanced levels in architectural studies.

The following is the chart for required major courses, along with the minimum number of units for each specialized area, and elective major courses.

<Credits and Course Chart for Each Specialized Major Area>

Program Year	Design	Computer Application	History/Theory	Behavior/ Culture Area	Structure	Environmental Science	Materials & Methods	Professional
1	<u>Basic Design & Architectural Graphics 1,2</u> <u>Idea & Presentation</u>		<u>History of Korean Architecture 1</u> Contemporary Architecture		<u>Design & Structure in Architecture</u>			
2	<u>Architectural Design 1,2</u> <u>Site Planning & Design</u>	Architecture CAD Computer Aided Architectural Design	<u>History of Western Architecture</u> Architectural Analysis History of Korean Architecture 2	<u>Architecture as a Cultural System</u> Housing Design Housing Typology	<u>Architectural Structure 1</u> Architectural Structure 2 Architectural Structure 3	<u>Environmental Systems 1</u>	<u>Architectural Materials & Methods 1</u> Architectural Materials & Methods 2	
3	<u>Architectural Design 3,4</u>	Design Workshop 1,2	History of Architectural Production History of Oriental Architecture 1,2	Urban Planning & Design	<u>Reinforced Concrete Structure 1</u>	<u>Environmental Systems 2</u>	<u>Building Construction 1</u> Building Construction 2	
4	<u>Architectural Design 5,6</u>	Professional Practice	Architectural Aesthetics	Environment & Behavior Architectural Planning & Programming	Reinforced Concrete Structure 2 <u>Steel structure 1</u>	Environmentally Friendly Architecture Building Service Systems	Building Estimation construction Management	<u>Professional Practice 1</u> Professional Practice 2
5	<u>Architectural Design 7,8s,8</u>		Architecture in the Modern Era		Steel structure 2 Timber Structure 1, 2		Management of Architectural Practice Building Codes Architectural Project Process Construction Economics	
Total Minimum Required Credits 112, 116*	58, 64*	3	12	9	13	6	6	5, 3*

Undefined course titles are required courses and must be included in the minimum required credit (112 credits, 116* credits)
* denotes cases in which students have completed professional practice and replaced Architectural Design 7

The course completion model of the Department of Architecture offers a systematic framework which includes required major courses assigned to each year and semester, credits allotted to each specialized area, as well as other general studies and general elective courses to complete the program. Regulations governing such framework are dictated by the bylaws of the Department. The following is a summary of these bylaws.

- ▶ Guidance for courses must abide by the curriculum model and requirements (refer to bylaw 2.2.1.1)
- ▶ Courses that are numerically ordered must be taken accordingly (bylaw 2.2.1.4)
- ▶ All design courses must be taken in their designated order. For example, those taking Architectural Design 1 in their 3rd semester must either have completed Basic Design & Architectural Graphics 1 and 2 or equivalent courses (bylaw 2.2.2.1)
- ▶ Students may not take more than two design courses per semester (bylaw 2.2.2.2).

To implement the curriculum program, the Department of Architecture has devised an academic information management system (Curricular Information Management & Access System), separate from that used by the university, to manage student progress independently and effectively.

4.2.3 Structure of Architectural Design Curriculum

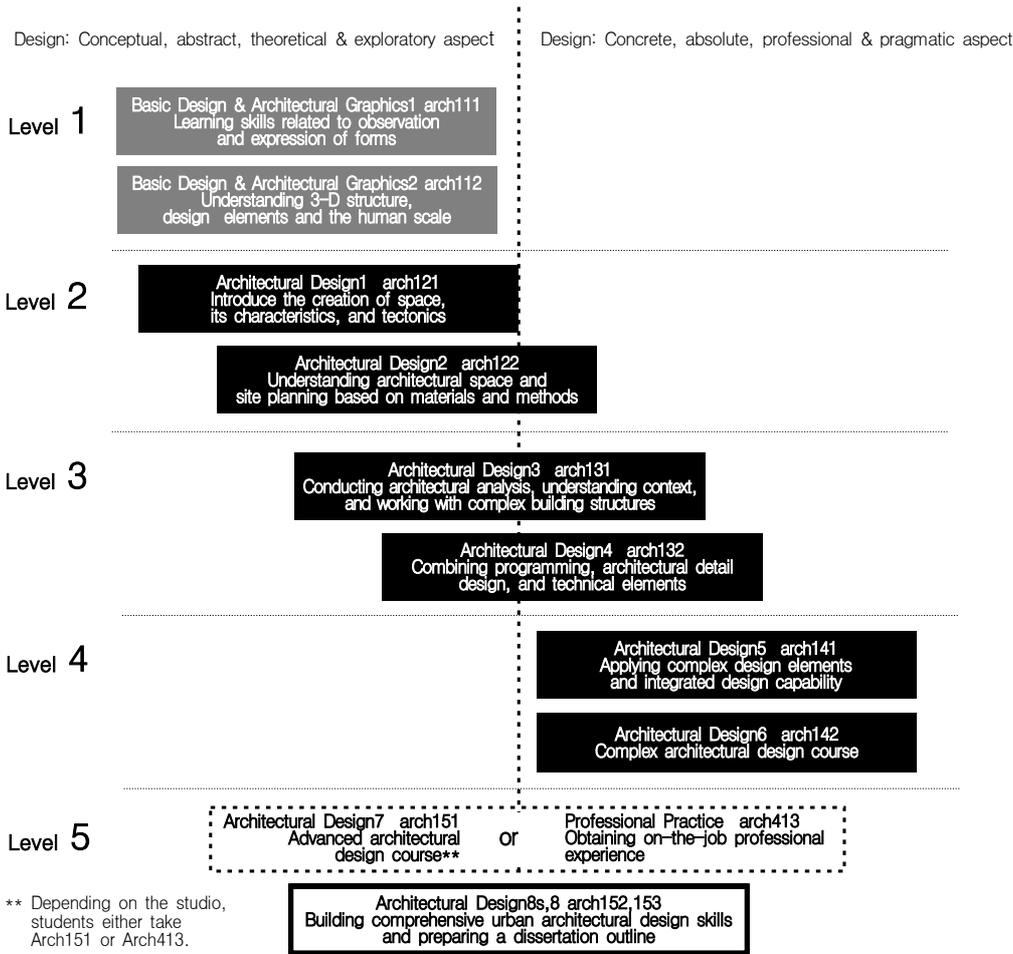
Design courses which consist of 58 credits out of the total 112 credits reserved for major courses are spread throughout the five-year program developed by the College of Architecture Myongji University (CAMU).

At design studios at the beginning phase (1st and 2nd year) studies cover the fundamentals of architecture such as courses on non-architectural forms and presentation, as well as exploring the concept of space followed by exploring basic conceptual studies in architecture, and expression including programming, site, materials, idea and presentation.

After the 3rd year, or the transition period between beginning level (1st and 2nd year) and a more advanced level (4th & 5th year), students undergo training in professional practice through integrated design courses that encompass design, structure, construction, and facilities in their 7th semester.

Students may thereafter choose to take the professional design practice course during their 8th or 9th semester and participate in actual projects conducted at the Center for Architecture and Urban Design operated under the College of Architecture. Students taking this course work for one semester (6 months, 12 credits) at the center under the guidance of the project-managing faculty. Through this training, students gain hands-on experience of work in the real world and receive education that fits with our objective of arming students with practical knowledge and skills.

During the last phase of the program, during the 9th and 10th semester, students complete their series of general studies and design courses. Students mark the conclusion of their undergraduate program with a graduation design project that expresses their view on architecture and their personal talent. The Degree Project consists of a written component and a design project whose theme may be selected by the students reflecting their interest and ideals as fostered throughout the program. For the project students in their 9th semester conduct Degree Project research with advising faculty of their choice (Architectural Design 8s) as they collect data and work on the writing section discussing the theoretical background of their project. Based on their work, students spend their last semester working on their degree design project under the guidance of the same advisor (Architectural Design 8).



<Curriculum Structure by Level>

4.2.4 Interactive Structure Linking Architectural Design and Theoretical Framework

The design education at the Department of Architecture begins with design studio training to nurture basic architectural skills, study conceptual exploration and identify student creativity. As students advance to a higher level the program introduces them to not only historical/theoretical aspects of architecture but also its technical and pragmatic side, allowing them to first consolidate their basic theoretical understanding of the subject which will support their practical skills. At the same time, the weight gradually shifts from conceptual exploration or experimental thinking to concrete and professional skills.

The integrated design curriculum in the 4th year, in particular, opens the stage for practical architectural design courses to flourish based on education in the area of the history/theory of architecture and technical knowledge, both of which are required major courses during the 3rd year. Such a process will inevitably involve students getting a first-hand look at structures, facilities and codes/regulations - everything there is to know about conducting an architectural project - by participating in a whole single project, not only the aspects concerned with architectural design. Unlike the common curriculum, our department offers students an integrated and practical experience through our education program.

Beginning in their 4th year students get a chance to build on their knowledge acquired through the required major courses in history and theoretical background, and to practice design skills, through an integrated design curriculum. Through this process students not only learn about the planning of buildings but also, through various projects, their structure, facility, and codes related to their construction. Our program offers comprehensive and integrated education, far different from courses taught under the conventional curriculum. Students also get to apply what they have learned during the previous three years to the integrated design curriculum so that they can identify their own strengths and talents within the field of architecture.

Students at the higher level (4th and 5th year) have the freedom to choose among major and general studies courses and carefully plan their schedule according to the department's course completion model so that they can prepare themselves for the Degree Project. During this period, students can also begin to lay future plans for life after graduation.

To ensure efficiency in architecture education we have proposed the following layout that harmonizes the design courses and theory courses.

Architectural Design Course		Theory course
Level	Design: Conceptual, abstract, theoretical & exploratory aspect	Design: Concrete, absolute, professional & pragmatic aspect
Level 1	Basic Design & Architectural Graphics1 arch111 Learning skills related to observation and expression of forms	Contemporary Architecture arch235 Design & Structure in Architecture arch251
	Basic Design & Architectural Graphics2 arch112 Understanding 3-D structure, design elements and the human scale	
Level 2	Architectural Design1 arch121 Introduce the creation of space its characteristics, and tonalities	History of western Architecture arch234 Architectural Structure1 arch123 Architectural Materials & Methods arch273 Environmental Systems1 arch262
	Architectural Design2 arch122 Understanding architectural space and site planning based on materials and methods	
Level 3	Architectural Design3 arch131 Conducting architectural analysis, understanding context, and working with complex building structures	Building Construction1 arch373 Environmental Systems2 arch361 Steel Structures1 arch453 Reinforced Concrete Structures1 arch355
	Architectural Design4 arch132 Combining programming, architectural detail design, and technical elements	
Level 4	Architectural Design5 arch141 Applying complex design elements and integrated design capability	Professional Practice1 arch381
	Architectural Design6 arch142 Complex architectural design course	
Level 5	Architectural Design7 arch151 Advanced architectural design course2	
	Architectural Design8,8 arch152, 153 Building comprehensive urban architectural design skills and preparing a dissertation outline	

<Curriculum Organized to Integrate Design and Theory>

- 1) Architectural theory courses are required courses. Students may be required to take additional courses in order to graduate depending on their major area.
- 2) Depending on the studio, students either take Arch151 or Arch413.

4.2.5 Elective Major Courses Offered by the Department

A variety of elective major courses (27 credits) are offered for each specialized major area in addition to the required major courses (85 credits) so that students have a wide access to courses that can increase their knowledge within their field.

With a student quota of 100 for each year, in order for lecture courses generally sized 50 or less students to be offered for students of an entire year, two or more sessions are needed in general. Due to a large number of enrollment, the need for number of course sessions are usually high. However, instead of offering an identical course in multiple number of sessions, the Department of Architecture opted to offer a variety of elective major courses to broaden the scope of options from which to choose, according to student interests.

As the table below illustrates, the number of elective major courses (36) are distributed evenly throughout the major areas and exceed the total number of required major courses (25). It is notable that elective major courses are often offered only once a year or are sometimes not even offered in a given year, depending on the circumstances, whereas required major courses are offered every semester. However, the range of choice of student electives is considered sufficient.

The elective major courses are mostly offered to senior year students so that they can acquire independent learning skills in advanced areas based on their basic knowledge accumulated throughout the program. The courses and number of credits for elective major courses are shown in the table of <Credits and Course Chart for Each Specialized Area> already shown in the foregoing (section 4.2.2).

4.2.6 Choosing General Studies Courses and Guidelines

Aside from the department major course curriculum, another important element that constitutes the curriculum of the Professional Degree Program is the general studies course component of the program. The general studies program is divided into the Comprehensive General Studies courses and Department-level General Studies courses, 18 credits and 30 credits allotted, respectively.

The Comprehensive General Studies Courses are required for all students attending Myongji University to enrich their cultural background including Christianity, Critical Thinking and Expression, History and Philosophy, Contemporary Society, and English.

Department-level General Studies Courses are determined according to the needs of each department. Department-level General Studies Courses are divided into Department-level Basic General Studies Courses (General Studies courses selected by at each department) and Other Elective Courses (other general studies courses). Department-level Basic General Studies Courses can be divided again into Department-level Required Courses and Department-level Elective Courses.

The Department-level General Studies Courses are required courses at the Department of Architecture consisting of Department-level Required Courses (9 credits), Department-level Elective Courses (12 credits), and Other Elective Courses (9 credits).

Department-level Required Courses include courses such as Statistics, Mathematics, Physics, and Basic Chemistry to build a foundation among students in knowledge in mathematics and sciences. Department-level Elective Courses require students to complete at least 12 credits - at least 6 credits in the field of humanities, literature, or arts and 6 credits in social sciences. Other Elective Courses allow students to take 9 credits in courses according to their personal interests from the general studies curriculum so that students can benefit from a comprehensive general studies education.

<Outline of the Curriculum>

Credits Required for Graduation 165(175)	Major Course Credits 112	Required Major Courses 85	
		Elective Major Courses 27	
	General Studies Course Credits 48	Comprehensive General Studies 18	
		Department-level General Studies 30	Department-level Required Courses 9
			Department-level Elective Courses 12
Other Elective Courses 9			
General Elective Courses 5, 1* (15, 11*)			

() applies to incoming students between 2002 and 2004.

<Details of the General Studies Course Requirements for the Department of Architecture>

General Studies		Course Title	Credits	Required/ Elective	Credits
Comprehensive General Studies (18)	Christianity	Chapel	-	Required	4 Credits
		Introduction to the Bible	2	Required	
		Modern Society and Christian Ethics	2	Elective	
		Christianity and Culture	2	Elective	
		Religion and Science	2	Elective	
	Critical Thinking and Expression	Theme Seminar	2	Elective	2 Credits
		Speech and Discussion	2	Elective	
		Writing	2	Elective	
	History and Philosophy	Philosophy and Humans	2	Elective	2 Credits
		History and Civilization	2	Elective	
		Understanding Modern Korean History	2	Elective	
	Contemporary Society	Globalization and International Relations	2	Elective	2 Credits
		Information and Social Change	2	Elective	
		Women in Contemporary Society	2	Elective	
	English	English 1	2	Required	6 Credits
		English 2	2	Required	
English Conversation 1		1	Required		
English Conversation 2		1	Required		
	Freshman Seminar	1	Required	1 Credits	
	(Balance Elective)	1	Elective	1 Credits	
Department-level General Studies (30)	Department-level Basic General Studies Courses	Introduction to Statistics	3	Required	3 Credits
		Mathematics, Calculus, Engineering Mathematics 1 (Select 1)	3	Elective	3 Credits
		Physics 1, Chemistry 2 (Select 1)	3	Elective	3 Credits
	Department-level Elective Courses	Courses in Humanities, Literature, and the Arts	6	Elective	6 Credits
		Courses in Social Sciences	6	Elective	6 Credits
	Other Elective Courses	Courses in Department-level General Studies	9	Elective	9 Credits
General Elective (5)	Major courses at the Department of Architecture, major courses at other departments, or General Studies courses				5 Credits

4.3 Program Course Chart

4.3.1 Curriculum by Program Year

Course Classification	1st Year		2nd Year		3rd Year		4th Year		5th Year		Classification	Credits
	Classification	Credits	Classification	Credits	Classification	Credits	Classification	Credits	Classification	Credits		
General Studies	Comprehensive General Studies	10	Required	Comprehensive General Studies	4	Required	Comprehensive General Studies	4	Required			
	Department-level General Studies Required	9	Required	Department-level General Studies Elective	6	Elective	Department-level General Studies Elective	3	Elective	Department-level General Studies Elective	6	Elective
Cultural Context	History of Korean Architecture 1	3	Required	Architecture and Cultural System History of Oriental Architecture	3	Required						
	Basic Design & Architectural Graphics1	3	Required	Computer Applications	3	Elective						
Communication	Basic Design & Architectural Graphics2	4	Required									
	Ideas & their Presentation	1	Required	Architectural Design 1	4	Required	Architectural Design 3	6	Required	Architectural Design 5	6	Required
Design				Architectural Design 2	4	Required	Architectural Design 4	6	Required	Architectural Design 6	6	Required
				Site Planning & Design	3	Required				Architectural Design 7	6	Required
Structure	Design & Structure in Architecture	3	Required	Architectural Structures 1	2	Required	Steel Structures 1	3	Required			
							Reinforced Concrete Structures	3	Required			
Environment				Environmental Systems 1	3	Required	Environmental Systems 2	3	Required			
				Architectural Materials & Methods 1	3	Required	Building Construction 1	3	Required			
Professional Practice									Professional Practice 1	3	Required	
Electives	Elective Major Course	3	Elective				Elective Major Course	3	Elective	Elective Major Course	11	Elective
No. of credits to be completed		36			38			34			32	25

* The total number of credits required for graduation is 165 credits (112 credits from major courses, 48 credits from general studies courses, and 5 credits from general elective courses).
 * 112 credits from major courses consist of required major courses and elective major courses. Students must complete minimum requirement credits for each area (Refer to Credits and Course Chart for Each Specialized Major Area).

4.3.2 Departmental Course Model

1st Semester	17	7st Semester	18(17)	17	18(17)
Basic Design & Architectural Graphics 1	3	Architectural Design 5	6	6	6
Idea & Presentation	1	Professional Practice 1	3	3	3
History of Korean Architecture or Choose from history/theory section	3	History/Theory or Behavior/Culture	3	3	3
Design & Structure in Architecture or choose from Department-level Required Courses	3	Choose from structure Section or Professional Section	3(2)	2 structure	2(0) structure
Comprehensive General Studies	4	Department-level Required Courses	3	3	4(5)
Department-level Required Courses	3				
2st Semester	19	8st Semester	14(15)	15	14(15)
Basic Design & Architectural Graphics 2	4	Architectural Design 6	6		6
History of Korean Architecture or Choose from history/theory section	3	Professional Practice		12	
Design & Structure in Architecture or choose from Department-level Required Courses	3	Behavior/Culture Section	3		3
Comprehensive General Studies	6	Choose from Structure Section or Professional Section	2(3)		0(2) structure
Department-level Required Courses	3	Department-level Required Courses	3	3	5(4)
3st Semester	19	9st Semester	14	15(13)	15
Architectural Design 1	4	Architectural Design 7	6	6	
Choose 2 from Architecture as a Cultural System, Computer Application Section, or History of Western Architecture	6	Architectural Design 8s	3	3	3
Architectural Structures 1	2	Professional Practice			12
Architectural Materials & Methods 1 or site Planning & Design	3	Behavior/Culture Section		3(0)	
Comprehensive General Studies	4	Department-level Required Courses	3	3	
4st Semester	19	10st Semester	11	10(12)	10
Architectural Design 2	4	Architectural Design 8	6	6	6
Choose 1 from Architecture as a Cultural System, computer Application Section, or History of Western Architecture	3	Behavior/Culture Section		0(3)	
Environmental System 1	3	Department-level Required Courses	3	3	3
Architectural Materials & Methods 1 or Site Planning & Design	3	General Elective Courses	2	0(1)	
Department-level Required Courses	6				
5st Semester	17	Total Minimum Required Credits	165		
Architectural Design 3	6	When Architectural Design 6 is replaced by Professional Practice		165	
Steel Structures 1 or Reinforced Concrete Structures 1	3	When Architectural Design 6 is replaced by Professional Practice			165
Environmental System 2	3				
Steel Structures 1 or Reinforced Concrete Structures	3				
Comprehensive General Studies	2				
6st Semester	17				
Architectural Design 4	6				
Steel Structures 1 or Reinforced Concrete Structures 1	3				
History/Theory or Behavior/Culture	3				
Comprehensive General Studies	2				
Department-level Required Courses	3				

* Credit Hrs in () must be achieved by Hrs in ().

4.4 Course Assessment and Course Summary

4.4.1 Course Assessment

1) Design Course Assessment

Design Studio Courses are based on small-group classes with a studio space provided for individual students. Students are evaluated based on their performances in design presentation, design projects, papers, presentations, and studio participation. The method of assessment and course format which are determined by the faculty responsible for the course are included in the course description and distributed to students at the beginning of the course.

The grading curve abides by the guidelines laid by the university, limiting the number of students receiving A or B to 60% of the entire class. The following is the summary for each assessment method.

Design Presentation

Design presentation constitutes the core of design courses in which students conduct presentations on the process and outcome of their projects using a variety of visual media and oral presentation. Student performance is assessed by the faculty or a guest critic. Both qualitative and quantitative assessments are made and the assessment procedure is open to other students in order to ensure objectivity. The format, frequency, and relative grade-value of the presentations component of the course, which are notified to the students in advance, are determined by the faculty and listed in the course syllabus so that students understand the requirements and make appropriate preparations.

Design Project

The design project may be subject to assessment separately from the design presentation. The project results can either be the product of the design presentation or results of other projects. The specifics of this assessment are to be determined by the faculty. Information on this criterion is listed in the course syllabus so that students understand the requirements and make appropriate preparations.

Paper

Student papers are regarded as tools to quantify students' level of understanding on the course material and their ability to collect, analyze and apply data and resources. The number of papers assigned are determined by the faculty, generally in the format of writing in an A4 size paper. The frequency of assigned papers and proportion of the final mark determined by this aspect of evaluation of the paper are listed in the course syllabus so that students understand the requirements and make appropriate preparations.

Presentation

Students make presentations during class on their educational and/or learning achievements based on the material they have prepared in advance. The faculty makes on-site assessment, taking into consideration the amount of preparation and the level of creativity that have been displayed in the presentation. Presentation and communication skills are also points of assessment. The frequency of presentations and proportion of the final mark determined by this aspect of evaluation of presentations are listed in the course syllabus so that students understand the requirements and make appropriate preparations.

Studio Participation

Students are also assessed on their participation level in class. The proportion of the final mark determined by this aspect of evaluation and method of assessment are determined by the faculty and are listed in the course syllabus so that students understand the requirements and make appropriate preparations.

2) Assessment of Lecture Courses

Assessment in lecture courses takes the form of tests, papers, homework, presentations, and class participation. The method of assessment and course format which are determined by the faculty responsible for the course are included in the course description and distributed to students prior to the beginning of the course.

The grading curve abides by the guidelines laid by the university, limiting the number of students receiving A or B to 60% of the entire class. The following is the summary for each assessment method.

Testing

Testing is an assessment method that quantifies the level of understanding and application ability of the students. The format and frequency of tests, and proportion of the final mark determined by this aspect of evaluation of tests are determined by the faculty and the information must be listed in the course syllabus so that students understand the requirements and make appropriate preparations. Tests will take the form of multiple choice items, short answer questions, writing, and/or oral exam.

Papers

Student papers are regarded as tools to quantify students' level of understanding on the course material and their ability to collect, analyze and apply data and resource. The number of paper assignments are determined by the faculty, generally in the format of writing in an A4 size paper. The frequency of assigned papers and proportion of the final mark determined by this aspect of evaluation of the paper are listed in the course syllabus so that students understand the requirements and make appropriate preparations.

Homework

Homework takes a variety of formats depending on the course, such as Powerpoint

files, data collection/analysis, and production. Homework can be used as a criterion that assesses student ability that cannot be observed through tests or papers. The frequency of homework assignments and proportion of the final mark determined by this aspect of evaluation are listed in the course syllabus so that students understand the requirements and make appropriate preparations.

Presentations

Students make presentations during class on their educational and/or learning achievements based on material they have prepared in advance. The faculty makes the on-site assessment taking into consideration the amount of preparation and the level of creativity. Presentation and communication skills are also points of assessment. The frequency of presentations and proportion of the final mark determined by this aspect of evaluation of presentations are listed in the course syllabus so that students understand the requirements and make appropriate preparations.

Class Participation

Students are also assessed on their participation level in class. The proportion of the final mark determined by this aspect of evaluation and method of assessment are determined by the faculty and are listed in the course syllabus so that students understand the requirements and make appropriate preparations.

Attendance

Tardiness and absence during the 16 week semester period are recorded to be reflected on student grades. The proportion of the final mark determined by this aspect of evaluation of this category is determined by the faculty. Abiding by university regulation, those absent for 1/5 or more of the entire class automatically fail the course. Information regarding the proportion of the final mark determined by this aspect of evaluation and standards for attendance are listed in the course syllabus so that students understand the requirements and make appropriate preparations.

4.4.2 Course Syllabus (Course Summary & Schedule)

See Appendix 5.

4.5 Curriculum Objectives by Course-year and Level

4.5.1 Curriculum Objectives by Course-year

1) 1st Year

The first year of the program consists of required major courses at the basic level and other general studies courses required by the university.

The design courses offered during the first year are prerequisites for enrollment in full-scale architectural design courses offered in the second year. The objective is to enable to students to hone their communication skills through the use of architectural visual media and preparation of oral presentations, as well as the development of their understanding of formal quality and shapes.

Lecture courses offered by the department deal with case studies in traditional Korean architecture as well as contemporary architecture, in order to foster understanding of basic concepts related to the field, ranging from architectural techniques to architectural form and structure.

2) 2nd Year

The second year of our program offers required major courses that constitute the foundation of architectural knowledge and an on-going general studies program in continuation from the first year of the program.

Formal Architectural Design training begins with Architectural Design 1, a course designed to help students to develop the ability to express concepts that they have learned through the use of visual media; as well as students are expected to launch a small-size architectural design project taking into consideration of the site, materials, structure, form and shape.

Lecture courses continue to explore case studies of architecture and also turn to issues in the relationship between architecture and culture. Technical aspects are also emphasized in courses that deal with materials and methods and fundamentals of environmental system. Early design education takes place in tandem with knowledge in architectural technology through the examination of case studies of established architecture. Students also receive training in the use of standard computer applications generally used in architectural design.

3) 3rd Year

A more in-depth approach to architecture is taken during this period with advanced required major courses while the concentration of general studies courses tapers off.

Design studio courses teach students to engage in the design of more complicated architectural projects under complex circumstances. This is a transition period in

which courses offer an in-depth and comprehensive design education with materials, methods, and structure are introduced and applied under real circumstances.

Required lecture courses offer knowledge in the areas of actual construction, architectural structures, and advanced environmental systems. Elective major courses with credits arranged in various areas are selected by the student to fill out their course load, while allowing them to receive a balanced education.

4) 4th Year

The proportion of required major courses that form the basis of architecture is significantly reduced during the fourth year of the program, providing students a wide range of choice among elective major courses and elective general studies courses.

Design education at this phase adopts a comprehensive design education approach where students embark on design assignment projects that include issues of structures, systems and construction. Through this comprehensive approach students learn to combine the skills they have acquired and apply their knowledge to actual conditions.

Required lecture courses teach students the fundamentals of design practices to further their understanding of the subject. Students get opportunities to obtain in-depth learning of their major field through related elective major courses and elective general studies courses.

5) 5th Year

Fifth year students are given as much autonomy as possible to enhance their potential and encourage them to consolidate their advanced learning. During this period students learn to reflect on their learning and prepare for life after graduation. Curriculum mainly focuses on the students' Degree Project, which is the finale of professional degree program, as well as elective general studies courses from which students can choose according to their interests.

The degree design project is the culmination of five years of hard work, and an opportunity for students to exhibit their ability to conduct independent projects that express their views on architecture. In both the writing section of the degree design project (Architectural Design 8s) and the actual design project (Architectural Design 8), students must be able to propose simultaneously a theoretical basis and a project outcome. Elective major courses from each major section allow students to expand their professional knowledge in the direction of their choice and to achieve their educational goals.

4.5.2 CAMU Design Education Model

<CAMU Architectural Design Studio Education by Level>

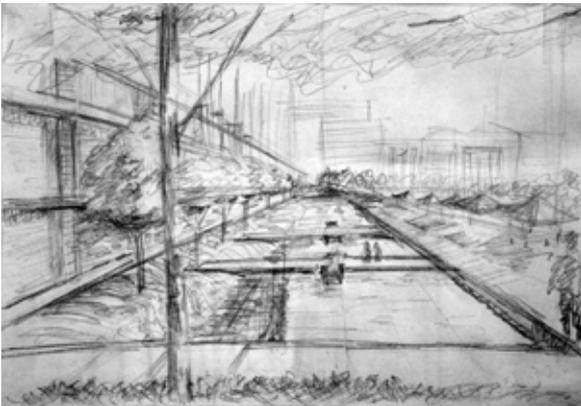
Year	Semester Course Name	Educational Objective	Curriculum Standards	Design Object and Assignments	Structure	Final Product
1	1 Architecture 111 + Architecture 113	Learning skills related to observation and expression of forms - Develop architectural communications skills - Understand basis of design elements and creative expression - Understand scales	- Introduce the meaning of architectural design - Understand figure and ground relationships - Understand methods of visual expression and their elements - Introduce construction principles of 2-D and 3-D architectural plans - Introduce methods for expressing form using croquis, speed drawing, and gradation of shade/shadow - Convert creative work into plans for presentations - Explore design concepts through 3-D construction - Create designs involving design elements and natural lighting - Introduce objective concepts, understand the properties of materials, and create 3-D construction - Plan minimum unit space	- Freehand expression - Understanding and expression using lines, dots, and surface - 2-D and 3-D construction and plans - Changes of scale and construction - Developing isometric views - Developing perspective plans - Expressing 3-D constructions under the sunlight and 2-D plan - Planning rest areas for wild animals - Developing prototypes and presentation plan - Designing unit spaces - Developing design plan panels and prototypes		- Freehand sketching - Still life, architectural space expression - Imaginary objects - 2-D plan drafts and plan construction - Plot plan, elevation plan, cross-section plan, and projection plan - 3-D plan draft expression - Isometric view and perspective plan construction
	2 Architecture 112	Understanding 3-D structure, design elements and the human scale - Understand and express elements of 2-D and 3-D plans - Analyze the property of materials and 3-D space - Develop formative and visual concept - Consider the needs of the user - Analyze unit space and construction panels	- Convert creative work into plans for presentations - Explore design concepts through 3-D construction - Create designs involving design elements and natural lighting - Introduce objective concepts, understand the properties of materials, and create 3-D construction - Plan minimum unit space	- Expressing 3-D constructions under the sunlight and 2-D plan - Planning rest areas for wild animals - Developing prototypes and presentation plan - Designing unit spaces - Developing design plan panels and prototypes		- 3-D construction and plans - Results of 3-D idea exploration - Diagram of conceptual construction - Plot plan, floor plan, elevation plan, and cross-section plan - Isometric views (at appropriate scale), perspective plan expression - Presentation panel
2	1 Architecture 121	Introduce the creation of space, its characteristics, and tectonics - Understand the creation of architectural space - Understand objectives and context - Understand materials and tectonics in architectural context - Considering the size of humans and requisite activity space - Interpretation of site and alignment plans	- Explore design concepts through 3-D construction - Explore the concept of architectural space and its creation process - Experience the properties of materials and tectonics - Perform architectural design using objectives and context	Conceptual space, small-scale structure - Using prototypes and plan to express concepts of space construction - Using prototype and plan to express the architectural concepts - Developing combinations of unit space and tectonic prototype - Designing small-scale single unit houses in a natural environment	Conceptual structures Basic structures	- 3-D design results - Plot plan (1/100) - Floor plan for each level (1/50) - Elevation plan (1/50) - Vertical and horizontal cross-section plan (1/50) - Study prototype, final prototype (1/50) - Isometric view or perspective plan
	2 Architecture 122	Understanding architectural space and site planning based on materials and methods - Basic application of construction structure systems and the development of tectonics - Development of complex objective analysis and spatial concepts - Understand properties of materials, and environmental elements (light, sound, heat, etc.) - Interpretation of site and alignment	- Construction of creative architectural methods and spaces - Analysis of relationships between objectives and the alignment of complex architectural space - Inference of a variety of concepts of architectural space - Analysis of a variety of sites and applications to different contexts	Small-scale simple structure - A variety of small-scale structures such as a small gallery, museum, theater, church, etc.	Basic structures Masonry Structures RC structures post-and-lintel construction	- Plot plan (1/100-300) - Floor plan for each level (150-100) - Elevation plan (1/50-100) - Vertical and horizontal cross-section plan (1/50-100) - Study prototype, final prototype (1/50-100) - Isometric view or perspective plan
3	1 Architecture 131	Conducting architectural analysis, understanding context, and working with complex building structures - Understand the historical context of design projects - Understand the context of an urban street - Develop objectives analysis and moving line planning abilities - Construct and combine unit plans (module) - Apply structural concepts and architectural method to design	- Case study analysis and application of contemporary architecture - In-depth analysis of sites and objectives - Develop design concepts for different contexts - Drawing up plans for complex use for residents - Creative adaptation and application of architectural material and structure techniques	Simple single structure amid a group of buildings - Small-scale structures alongside the street in an urban setting. - Commercial facility amid a group of buildings - Small apartment in the city - Partial extension or renovation of a building	Steel structure Masonry structure RC structure	- Case study analysis panel - Plot plan(1/300), Floor plan for each level (1/100) - Elevation plan(1/100), Vertical and horizontal cross-section plan (1/100) - Outer wall cross-section plan (1/50) - Study prototype, final prototype (1/100)
	2 Architecture 132	Combining programming, architectural detail design, and technical elements - Analysis of urban sites and alignment plans - Consider basic regulations (building-to-land ratio, floor area assignment, parking, etc.) - Understand the design application of basic technical consideration in architecture - Create and apply architectural method and detail design	- Complex design concept and program planning for city structures - Consideration of basic items such as structure, facilities, and construction - Application of detail plans and development into design concepts - Understanding and practice of detail design plan and concepts	Small- and medium-size structure suitable for comprehensive design - Small- and medium-size building	All structures	- Plot plan(1/500), floor plan for each level (1/200) - Elevation plan, Vertical and horizontal cross-section plan (1/100-200) - Outer wall cross-section plan (1/30-50) - Main connection detail design (1/5-30) - Final prototype (1/200) - Basic design drawing (group project)
4	1 Architecture 141	Applying complex design elements and integrated design capability - Comprehensive management skills for architecture, structure, machinery & facility, and electrical facility planning (CAD application plan development) - Integrate skills related to technological information and programming - Develop comprehensive design skills for entire buildings - Understand the structure of architecture - Facility planning (pipe, air conditioning, heating, etc.) - Core planning (vertical moving lines, structure, equipment)	- Cultivation of in-depth objectives-analysis skills including the ability to change the purpose of the building - Understand the practical elements constituting a structure - Cultivation of design capability that takes into consideration realistic concerns and other practical design matters - Cultivation of creativity in designs that exhibit in-depth application of technical elements - Development of integrative design ability that includes spatial plans, structure and facility	Small- and medium-size structure suitable for comprehensive design - Small- and medium-size building	All structures	- Architectural plan (1/500-50) - Plan list, plot plan, basic plan, ceiling floor plan, detail plan, etc. - Structure plan (1/100) - Plan list, structure floor plan, structure cross-section plan, structure sub-material list, etc.
	2 Architecture 142 or Architecture 413)	Complex architectural design within urban structures - Consider the historical context, artificial and natural environment of the city - Include systems related to complex structures and landscapes - Understand transportation, traffic, socio-economic factors, and urban planning - Consider the needs of various social classes - Make plans for data collection and analysis	- Plans for a group of complex structures with an urban design context - Consideration of the various housing complex plans and socio-economic context of the city - Consideration of non-architectural elements including traffic, local data, communications, culture, and ecology - Application of complex data analysis and architectural design elements and application of such elements to design	Complex building including housing in the city environment - A Housing complex - A Cultural facility complex - Shopping centers and commercial facilities - Complex buildings, museums, educational facilities, etc.	All structures	- Plot plan (1/300-1000) - Floor plan for each level (1/100-300) - Elevation plan, vertical and horizontal cross-section plan (1/100-300) - Main outer wall cross-section plan (1/30-50) - Main connection detail design (1/5-20) - Isometric view, perspective plan or prototype
5	1 Architecture 151 or Architecture 413	Advanced architectural design course - Consider the historical context, and artificial and natural environment within a city - Include systems related to complex structures and landscape - Understand transportation, traffic, socio-economic factors, and urban planning - Consider the needs of various social classes - Develop one's unique speciality in the area of design	- Plans for a group of complex structures with in the urban design context - Consideration of non-architectural elements including traffic, information, communications, culture, and ecology - Consideration of sustainable and environmentally friendly elements and application of such elements to design - Understand and apply city and architectural design in a larger context	Complex Building, Urban Design Components - Degree Project Preparation (Freestyle)	All structures	Dependent upon the circumstances of the studio
	2 Architecture 152	Building comprehensive urban architectural design skills and preparing Degree Project outline - Summary of individual achievements and establishment of architectural design rationale - Designing of Degree Project	- Establishment of logic for architecture on a individual basis based on practicality and theory - Degree Project design that proves the level of the student's understanding and overall general architectural ability	Complex Building, Urban Design Components - Portfolio Completion etc.	All structures	Free style

3) Arch413 (Architectural Design Practice) is an elective major course offered by the College of Architecture and may be selected only once in lieu of Arch142 or Arch151 (scheduled to be offered beginning spring 2006)

Level 1-1 Basic Design and Architectural Graphics 1

Design Project #0 - Freehand Sketch

Students may choose any sketching technique of their choice and must make presentations of several postcard-size freehand sketches each week. Through this practice students acquire the means of communicating concepts of shape visually.



Design Project #1 - Line, Plane, and Freehand Sketch

Project Objective:

As a preparatory phase for the study of architectural design, students are introduced to methods of communication required in design through first-hand experience of the basic elements of the discipline. Students will come to understand that architectural design is a process in which creative actions are communicated and understood through the use of visual language. Techniques to express and deliver content and personal opinions to others are acquired through this Project. The elements of a drawing - dots, lines, and surface - are explored, expressed through drafts and further developed into a three dimensional experience through freehand sketching.

Project Procedure (4 weeks):

1. Each student is given a black-and-white abstract image which is to be developed into a gradation of shading and/or shadow. Its borders are to be expressed in lines constructed with a draft ink pen. A three dimensional architectural object is created by placing the shading or shadow at different heights to express depth.

2. Students search for architectural space in a three dimensional architectural structure and express the process of finding it through a series of freehand sketches.
3. Students collect images of all the three dimensional architectural structures built by the members of the design class and put together images of the structures to see if they match the original black-and-white sketches. Comparison and discussion of the entire structure and the composition.

Design Project #2 - Multiview drawings (Elevation, Section, Plan Drawings)

Project Objective:

Students engage in creative work by producing a three-dimensional construction. Through this assignment students gain first-hand experience in dealing with the basic elements of designing process and construction methods. Using the three-dimensional construction students produce a projection plan of their construction and understand its principles. The fundamentals of architectural plan - elevation plan, cross-section plan, floor plan - are learned, and meanwhile the ability to effectively express three-dimensional construction into plans is increased.

Project Procedure (3 weeks):

1. With given set of objects, students compose a three dimensional expressions that uses basic design and elements of assembly.
2. A 1:1 scale elevation, plan, section drawings of the composed objects are constructed. Students ensure that the drawing sufficiently explains the design and the outcome of the formal idea. Elements and details that cannot be expressed in a three dimensional form are expressed in drawings using ink pens.

Architectural Design #3 - Multiview & Paraline drawings

Project Objective:

A three dimensional object is transformed into cubes and expressed in a axonometric view to show the characteristics of a three dimensional content. Students learn the features of paraline drawings and exercise techniques to fully utilize as a tool of formal expression.

Project Procedure (3 weeks):

Students simplify their three-dimensional architectural object designs into cubes and construct projection drawings using set of multiview drawings such as elevations, plans. The plans are used to construct axonometric views that can effectively express the properties of their three-dimensional quality. Construction process must be evident in this process and the final product must record and deliver content that can be only expressed through projected views.

Design Project #4 - Perspective Drawing

Project Objective:

Using given kit of parts, students construct a creative architectural formation. By creating a series of multiview drawings, perspective drawings showing architectural experience can be presented. Students learn the principles of perspective drawing and related construction methods, and able to apprehend strengths and features of perspective technique. In addition, they learn to express scenes at intended views of three-dimensional architectural spaces through perspectives which can be used as a means of presenting architectural concepts.

Project Procedure (4 weeks):

From the individual 3 dimensional compositions, construct multiview drawings to produce perspective drawings representing intended spatial ideas. Explore architectural spatial concepts by producing multiple perspective drawings in different views. Develop and present spatial concepts using completed 1 point and 2 point perspective drawings.

Level 1-2 Basic Design and Architectural Graphics 2

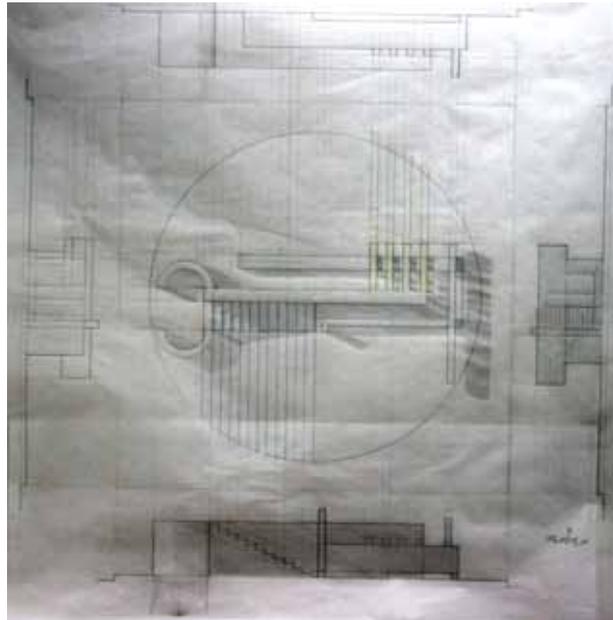
Design Project #1 - Architectural Wall Composition

Project Objective:

Design a wall that holds significance in architectural composition by making use the given dimensions and kit of parts. Along with the given various kit of parts, the established date and the location of the sun are designed to become a major element of the total composition. Diverse compositional concept in architecture, significance of light, effect of shade and the formative value shadow are looked for. Concept in architectural composition, grounds for decision and discovery of aesthetic value are the means to lead individual compositions. And through diverse architectural expressions it is developed into a persuasive result.

Project Procedure (4 weeks):

1. Create a kit of parts and develop it into 3-dimensional composition. Find the exact location of the sun of the desired date and time, choose north direction in the 3-dimensional composition and include the sunlight into the composition. Include the shape of the shadow that will take shape with the light as an important element.
2. The developed composition is drafted into plan and elevation, and presented.



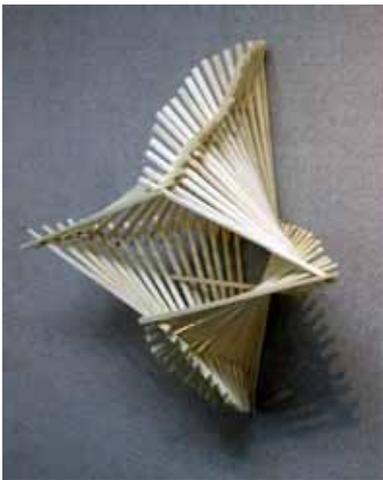
Design Project #2 - Wildlife Shelter Design

Project Objective:

A exterior site is given to design a shelter for a wild life animal - a bird. This process introduces meaning of program, site condition, and material characteristics. In addition, 3 dimensional compositional skills and design idea development is crucial in the process. Creative individual 3 dimensional design will be thoroughly documented in architectural drawings, such as multiview drawings. Function, visual character and quality, the usage of material in its character will be evaluated in final discussion.

Project Procedure (5 weeks):

1. Understand program and site and collect materials to establish the concept. Form 3-dimensional models of various concepts using selected materials.
2. Present 1:1 scale drawings of developed 3-dimensional model with the final model.



Design Project #3 - University Entrance Gate Guardhouse

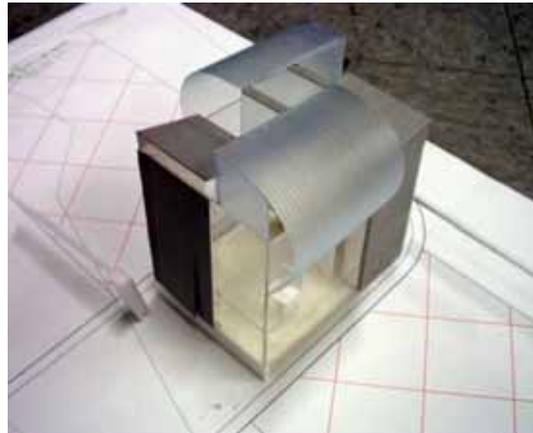
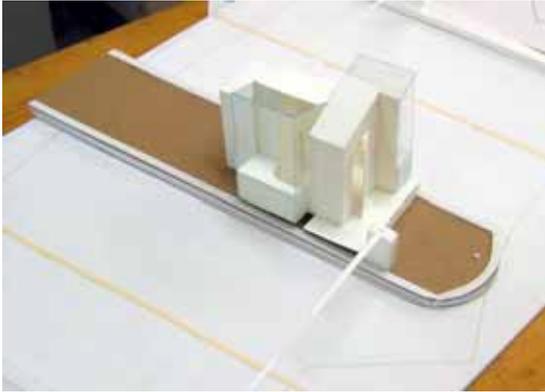
Project Objective:

As the final stage of the first year curriculum, the goal is have a conceptual design of an actual building for actual human. Through a simple program, the behavior of a human, basic measurements and other architectural elements are experienced. In designing the guard house at the school gate of Sciences Campus, site analysis, concept of architectural design and representation of diagrams, and the panel layout of all expressions are exercised. The goal is to persuasively express creative architectural concept based on the understanding of program and site.

Project Procedure (5 weeks)

1. Analyze given site, understand the program and analyze the absolute space the worker of the guard house requires. Analyze unit spaces by action on the 1/30 scale section and plan.

2. The required space that had been analyzed is modeled in 3-dimensional structure. The composition of the guard house is developed 3-dimensionally with study models (1/30 scale).
3. Complete the final design as a model and the drawings of plan, elevation and section, and give a presentation including personally drawn 3-dimensional perspective drawing. The final results including design concept is presented in A1 size panel.
4. In the final panel, the design concept is expressed in the concept of spatial composition that is shown in the form of diagrams to be included in the lay out of the panel.



Level 2-1 Architectural Design 1

Design Project #1 - Wall House

Project Objective:

As a continuation of the three-dimensional composition and design training segments of the first year of the program, this assignment is a preparatory course taken prior to the study of full scale architectural design. The basic elements of creative architectural design - ratio, symmetry, asymmetry, contrast, balance, rhythm, alignment, sequence, hierarchy, and scale - are made familiar to students in the exploration of concepts that create space. At this time, the concept of the creative work should not be based on abstract concepts such as love, separation, life, happiness, or religion, but rather on visual concepts that evoke emotion only through visual perception itself. Students must keep in mind that decisions made as an architect or a designer bear meaning in their creative work, which is an integral part of gaining acceptance from appreciators. In the phase of space-creation, which is the starting point of architecture, students decide upon a concept for their project and discuss on the use of materials, assembly methods, the meaning and aesthetic value of structures, as well as the tectonics - the culmination of structural function and beauty - of the architecture.

Project Content (6 weeks):

1. Students develop the following:

- production skills in two dimensional and three dimensional compositions.
- visual ideas and concepts through space formation processes.
- an understanding of structure and tectonics of object by varying materials.
- ability to develop compositions by varying scale ideas (juxtaposition of contrasting scale elements)



Presentation of Final Review and Submission Requirements (7 weeks)

Final product made of white construction paper and bass wood & a series of 1:1 inking drawings (plan, section, elevations, axonometric)

Design Project #2 - Housing Space for Specialists

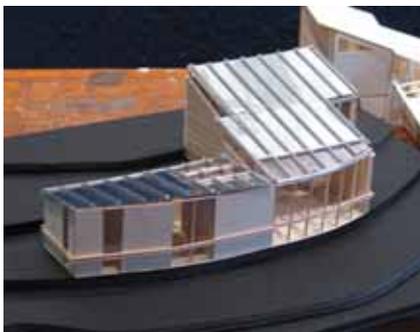
Project Objective:

This is the first full scale housing project in which students are to use a program to align complex spatial arrangement, and analyze the environment of a given site and context. The idea of assembly should be reflected in the design concept. To ensure an in-depth understanding and application of the program to a designed space, students must design a minimum size architectural space in which a specialist can work and live in. In order to ensure proactive engagement with the requirements of the prospective tenants, students conduct detailed analysis on the work and living styles of the resident while considering the architectural design for a given site. The expected life of the resident and architectural space accommodating their needs, depending on their specialty, lie at the center of the project concept which will set the stage for creating the ideal living/working space desired by the resident. Issues involved in making a choice among a myriad of options in basic elements of architectural compositions - partitions, bearing walls, columns, beams, slab, and roof - opening & closure, mass and frame, and the relationship between the architecture and space, as well as their relation to the design concept, are important issues that need to be persuaded as design intentions to others. The premise of the project is setting up program that uses a minimum amount of space with uncomplicated construction. The level of creativity, experimentation, and the use of visual concepts are important issues, while the feasibility of being actual construction is less critical in entire project process.

Project Content:

1. Students will complete the following tasks:

- Analysis of residents' living contents
- Construction of the site model and site analysis
- Creation of architectural space for each program and link with site
- Exercise of tectonic assembly of spaces by study models
- Presentation of concepts through models and drawings
- Maximum indoor total floor area must be no more than 80m². (including work and living areas)



Presentation of Final Review and Submission Requirements (8-9 weeks):

Design presentation drawings of followings: Site Plan (1/100), Plans (1/50), Sections (2 or more, 1/50), Elevations (2 or more, 1/50), Individual site models & study models, final presentation models (1/50)

Level 2-2 Architectural Design 2

#1 - University Bus Ticket Office and Lounge (or other public space of similar size) -

Project Objective:

Students will come to understand the role and function of public structures and plan a creative architecture using basic elements of structure - slabs, columns, beams, load-bearing walls, and partitions. Given the basic role and function of a bus ticket office or a lounge, students plan the space with structure. Architectural tectonics and their application are studied and developed as an architectural concept. Using the basic elements of a structure, the concept and form of space required by the objective are created. Spaces can be made in the form of an architectural frame under the premise that the structure is built from wood construction. Different structures can be introduced depending on the concept adopted by the student. The establishment of the structure forming the space begins with creative attempts, and students experience a growth in their understanding of architectural concepts through the creation of a unique space using various materials. Despite the fact they are working toward a simple formation of programs, students learn to align and construct each space taking into consideration the relationship of various spaces and practice integrating space with programming on a small scale. Through understanding the access paths to the building of users and visitors, students will be able to get a sense of the experience of users and visitors. Students are also asked to make design considerations on the indoor working conditions of workers. The project, however, focuses on fostering the creative/visual side of design and experimentation of architectural concepts rather than focusing excessively on the reality or practicality of a building design.

Project Content:

Students will work on:

1. Planning of various types of space including a range of public & semipublic spaces with circulation
2. Composing of space by sectional arrangements of structural assembly
3. Expression of concepts through a presentation models & drawings

The project is limited to public and semipublic floor space area (e.g. ticket booth, public restroom) of 70m².

Presentation of Final Review and Submission Requirements (4 week program):

Design presentation drawings of followings: Site Plan (1/100), Plans (1/50), Sections (2 or more, 1/50), Elevations (1/50), Axonometric or Perspective drawings, Individual site models & study models, final models (1/50)

#2 - Public Building Design within University Campus (A gallery near the Shin-Ki Lake or a small-scale library)

Project Objective:

Becoming able to develop materials and structures into a design concept is an on-going learning process. Students will embark on a more complicated program that involves planning for public areas of a more complicated nature, while composing of spaces according to design concepts are important exercises. Students will also deal with a wide spectrum of spaces, important considerations include approach, circulation, sequential experiences, and accessibility for the disabled. Also understand role of a designer who can provide users with ideal spaces with concepts. The site around the lake with its relatively complex contour lines, will be analyzed and studied while developing a sense of space by looking into the potential influence of the site on the structure and the relationship between them. The concept of exhibition space is connected with the site within the context. The understanding of fundamental structural elements of a building - slab, columns, beam, load-bearing wall, partition, roof, and so forth - form the basis of architectural concepts developed by study models. The space design must take into consideration of natural lighting conditions and other environmental elements depending on the characteristics of the conceptual atmosphere. To acquire full understanding of design content and

concept of the project, designer will deal with small-size programmed building. As the final project of the second year program, the project will focus on fostering the creative/visual side of design and experimentation of architectural concepts rather than focusing excessively on reality or practicality of the a building design.

Project Content:

Students will work on the:

- Construction of the site model and site analysis
- Composing of spaces with idea of circulation, accessibility for the handicapped
- Planning of spaces based on the analysis of detailed function of each space (accessibility, function, direction, sequence, hierarchy, etc.)
- Sectional developments of spaces, development of environmental considerations such as natural lighting
- Specification and development of each spaces in fundamental structural consideration
- Expression or architectural concepts through a presentation drawings & models.
- Interior floor area to be within 400m² in total.



Presentation of Final Review and Submission Requirements (11-12 weeks):

Design presentation drawings of followings: Site Plan (1/300), Plans (1/100), Sections (2 or more, 1/100), Elevations (1/10), Axonometric or Perspective drawings, Individual site models & study models, final models (1/100)

Level 3-1 Architectural Design 3

Design Project #1 - Architectural Analysis and Case Studies

Project Objective:

To broaden the scope of understanding and data collecting skills so that students can raise the quality of architectural design to a new level, works of renowned architects from local and abroad are selected for in-depth investigation and analysis. The selected works are mostly modern and post-modern samples of architecture which reflect the trends of the time to draw further discussion. At least a sample of architecture is selected for each student. The selection of architectural works to be analysed are determined by the instructor of the studio and the full range of works should reflect the change in recent architectural history to show the flow of thought and theme. Students learn to conduct independent studies by investigating the assigned architecture and identifying the significance of the architecture within a greater framework of architectural history.

Project Procedure (2-3 weeks):

1. (Week 1) The selected works to be used for architectural analysis and discussion on their implications in architectural community will be distributed to students.

Examples of selected works (to be determined by studio instructor) :

- Select one of the samples of architecture below and investigate its location, role, and philosophy applied to the work in the context of architectural history and the architect's view. Collect photographs, visual data, and drawings related to the architecture for the presentation. The presentation should focus on visual data including the design concept, compositional elements of the space, and structural characteristics.

Carlo Scarpa - "Castelvecchio, Verona"

Carlo Scarpa - "Brion Family Cemetery, Treviso"

Ludwig Meis Van Der Rohe - "Barcelona Pavilion, Barcelona"

Ludwig Meis Van Der Rohe - "Illinois Institute of Technology, Master Plan, Chicago"

Louis Kahn - "Kimbell Art Museum, Fort Worth"

Louis Kahn - "Salk Institute, San Diego"

Frank Gehry - "Loyola Law School, Los Angeles"

Ando Tadao - "Chapel on the Water, Hokkaido"

Rem Koolhaas - "Kunsthal, Rotterdam"

Steven Holl - "Hybrid Building, Seaside Florida"

Daniel Libeskind - "Jewish Museum in Berlin"

Tod Williams Billie Tsien & Associates - "Natatorium, Cranbrook"

Kohn Pedersen Fox Associates - "World Bank Headquarters, Washington DC"

Peter Zumthor - "Thermal Baths, Vals"

Peter Zumthor - "Kunsthaus, Bregenz"

Rafael Moneo - "The Museum of Fine Arts, Houston"

Herzog & De Meuron - "Goetz Gallery, Munich"

Herzog & De Meuron - "Signal Tower 4, Auf Dem Wolf"

Herzog & De Meuron - "Ricola Europe Factory & Storage Building, Mulhouse"

2. For the day of the presentation, students must compose and design the results of their analysis on a A2 size panel (in the form of a panel composition instead of a written report) in addition to including visual data (photographs, plans, etc.). The concept, characteristics, and interesting points of the work are presented by students as if introducing the work of an architect. Such presentation experience gives students an opportunity to comprehend architectural concepts in depth. Discussion on the presentation method of the concept for the works also important during the process.

Design Project #2 - Small-sized Building, Street Location - Infilling in a Downtown District (Insa-dong or Daehakno or similar)

Project Objective:

Students will design a small-sized building (total floor space 1,300m²) in a densely constructed area on the streets of a downtown district. Students will work in a geographically limited context to work in an environment where the context plays a major role in establishing the concept for design. The task involves filling in a street side while working under specific site conditions, that is, designing for a densely constructed area, and rendering architectural meaning to their work. This assignment is a precursor to the more complex context-related work lying ahead in the following semester. Based on their increasingly mature understanding of elements of architecture - columns, beams, slabs, bearing walls, partitions, roof, etc. - students will utilize their understanding of architecture to apply such elements and complete their project. Study models are the main means in this assignment for further developing their ideas of structure. The prototype accounts for the structure and for experimentation with various architectural construction elements while developing design expressed in a space, rather than as a mere tool for the exhibition of the final form in a three dimensional format. This assignment puts the students at the center of responsibility for the small-size building by including all aspects of design, giving students the opportunity to exercise what they have learned about the basic architectural elements and space construction during their second year program. Students will further advance their decision-making skills in elements of opening and closure, mass and frame as well as their space planning capabilities, and design concepts. While creativity, the spirit of experimentation, and critical thinking based on visual concepts are continued to be valued criteria in the evaluation of their projects, the realistic consideration of site planning, feasibility in construction, and limitations of the site conditions are also taken into consideration.

Project Content

Students will:

- Derive directions for design based on an individual in-depth site analysis
- Build a project program based on site circumstances and site analysis
- Apply construction of the program and moving line planning to the site prototype
- Development of spatial idea based on structural components
- Express design concepts developed by materials and methods
- Express design concepts through presentation drawings, models, and detailed developments of certain component
- Total floor space is limited to 1,300m²



Presentation of Final Review and Submission Requirements (12-13 weeks) :

Design presentation drawings of followings: Site Plan (1/300), Plans (1/100), Sections (2 or more, 1/100), Elevations (1/100), Wall section drawing (1/50), Individual site models & study models, final models (1/100)

Level 3-2 Architectural Design 4

Design Project #1 - (Public) Building in a Downtown District

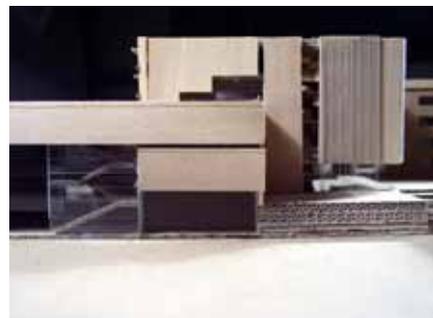
Project Objective:

Students will design a structure, a public (or private institution) building representing the city, to be located in the downtown area of the city. The complexity of the site and its various conditions and circumstances will be reflected by students in terms of their design concepts developments, and they will gain a wider scope of the context of their work. Students will acquire further understanding of the urban conditions surrounding the site, and relationship of socio-cultural context with architectural concerns. The daily functioning of the city, traffic conditions, and urban planning are studied and the findings are reflected in the design. Research on architecture of historical significance shall continue throughout the project process. Also, considerations for public function and identity in the city, sequence & approach in programed in spaces, parking and site planning ideas are studied throughly. The idea of the structures and its construction are included in the creative delineation of designing. Students will also go a step further study technical elements including detail design and environmental systems that complete the building concept. The following sequence of Design Project #2 to this project aims at understanding the concept of detailed designs and to develop partial construction document set for the project #1.

Project Content

Students will:

- Collect data of the site, conduct creative analysis and presentation on the site context
- Analyze elements related to the function of the city, study formative context of the city through study models
- Site planning with parking, configuring spaces and circulation based on programming analysis
- Development of design concept which encompasses detail wall section study based on development of materials, methods
- Conduct schematic design using presentation models and drawings
- The total floor space of the building to be limited to 3,300m²



Presentation of Final Review and Submission Requirements (10-11 weeks):

Site Plan (1/500), Plans (1/100), Sections (2 or more, 1/100), Elevations (1/100), Wall section drawing (1/50), Individual site models & study models, final models (1/200)

Design Project #2 - Construction Document Exercise for Project #1

Project Objective:

The aim of this project is for students to understand the concepts related of construction documents. Part of the design project completed for Design Project #1 will be further developed into a detailed construction documents. The task can be carried out in team work setting. Each team / individual must produce a construction document set appropriately abbreviated by the authority of the studio instructor. Through a collaborative work setting among team members, students get a first-hand experience in teamwork which reflects actual professional working environment. In the process of developing design further into a detailed documents, students will modify a number of drawings to be submitted under the direction of the advising instructor. The experience will lead to further understanding of the concept of usage and function of the construction drawings, it is important to apprehend its requirements and conditions, and the selection of contents based on general methods and scale.

Project Procedure (4 weeks):

A final product is to be submitted by each team / individual, and must contain fundamental contents expected in actual construction documents.

1. Site plan (1/500)
2. Roof plan (1/200)
3. Floor plans of major levels (1/200, partial 1/100)
4. Ceiling plan for major levels (1/100)
5. Building section (1/100)
6. Building elevation (1/100)
7. Detailed wall section (1/20 or 1/30)
8. Selected partial detail plans, elevations (1/50 each)

Level 4-1 Architectural Design 5

Design Project #1 - Comprehensive Design

Project Objective:

Students will learn to integrate necessary skills in designing a project by acquiring knowledge related to architecture, issues of structure and systems used in the actual architectural design. Students will also experience how to navigate the decision-making process and related steps that include the coordination of, and negotiation between, each specialized area in building design. Through the completion of this project students can develop an understanding of the underlying structural and building system issues which take important part in actual building design. In addition, in realizing such issues require the interrelationship between elements involved in the process as well as their significance as the criteria for the overall value of the structure. In total, students will get to explore their own architectural concept on actual site, engage in producing basic design, integrate the technical elements to their ideas through appropriate studies and design, and develop their schematic design into construction documents set.

Project Content:

The following are the tasks which are necessary for the completion of this project.

1. Understanding of fundamental concepts and developing of construction document (architecture / structure / mechanics / electrical plans)
2. Structural elements (structural system, structural cross-section, concept of load depending on the purpose of the space) must be reflected in design developments
3. Understanding building systems (air conditioning, heating, lighting)
4. Process of comprehensive structure and building systems must be reflected in design developments
5. Ceiling space and access floor (facility space) must be considered
6. Space planning for system equipment (AHU, machine room, electric closet, etc.) must be considered

The project involves design changes of the Engineering Building #3 of the Natural Sciences Campus at Myongji University. The project assumes that in order to meet changing demands in space, during the phase of first floor slab construction, the change order has been made that the new construction to become a university museum.

The following are the conditions to be met by students for this project:

1. Abide by current building code & regulations
2. Secure at least two levels of exhibition space taking into consideration the structural conditions of the slab opening
3. Building facade must reflect the nature of changed programs of the building
4. Consider the structural floor plan or section
5. Propose a building systems for major spaces and practice composing a set of building system drawings

Presentation of Final Review and Submission Requirements (15 weeks):

Site Section (1/400), Plans (1/100), Sections (2 or more, 1/100), Elevations (1/100), Wall section drawing (1/50), Axonometric or Perspectives, Study models of progress, final models (1/200)

Structural plan drawings of major floors, Partial structural building sections (1/100)

Building system layout drawings, Lighting / Electrical layout drawings (1/100)

Level 4-2 Architectural Design 6

Design Project - Architectural Complex Including Housing

Project Objective:

This project involves architectural design on a site block in an urban environment. The block must include housing facilities, which will allow students to work on a variety of community housing formats and densities as well as to develop facility in the consideration of social and economic factors of the community when designing. Students will learn to proceed beyond the site they are responsible and include its surroundings and eventually the entire city in their conception. As they proceed, elements other than architecture will become issues of interest; examples of such elements include traffic conditions, locality, culture, topography, ecology, and environmental factors which can influence urban design. Students will utilize the training they have received so far in addition to their developing concept of urban design. Creative approaches and experimentation are highly regarded in every phase, and students must show that their understanding of architecture in an urban context can be developed into a design. Students will learn the role and responsibility of an architect in designing a block in relationship to the entire city. Issues of complex urban conditions, formation of a holistic city structure for the urban dwellers, and applying such conditions to the design, are included as goals of this project.

Project Content:

Tasks involved in this project include the following:

- Analysis of the scope of the project theme, data collection and discussion
- Understanding the characteristics and the context of the site with relation to the city
- Development and feasibility study of the architecture program, establishment of a master plan in an urban planning context
- Setup of the procedure for the design project abiding by the master plan and establishment of the design concept
- Development of the design and implementation/development of the design including detailing
- Project presentation (project concept and design)

Presentation of Final Review and Submission Requirements (15 weeks):

Site Plan (1/100-500), Plans, Elevations, Sections (1/100-300), site models & study models, final models, Detail model



Level 5-1 Architectural Design 7

Students may choose one of the two courses below. Students may also take Alternative B (arch413) at level 4-2.

Design Program **Alternative A** : In-depth Urban and Architectural Design

Project Objective and Content (15 weeks):

On the premise that urban planning takes place according to policies issued at the local government level, this course involves a combination of projects which take into consideration the code regulation, economic efficiency, and feasibility of a project. Students act as master architects and make independent decisions, draw up plans, and should link the concepts of architectural design with urban design. Students will come to understand that the role of an architect goes beyond designing single structures or complexes but assumes a crucial role in determining the appearance of the city, the environment, and the society as a whole. In other words, architecture takes into account not only the physical factors that influence the environment but also a combination of socio-economic, cultural, and historical elements that determine the nature of a community including local residents and visitors. As an individual undertaking such an important task, an architect can in his or her creations instantiate a reflection of his/her philosophy. This project can become the stage for students to experiment with such ideas and produce a structure of grandiose scale. Students will put to use all of the techniques and knowledge acquired in previous design courses as well as other elective and general studies courses. Each studio will conduct the project under its own direction and procedures as it enters the final phase of the design program. Design themes may be determined on an individual basis within the greater framework and students will get to apply their individual styles and interests in concentrated work with the aim of reaching a professional level of skill. All design projects, however, must target users in the urban context. While the scope and details of the design are left to the students, the theme must include the social context, traffic conditions, and ecological environment and other physical elements as mentioned above.

Design Program **Alternative B** : Architectural Design Practice arch413⁴⁾

Project Objective and Content (18 weeks, 12 credits):

To fulfill the education objective of supplementing undergraduate architectural design training with on-the-job practice through participation in real design projects, students engage in professional practice, a necessary condition for becoming a registered architect, within the framework of the curriculum. Students take part in architectural design projects conducted at the Center for Architecture and Urban Design and carry out design practice under the guidance of faculty responsible for the project at the center. Students acquire critical thinking skills necessary to relate realistic projects with the knowledge and experience gained throughout the design courses, take independent measures to develop their knowledge into applicable skills, and further their understanding of architecture on the whole. The entire design process, from the commencement of the project at the design office to the construction supervision phase, is considered part of the project, and students take part in as many steps as possible under the given circumstances and allotted amount of time.

Unlike the studio projects in the classroom, professional design involves the real world: its limitations, and concerns of economic efficiency play a significant role in the content and conceptual development as well as the execution of the project. In order to help students adapt to the architectural design industry, which is subdivided into highly professionalized sectors, cutting-edge architectural design techniques, new trends, technical resources, knowledge and practices that are not dealt with in the classroom are introduced so that students may carry out their given role as a team member. The office environment will also introduce students to the world of negotiation, sales, marketing, bidding, human resource management, accounting, office management, and other matters related to the operation of design offices. This immersion in the real-life scenarios of an architect's work will offer a wider view on the need for managerial skills. An increasingly mature level of knowledge and skills will be acquired and help students develop into truly professional architects.

4) arch413 is a recommended elective major course offered by the College of Architecture. Students are allowed to take one arch413 during their five-year studio curriculum.

Level 5-1 Architectural Design 8s

Degree Project Theme Research

Project Objective and Content (15 weeks):

The Degree Design Project Theme Research is a three-credit design course which prepares students for the degree design project course, Architectural Design, by building up their theoretical framework and basic resources before embarking on the design theme of their choice. The degree design project course taken, in the following semester, is where students put together the knowledge, education, understanding, and critical view acquired during their five-year program and complete an independent architectural design. However, in order to present a persuasive design, students first need to build a sound theoretical basis, search for case studies, and perform basic data research, which is the purpose of this preparatory course. The basic premises of the project, programing, site research, and other related research are also included in the project. Thus Architectural Design 8s constitutes the theoretical component of the degree design project. Depending on the nature of the project, this course may transcend the basic data collection and research on the project theme and include a basic conceptual design phase to prepare for the full-fledged project design of the architectural structure to be completed in the following semester. Therefore, the results of Architectural Design 8s can take the form of either a document on the theoretical basis of the project, a wide range of media to express the conceptual design of the architecture, or a visual expression of the conceptual design and environment. Students are required to produce a degree design project theme research report, which includes a compilation of the outcome of their research related to their theme. The report may include a variety of types of content depending on the project theme and may serve as a preparation phase for the degree design project depending on the guidance of the advisor.

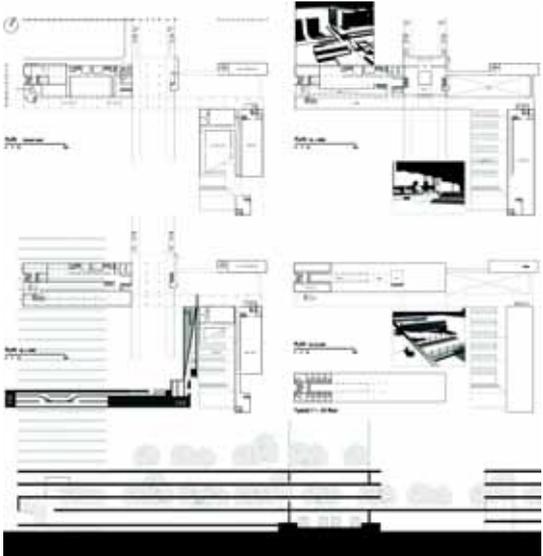
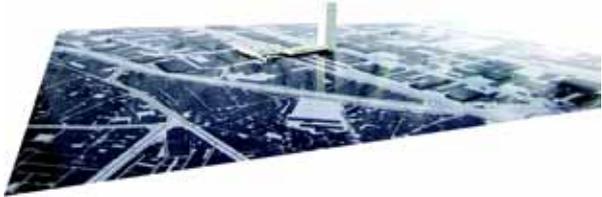
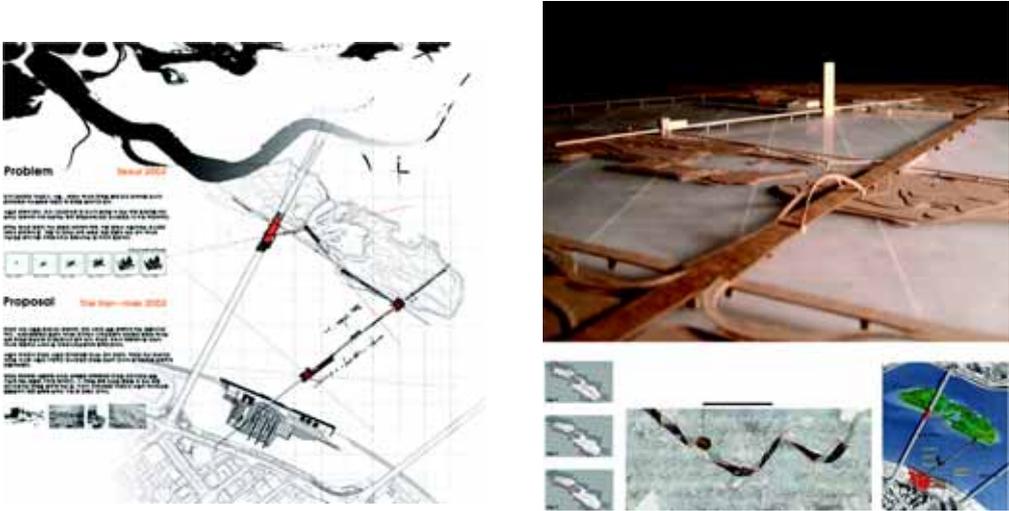
Level 5-2 Architectural Design 8

Degree Design Project Theme Research

Project Objective and Content (15 weeks):

The degree project is the culmination of the five years of training under the architecture curriculum. Students take the initiative in putting their knowledge and critical views together to complete an architectural design that contains their philosophy and view. The project is aimed at helping students choose their field of interest and themes they would like to elaborate upon amongst the wide spectrum of categories constituting architectural design. This course is also the final phase students are required to complete in order to acquire the Bachelor of Architecture degree of the five year program. Thus students are advised to prepare for and work towards their degree project theme well before this final phase while taking major courses and general studies courses. Architectural Design 6 and Architectural Design 7, in particular, offer a variety of architectural design project themes and scope, while elective major courses from each major areas help students to broaden their knowledge base and experience. To prepare for life after graduation, courses such as Architectural Design 8s (Degree Project Theme Research) are offered so that students can identify their aptitude and talent, in order to help them to pursue suitable specialization upon graduation. The Degree Project consists of two sections: theory and project. The former deals with the theoretical basis for the design theme presented with relative documents and media as support; the latter is the materialized version of the design project. The two must be closely related, complementing one another. Theoretical research must be based on the guidance of the advising faculty and must provide support for the theme selected by the student. Data research and analysis must be conducted to prove the feasibility of the theme. Architectural Design 8s, or the theory section of the degree project, is followed by Architectural Design 8, the project part of the

degree project. Throughout this process students will present their ability to express their views on architecture through visual exhibits as well as design skills they have acquired during the five-year program.



4.6 Differentiated Curriculum of Design Studio and Theory Courses

A differentiated format of education including both design studio courses and theory courses is a must for a Professional Degree Program curriculum. Since eight or more design studio sessions are offered for each year, the curriculum must be prepared with precision to secure consistency among the different sessions. Detailed operation standards including standards for division of sessions must also be established. Management guidelines for design studio courses are as follows.

4.6.1 Standard for Session Division and Operation

As of spring 2006, the total number of design studios at the department of architecture stands at 32 for the program. (As the students returning from their military services increases, the total number of sessions is expected to be up to forty due to the increase in fourth and fifth year students.) The design studio courses with multiple sessions are a valuable asset to our program in that students can receive education on a wide range of design approach and methods, a must in architectural design studio training. The CAMU (College of Architecture Myongji University) design education model, which proposes a detailed design course standard for each year and semester, serves as the pillar of design studio education at the department of architecture. This curricular model ensures consistency of curriculum and, at the same time, autonomy of faculty responsible for the courses so that teaching staff can pass on their own unique talents and abilities to their students.

The number of students per design class is arranged so that each student may receive an average of 40 minutes of individual instruction every week with his or her design session instructor. Currently each studio has twelve or fewer students (fifteen or less for the first year courses).

Each course-year is assigned one tenure-track faculty member as the coordinator of the design course who is responsible for the management of the studio sessions. Monthly meeting among design course faculty is held to monitor the curriculum.

4.6.2 Student Choice over Design Studios

To maximize efficiency in the use of diverse educational resources, i.e. a multitude design studios, it is of the utmost importance that students are guaranteed access to a variety of studio sessions offered by diverse design faculty members. On these grounds, the Department of Architecture has introduced a systematic method to respect student choice to the maximum possible degree in dividing up design studios sessions. The Curricular Information Management & Access System of the Department of Architecture, which has been operating since 2003, therefore includes

a pre-registration online system for design courses.

Students are free to choose the design studio session they wish to attend. The pre-registration of design courses allows students to rank the various studios according to preference, and the ranking data is used in the process of assigning students to specific the design studios sessions. The coordinator of the design studios course assigns students based on student preference data collected by the system. Students assigned to studios other than their first choice are given priority when selecting a studio in the following semester (refer to bylaw 2.4.2).

<Bylaws for Design Studio Student Assignment at the Department of Architecture>

- 2.4.2 Students are free to choose the design studio they will attend according to their preference. A pre-registration system is implemented to assign students to studio sessions. Details of the procedure are as follows:
- Design studio faculty (2nd year ~ 5th year) announces the course description of the design courses before the beginning of the class registration period each semester.
 - Students planning to take design courses complete the pre-registration process during the class registration period or during a separate period announced by the department (during which students currently rank their choice up to the number of classes offered).
 - Based on the pre-registration data, the coordinator of the design studio course assigns students to each studio session, taking into consideration student's preference. Those assigned to studios other than their first choice are given priority in the following semester when the process is repeated.
 - Students must register to the finally assigned design studio session. Otherwise, a final course grade will not be granted.
 - The number of students per studio is determined so that each student receives at least 40 minutes per week of individual instruction from the studio instructor.

4.7 Examples of Second Majors

The Professional Degree Program at the College of Architecture is operated as an independent curriculum separate from other programs. This independence is based on the assumption that a separate system allows for a professional degree curriculum to be implemented so that students can experience sequential learning starting from their freshmen up to their final fifth year of the program. Students begin their professional degree program as they enter college and follow the aforementioned curriculum.

All students at the Department of Architecture have the opportunity to chose a second major based on their ability and interest. Students who have received at least 21 credits at a major other the architecture will graduate with a sub-major (at least 30 credits if the sub-major is related to obtaining teaching credentials). Those with 35 credits or more will graduate with a dual degree (Refer to Myongji University Regulations Paragraph 2, Articles 38, 39, and 40, Regulation Enforcement Regulation Paragraph 7, Articles 82, 83, and 84).

Due to the nature of the professional architectural degree program, however, students need to complete 160 credits - five credits minus the 165 credits required for graduation - abiding by the Course Completion Requirements of the Department of Architecture. Realistically speaking, it is, therefore, quite difficult to finish the program in five years while taking an extra 21 credits to pursue a second major. As of spring 2006 the number of students pursuing a second major degree and a sub-major program in the Department of Architecture is one for each.

There are plans to incorporate the new specialized major area program beginning in 2007, when the five-year program starts producing graduates; this program will complement the basic architectural design courses to provide students with a wide range of opportunities to meet the needs of student with different aptitudes and personal preferences, and to offer professional practical design training within the architectural degree program. The curriculum for these specialized areas will be offered for the 4th-year and 5th-year of the program and will meet the standards for student performance criteria proposed by the Korea Architectural Accreditation Board (KAAB). Three to four (9-12 credits) of specialized major courses will be offered along with setting special design themes for design studios. Three specialized areas including Cultural Asset Architectural Design, Housing Architectural Design, and Construction Management (CM) Architectural Design are under preparation and will be offered to 4th-year students starting 2007.

4.8 Special Education Programs

The following is the description of the special education programs offered by the Department of Architecture.

4.8.1 Design Education Exchange

The academic exchange agreement with IUAV (University Institute of Architecture of Venice) in August, 2003 has made it possible for students to travel overseas to experience both design education and to study renowned works of architecture outside of Korea. The 'Venice Design Workshop' held jointly with IUAV takes place during the summer break, with 10 to 15 students from the Department of Architecture participating in the workshop. Students, selected through competition, receive financial assistance of about 2/3 of the total expense. The workshop lasts for four weeks under the joint-direction of full-time faculty members from Myongji University and IUAV faculty. The annual workshop, which commenced in the summer of 2004, is expected to hold its third assembly this year.

Students will be exposed to global architectural education and cultivate knowledge of the architectural culture of the West. This program, which selects

students based on merit, also functions as a motivating force behind active learning atmosphere of architectural design among the students.

4.8.2 Overseas Field Trip Programs

The Field Trip Program which started in the winter of 2003, provides support for students to visit and explore architectural projects overseas based on plans set up independently by the students. Financial support is provided to students twice a year during the winter and summer vacation through a review process. Through an open competition system a review panel consisting of department faculty selects students based on their proposals, grades, and portfolios. Students are required to submit a final report and make a presentation to summarize their experiences and achievements.

4.8.3 CAMU Architecture & Culture Festival

This festival, which was first held in 2004, takes place annually during the fall semester, during which graduation projects are finally reviewed and exhibited. Features of the festival include exhibits of works by department faculty and alumni, architecture club projects, guest lectures by renowned architects and professionals of related fields, and the showing of architecture-related movies and slide shows. A variety of information related to architecture is also offered to the students during this festive period. Through these activities, the festival serves as a venue for students to build a sense of community members of the College of Architecture.

4.8.4 CAMU Student Design Competition

All students in the 2nd and 3rd year program taking Architectural Design courses are required to enter this competition, which runs for a week and takes place at the beginning of the fall semester. The objective of the competition is to strengthen students' motivation towards independent study. Outstanding works of design are selected to receive awards including financial support for overseas field trip programs. The competition was first held in 2003, and the 3rd annual competition was held in September 2005.

4.8.5 Field Work Program

Field work in the areas of architectural design, construction, etc. internships receive course credit. Students participating in the field work program for four to nine weeks as interns during vacation periods. Field work is granted as Professional Practice 1 (2 credits) course. Twelve students participated in the field work program in the summer of 2003, and four students and five students participated in 2004 and 2005, respectively.

4.9 Course Enrollments, Fails, and Repeats

Dept. Course Number	Course	Number of Sessions	Enrollments	Average Enrollments	Fails
ARCH 117	Basic Design & Architectural Graphics 1	8	120	15	8
ARCH 115	Basic Design & Architectural Graphics 2	8	111	14	1
ARCH 113	Idea & Representation	4	116	29	10
ARCH 121	Architectural Design 1	8	103	13	3
ARCH 122	Architectural Design 2	8	85	11	4
ARCH 243	Site Planning and Design	2	118	59	1
ARCH 131	Architectural Design 3	8	90	13	5
ARCH 132	Architectural Design 4	7	79	11	3
ARCH 141	Architectural Design 5	5	68	14	0
ARCH 142	Architectural Design 6	5	53	11	0
ARCH 415	Design Workshop 1	3	38	13	0
ARCH 221	Computer Aided Architectural Design	2	59	30	0
ARCH 231	History of Korean Architecture 1	2	168	84	13
ARCH 235	Contemporary Architecture	2	104	52	17
ARCH 234	History of Western Architecture	2	95	48	3
ARCH 331	History of Oriental Architecture 1	1	46	46	2
ARCH 332	History of Oriental Architecture 2	1	32	32	2
ARCH 336	History of Architectural Production	2	82	41	2
ARCH 337	Housing Typology	2	40	20	4
ARCH 431	Architecture in the Modern Era	1	17	17	2
ARCH 433	Aesthetics in Architecture	2	43	22	4
ARCH 241	Architecture as a Cultural System	2	107	54	1
ARCH 341	Housing Design	2	82	41	4
ARCH 442	Urban Planning & Design	1	16	16	0
ARCH 484	Architectural Planning & Programming	2	27	14	1

Dept. Course Number	Course	Number of Sessions	Enrollments	Average Enrollments	Fails
ARCH 251	Design and Structure in Architecture	2	119	60	0
ARCH 123	Architectural Structure 1	2	105	53	1
ARCH 124	Architectural Structure 2	1	17	17	1
ARCH 353	Reinforced Concrete Structure 1	2	96	48	1
ARCH 354	Reinforced Concrete Structure 2	1	13	13	0
ARCH 451	Steel Structure 1	2	96	48	2
ARCH 452	Steel Structure 2	1	10	10	0
ARCH 262	Environmental Systems 1	2	118	59	0
ARCH 361	Environmental Systems 2	2	117	59	3
ARCH 273	Architectural Materials & Methods 1	2	73	37	2
ARCH 371	Building Construction 1	3	120	40	1
ARCH 372	Building Construction 2	2	41	22	0
ARCH 471	Building Estimation	1	47	47	1
ARCH 472	Construction Management	1	54	54	0
ARCH 481	Building Code	1	55	55	0
ARCH 581	Professional Practice 1	1	27	27	1
ARCH 586	Construction Economics	1	27	27	0

* Above statistics are from the first & second semesters of year 2005.

* Due to the time of year when this report was prepared, stats for Architectural Design 7, 8s and 8 (the courses of first time offering) couldn't be achieved.

5. **Student Performance Criteria**

5. Student Performance Criteria

5.1 Course Distribution and Their Interrelationships

5.1.1 Overview of Curricular Goals and Content

In conformance with its academic mission, the Architecture Department's curricula seek to aide the B. Arch student in the development of skills in the discovery, communication, and application of knowledge in the discipline of architecture. Stated more specifically, the curricula seek to educate students in how architects promote the practice of design as the basis of their architectural and intellectual method; assert responsibility for their important role as designers of buildings in their urban and natural settings; understand and value the influences of history, theory, ideology, context, technology, and practice on architecture and on urban; define their obligations, their status, their ethical behavior, and their roles as members of an established design discipline and design profession; accept, apply, and extend the important professional, intellectual, and design traditions of the discipline; and be creative, thoughtful, and critical design leaders in the discipline and profession of architecture. The fundamental vehicle for illustrating how these goals are achieved by all of our B. Arch graduates in our accredited tracks is the list of performance criteria as developed by KAAB.

Below is a listing of the KAAB's 41 required performance criteria(*italic*) and an brief text outline of how the various required courses of the curricula address these criteria. At the end is appended a matrix for the Student Performance Criteria of the 5 year curriculum. (Notice: Underlined courses below are courses indicated in the matrix for the Student Performance Criteria.)

5.1.2 COMMUNICATION

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

The program responds to this criterion by developing ability in speaking and writing related to the professional curriculum through reiteration in: **Critical Thinking and Expression** (3 elective courses), **English** (4 required courses) **Basic Design and Architectural Graphics 2**, History of Korean Architecture 1, History of Western Architecture; Professional Practice 1. In addition, writing and speaking is stressed in Architectural Design courses in **Architectural Design 1 through 8**.

02. Ability to appropriately produces and present various types of architectural documents and reports.

The program responds to this criterion by developing ability through advanced design courses such as **Architectural Design 8** and **Architectural Design 8s**.

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

Student awareness in this criterion appearing in: **Architecture as a Cultural System; Professional Practice 1** and **Architectural Design 5**.

04. Ability to demonstrate architectural ideas in drawings.

The program responds to this criterion by developing ability primarily in architectural design courses such as in **Basic Design & Architectural Graphics 1, 2, Architectural Design 1 through 8**. Highly speculative and/or specialized attitudes toward graphic skills are stressed in: two successive iterations of **Basic Design and Architectural Graphics 1 and Basic Design and Architectural Graphics 2**. Graphics generated by computer technology in representation is specifically stressed in: Computer Aided Architectural Design.

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

The program responds to this criterion by developing ability primarily in the studio format in **Architectural Design 1 through 8 and Architectural Design 8s**. All the studio works are required to employ visual images such as photographs and to make models for conceptual study as design progresses using various formats. Highly speculative and/or specialized attitudes toward media utilization are stressed in: **Architectural Design 8s** which prepares work for Degree Design Project of **Architectural Design 8**. In addition, **Basic Design and Architectural Graphics 2** utilizes media to convey design concept and ideas. Graphics generated by computer technology in representation is specifically stressed in: Computer Aided Architectural Design.

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

The program responds to this criterion by developing ability primarily in numerous courses throughout the curriculum. Treatment relating to information collection and analysis occurs in all four introductory cultural studies courses such as History of Korean and Western Architecture. However, Highly speculative and/or specialized attitudes toward information technology utilization are stressed in the studio courses such as in **Architectural Design 4 through 8 and 8s**. In addition, **Computer Aided Architectural Design** fall on this criterion.

5.1.3 CULTURAL CONTEXT

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

The program responds to this criterion to a level of understanding in the three cultural studies courses relating to history: **History of Korean Architecture 1**, **History of Western Architecture** in Understanding level and **Architecture as a Cultural System** in awareness level. **Design and Structure in Architecture** in technology area also responds to the level of understanding.

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

The program responds to this criterion to a level of awareness in the two cultural studies courses relating to history and cultural studies of architecture: **History of Western Architecture** and **Architecture as a Cultural System**.

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

The program responds to this criterion to a level of understanding in the two cultural studies courses relating to history: **History of Korean Architecture**, and **Architecture as a Cultural System**.

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.

The program responds to this criterion to a level of understanding in the three historical and cultural studies of architecture: **History of Korean Architecture**, **History of Western Architecture**, **Architecture as a Cultural System**.

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

The program responds to this criterion by developing basic data about the existence of and prior use of precedents in one of the cultural studies courses: **History of Korean Architecture 1**. This criterion is further reiterated to some degree in the six subsequent architectural design courses such as in **Architectural Design 3, 4, 6, 7, 8, and 8s**.

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

The program responds to this criterion to a level of understanding in cultural study courses relating to history: **History of Korean Architecture, History of Western Architecture, Architecture as a Cultural System.**

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

The program responds to this criterion to a level of understanding in **Architecture as a Cultural System.**

14. Understanding of principles and theories of sustainability in designing and making of architecture and urban design.

The program responds to this criterion beginning in: **Environmental System 1** and **Environmental System 2.** Further study evidences can be found comprehensively in design courses such as **Architectural Design 6** and **Architectural Design 7.** Issues in relating to the building/site interface can be found in: **Site Planning and Design.**

5.1.4 DESIGN

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

The program responds to this criterion with directed study to a level of understanding in the first year's design studio: **Basic Design and Architectural Graphics 1, 2.** This criterion is further reiterated in the eight subsequent architectural design courses such as in **Architectural Design 1 through 8.**

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

The program responds to this criterion with increasing ability in the architectural design courses such as **Architectural Design 3, 8, and 8s.** In addition, Architectural Design 1 through 6 continuously reiterate some degree of abilities in architectural programming. Achieving a level of complex and comprehensive programming abilities are exercised in advanced design courses such as Architectural 7, 8, and 8s.

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

The program responds to this criterion to a level of ability in its dedicated environmental control courses: **Environmental System 1**. Further reiteration in the design studio courses occurs in: **Architectural Design 6, Architectural Design 7**. This criterion is further reiterated in: **Site Planning and Design**.

18. Ability of architectural analysis and assessment of conditions in various cultural, historical contexts.

Basic information on this criterion is addressed in the course of Architectural as a Cultural System. Evidence of ability for above criterion can be found in studio exercises of six studios courses: **Architectural Design 3, 4, 6, 7, 8, and 8s**.

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

Evidence of ability for above criterion can be found in studio exercises of: **Architectural Design 4** and **Architectural Design 5** (Comprehensive Design).

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

The program responds to this criterion with directed study to the level of understanding in three courses of required technology studies such as: **Architectural Materials & Methods 1, Environmental System 2, and Building Construction 1**. Evidences of ability of above criterion can be found in design courses such as: **Architectural Design 4** and **Architectural Design 5** (Comprehensive 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.

The program responds to this criterion with directed study to the level of ability in three design studio courses: **Architectural Design 3, Architectural Design 8s, and Architectural Design 8**.

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

The program responds to this criterion with directed study to the level of ability in the design studio course of: **Architectural Design 5** (Comprehensive Design).

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

Directed evidences of ability of above criterion can be found in: **Architectural Design 5** (Comprehensive Design).

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.

The program responds to this criterion with directed study to a level of understanding in: **Professional Practice 1**. Further evidence of ability for above criterion can be found in advanced design studio courses such as: **Architectural Design 6 and 7**.

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

The program responds to this criterion with directed study to the level of ability in: **Environmental System 2**. In addition, evidences of pertinent exercises can be found in design courses such as: **Architectural Design 4** and **Architectural Design 5** (Comprehensive Design).

5.1.5 TECHNOLOGY

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

Study of this criterion begins in two required courses: **Design and Structure in Architecture** and **Architectural Structure 1**. In addition, much complex theory & principles in regard to above criterion are studied in following both courses: **Reinforced Concrete Structure 1** and **Steel Structure 1**.

27. Understanding of various building structure systems and their application.

Study of this criterion begins in: **Design and Structure in Architecture**. Understanding of various structure systems and their applications are studied in both required courses in structures: **Reinforced Concrete Structure 1** and **Steel Structure 1**. Further evidence of understanding of above criterion can be found in design studio course of **Architectural Design 5** (Comprehensive Design).

28. Understanding of the vernacular methods in environmental control.

Understanding of above criterion is achieved in following two courses: **Environmental System 1** and **Environmental System 2**.

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

Highly speculative and/or specialized attitudes toward environmental control are stressed in two successive iterations of **Environmental System 1** and **Environmental System 2**.

30. Understanding of the basic principles of building envelope systems.

The program responds to this criterion with directed study to a level of understanding in two of its courses in required technology studies: **Architectural Material and Method 1**, and **Environmental System 1**. Further evidence of understanding of above criterion can be found in design studio courses of **Architectural Design 4** and **Architectural Design 5** (Comprehensive Design).

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

The program responds to this criterion with directed study to a level of understanding in: **Environmental System 2**, and in design studio course of **Architectural Design 5** (Comprehensive Design).

32. Understanding of the basic principles of construction management.

Understanding of above criterion is achieved directly by: **Building Construction 1**.

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

The program responds to this criterion with directed study to the level of understanding in: **Architectural Material and Method 1**. Further study evidence of awareness level of above criterion can be found in **Building Construction 1**.

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

The program responds to this criterion with directed study to the level of understanding in: **Architectural Material and Method 1**. Further study evidence of awareness level of above criterion can be found in **Building Construction 1**.

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

Understanding of above criterion is achieved directly by: **Building Construction 1**.

5.1.6 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.

The program responds to this criterion with directed study to the level of awareness in: **Professional Practice 1** and the design studio course of **Architectural Design 5** (Comprehensive Design).

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.

The program responds to this criterion with directed study to the level of understanding in: **Professional Practice 1**. Further study pertinent to the coordination for related disciplines occurs in design studio course of: **Architectural Design 5** (Comprehensive Design).

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

The program responds to this criterion with directed study to the level of awareness in: **Building Construction 1** and the design studio course of **Architectural Design 5** (Comprehensive Design).

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

The program responds to this criterion with directed study to the level of awareness in:
Professional Practice 1.

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.

The program responds to this criterion with directed study to the level of understanding in:
Professional Practice 1. Further study relating to the issues of roles of architects and its practice occurs in design studio courses of: **Architectural Design 6** and **Architectural Design 7.**

41. Awareness of the ethical issues involved in the formation of professional judgments in architecture design and practice.

The program responds to this criterion with directed study to the level of understanding in:
Professional Practice 1. Further study pertinent to the coordination for related disciplines occurs in design studio courses of: **Architectural Design 6** and **Architectural Design 7.**

5.2 Matrix of Student Performance Criteria (Required Courses)

SPC No.	Computer Aided	Computer Aided	Site Planning & Design	Architectural Design 8	Architectural Design 8s	Architectural Design 7	Architectural Design 6	Architectural Design 5	Architectural Design 4	Architectural Design 3	Architectural Design 2	Architectural Design 1	Idea & Presentation	Basic Design & Arch	Basic Design & Arch	Professional Practice 1	Building Construction 1	Environmental System 2	Environmental System 1	Steel Structure 1	Reinforced Concrete	Architectural Material &	Architectural Structure 1	Design & Structure in	Architecture as a Cultural	History of Western	History of Korean	English	Critical Thinking &
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06									●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
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○ Awareness ⊙ Understanding ● Ability

5.3 Matrix of Student Performance Criteria (Elective Courses)

SPC No.	Architectural Design Practice	Design Workshop 2	Design Workshop 1	Architectural Seminar 2	Architectural Seminar 1	Construction Economics	Architectural Project Process	Building Code	Management of Architectural Practice	Professional Practice 2	Environmentally Friendly Architecture	Building Service System Design	Construction Management	Building Estimation	Building Construction 2	Timber Structures 2	Timber Structures 1	Steel Structure 2	Reinforced Concrete Structure 2	Architectural Materials & Methods 2	Architectural Structure 4	Architectural Structure 3	Architectural Structure 2	Architectural Structure 1	Arch Planning & Programming	Urban Planning & Design	Environment and Behavior	Housing Typology	Housing Design	Architecture in the Modern Era	Aesthetics in Architecture	History of Oriental Architecture 2	History of Oriental Architecture 1	History of Arch Production	History of Korean Architecture 2	Architectural Analysis	Contemporary Architecture		
01	●	●																																					
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○ Awareness ⊙ Understanding ● Ability

6. **Student Information**

6. Students Information

6.1 Overview Plus Analysis of the Regional Distribution of Students

The Department of Architecture at Myongji University has a yearly quota for the admission of 100 students. In this first semester of 2006, it has a total of 505 students; 379 students in the new 5-year program and 126 in the old 4-year program. Those enrolled in old program were admitted to school prior to 2002 just before the university extended the curriculum by one year. However, all students, including both those under the old and those registered under the new program, are required to take and complete classes in the new curriculum revised in 2002.

According to the regular admission statistics for 2005, one out of 6.19 applicants were accepted by the university. Although 68 students made up the admission quota for that year, 421 submitted applications. In 2006 the ratio was 6.2 to 1 with 279 candidates applying for 45 vacancies. As shown in Table 6.1, an index of the regional distribution of students, 69 students from Seoul, Gyeonggi-do and Incheon-si constituted 65% of the 106 successful applicants who entered the school in 2005. The other 35% were evenly distributed across other regions. Before final selection takes place, academic, and non-academic scores as well as interviews are reviewed before selecting qualified students. The regular admission process involves the Department of Architecture interviewing candidates itself. A final decision is then made based on interview scores plus entrance exam results.

<Table 6.1> Breakdown of Freshmen into Year and Region:
(E is for early admission and R is for regular admission)

	2002			2003			2004			2005		
	E	R	Total									
Seoul	3	42	45	3	17	20	2	22	24	4	18	22
Gyeonggi	-	20	20	21	17	38	20	25	45	17	22	39
Gyeongnam	1	2	3	2	9	11	3	4	7	1	6	7
Chungnam	1	4	5	4	1	5	3	1	4	1	1	2
Jeonnam	1	5	6	3	7	10	3	3	6	2	4	6
Gangwon	-	4	4	2	1	3	2	1	3	1	2	3
Gyeongbuk	-	1	1	3	6	9	3	3	6	-	3	3
Incheon	-	7	7	-	4	4	1	4	5	3	5	8
Jeonbuk	-	3	3	-	1	1	1	1	2	3	-	3
Chungbuk	-	-	-	-	-	-	1	-	1	-	-	-
Gwangju	-	2	2	-	-	-	-	-	-	-	2	2
Daegu	-	3	3	-	1	1	-	1	1	-	2	2
Daejeon	-	2	2	-	-	-	-	2	2	-	3	3
Busan	-	1	1	-	2	2	-	2	2	-	3	3
Ulsan	-	-	-	-	1	1	-	-	-	-	2	2
Jejudo	-	1	1	-	-	-	-	1	1	-	1	1
Total no. of students	6	97	103	38	67	105	39	70	109	32	74	106

6.2 Analysis of Behavioral Traits in Students and Its Relevance to the Program

The MBTI test conducted by Myongji University helps to determine the behavioral traits of each freshman studying architecture. The 2002, 2003 and 2004 tests show that a lot of students fall under two distinct categories. These are, respectively: ESTJ⁵⁾ (12.7%) and ISTJ⁶⁾ (12.0%). Both types have a strong sense of reality, are admirably patient and thus capable of doggedly pushing ahead with their work.

<Table 6.2> Breakdown of Freshmen by MBTI (Myers-Briggs Type Indicator)
(in no. of students)

Type	2002	2003	2004	2005	
ENFJ	-	n/a	2	3	
ENFP	7		11	6	
ENTJ	2		3	8	
ENTP	3		3	7	
ESFJ	2		3	7	
ESFP	4		6	4	
ESTJ	8		10	17	
ESTP	6		9	9	
INFJ	2		4	3	
INFP	11		7	4	
INTJ	8		6	6	
INTP	4		5	3	
ISFJ	4		6	7	
ISFP	13		14	4	
ISTJ	10		13	13	
ISTP	8		13	3	
Other	-				2
Total	92			107	106

- 5) **ESTJ:** These type of people are both practical and maintain a strong sense of reality. They are good at organizing, planning, and forging ahead with their work. ESTJ people are competent in machinery-related and/or administrative jobs. They are able to take the lead in business or organization milieus because they are systematic thinkers. This category of people are born leaders; they are able to set goals, give instructions, make decisions and execute plans. They will be able to realize their talents in areas where the outcome is visible, such as business, administration or architecture. On the other hand, they tend to make quick decisions and focus too much on work in their communications with people. Therefore, they should be more considerate of human-oriented values and take into account the personal feelings of others. ESTJ people seem to concentrate always on the reality of the moment and pay little attention to future possibilities. In this way, they can be regarded as very practical and realistic.
- 6) **ISTJ:** People classified as being ISTJ have an accurate and well-organized factual memory, are known to be very discreet, and take full responsibility for their work. This type of person has high concentration levels, is realistically-minded, well organized and calm. ISTJ people, however, are somewhat conservative in disposition, and rely to heavily on past experience in solving problems. They are very equaniminous when it comes to daily routines, and, though sensitive themselves, evince a consideration for the feelings and moods of others. This type of person, however, needs to demonstrate, from time to time a more integrative approach to problem-solving. An unwillingness to compromise and problem-share could have negative consequences. Because of this trait, they prefer to work in areas that require accuracy and leadership such as accounting, law, manufacturing, architecture, medical administration, and management. On a final positive note, their calmness in a crisis is recognised.

They are also well organized and demonstrate strong leadership qualities. On the other hand, they are work-oriented and conservatively-minded. For this reason they require education and training for building better relationships with people and acquire broader perspectives. In conclusion, the high percentage of freshmen who evince these behavioral traits fit very well into the academic program of the department.

The Department of Architecture publishes the program in a handbook and on a web site of the school in order to attract students who suit its educational goals. It also runs video tapes and gives an explanatory talk on the program on interview days. This is so the interviewees are able to comprehend the program as much as possible before embarking on study.

Since the second semester in 2003, the department has interviewed every student who either applied for early admission, regular admission, or a transfer to our school. The interviewees are given a simple test so as to evaluate their sketching skills as well as aptitude and enthusiasm for learning. The interviews are carried out by the Department of Architecture, which has control over 25% of total score.

6.3 Ratio of Students to Professors

This first (spring) semester 2006, the department has a total of fifty five faculty members: fourteen full-time professors, one honorary professor, five research professors, seventeen adjunct professors and eighteen part-time lecturers. One full-time professor is allocated to thirty six point one students, or one professor is allocated to nine point two students. But this last point is dependent on out-sourced lecturers being included.

<Table 6.3> Ratio of Students to Professors

	Students(#) (A)		Full-time Professors (a)	Honorary professor (b)	Research Professor (c)	External lecturer(d)		Students/Professors	
	4-year program	5-year program				Adjunct professor	Part-time Lecturer	A/a	A/(a+b+c+d)
S1, 2006	123	378	14	1	5	17	18	35.8	9.1

6.4 The Rates of Admissions to Applications; Effective Students and Years of Study

The rate of admissions to applications in 2006 is rising to 15.38:1 for early admission, 6.20:1 for regular admission, and 20.67:1 for school transfers. These are inclusive of both spring and autumn semesters.

The average number of years spent at school will be figured out after February 2007 when the first group of students taking the new curriculum finish their studies. But it will take eight years for male students to complete their studies because they have to serve in the army. If they skip military service, they may finish the curriculum in five years. Students who have transferred from a two-year junior college are likely to study for at least four years; those from a three-year college will stay at school for a minimum of three years, even if the credits that they have acquired are recognized. This decision will be based on a review of the classes that they have taken at previous schools and the advice given on course selection.

The percentage of "effective students" is determined by the rate of enrolled students over admitted ones, excluding those who have dropped-out and those who have transferred to other schools. The "effective students" category includes many who are taking the old program. In addition, a huge number of students are also on leave of absence for military service and other reasons. These facts make it hard to calculate the ratio of effective five-year program students. Table 6.5 below provides a simple summary of four and five-year program students.

<Table 6.4> Percentage of Admissions to Applications by Year

		2002	2003	2004	2005	2006
Early admission		4.63:1 (139/30)	6.39:1 (294/46)	15.7:1 (157/10)	6.61:1 (324/49)	15.38:1 (200/13)
Regular admission		2.76:1 (270/98)	6.03:1 (416/69)	2.67:1 (187/70)	6.24:1 (462/74)	6.20:1
Transfer from other schools	S1	10.7:1 (183/17)	27.40:1 (137/5)	32.50:1 (130/4)	15.17:1 (91/6)	20.67:1
	S2	7.5:1 (90/12)	11.42:1 (137/12)	5.62:1 (73/13)	6.25:1 (25/4)	-
Average no. of years at school		-	-	-	-	-

<Table 6.5> Effective Students Ratio

Year		2002		2003		2004		2005		2006	
		S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
Students quota (a)	5-year program	100	100	200	200	300	300	400	400	500	500
	4-year program	360	360	240	240	120	120	-	-	-	-
	Total	460	460	440	440	420	420	400	400	500	500
Students enrolled (b)	5-year program	102	92	195	168	248	229	298	276	378	
	4-year program	430	456	326	335	233	238	180	180	123	
	Total	532	548	521	503	481	467	509	456	501	
Effective students ratio (b/a)		116%	119%	118%	114%	115%	111%	127%	114%	100%	

6.5 PR Literature on the Architectural Study Program

1) The Handbook of the Department of Architecture

The handbook explains the department's educational goals, its curriculum and its certification requirements. The handbook's ideal audience is made up of both students and the general public. The most recent handbook for the Department of Architecture at Myongji University was published in March, 2004, and is distributed to all students. The handbook elaborates on the study program and presents a study model which extends over fifty seven pages. It is used as a reference manual for the orientation session for freshmen and transferred students, while also acting as guidance for counselling and advice (for elucidation, please refer to Figure 6.1 and attachments). After 2006, the department plans to update and publish the handbook biennially.



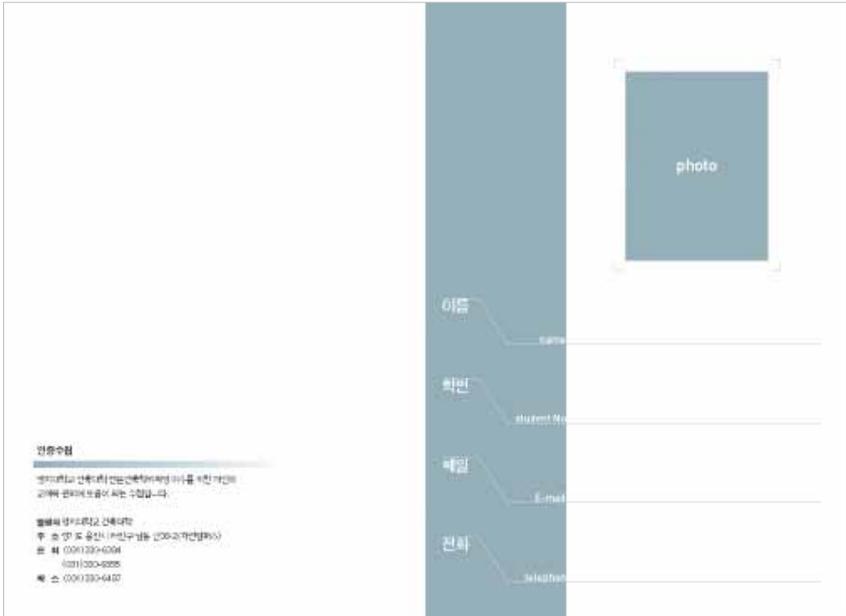
<Figure 6.1> Handbook of the Department of Architecture

2) The Pocket-book Certification Booklet

Starting from this year, 2006, all students of the Department of Architecture are now provided with a pocket-sized edition of the certification booklet. This booklet carries key information on the five-year academic program requisite for gaining a bachelor's degree in architecture. It was designed and produced by the department to help individual students check on their academic achievements.

It also contains various information on the academic goals of Myongji University as well as details on the Department of Architecture's curriculum. Additionally, there is information on the criteria used by the Korean Architectural Accreditation Board (KAAB) for evaluating academic achievement as well as certification tests for architectural engineer I and II. It is a handy book for quick referencing, as it helps students become more aware of important facts.

Students are asked to carry the certification booklet at all times so as to help them route the academic path they wish to take for any given semester. It is also useful for managing and checking credits semester by semester. Finally, and at the end of each semester, students will ask their professors of design - in fact all professors taking the mandatory and optional classes - to sign the booklet.

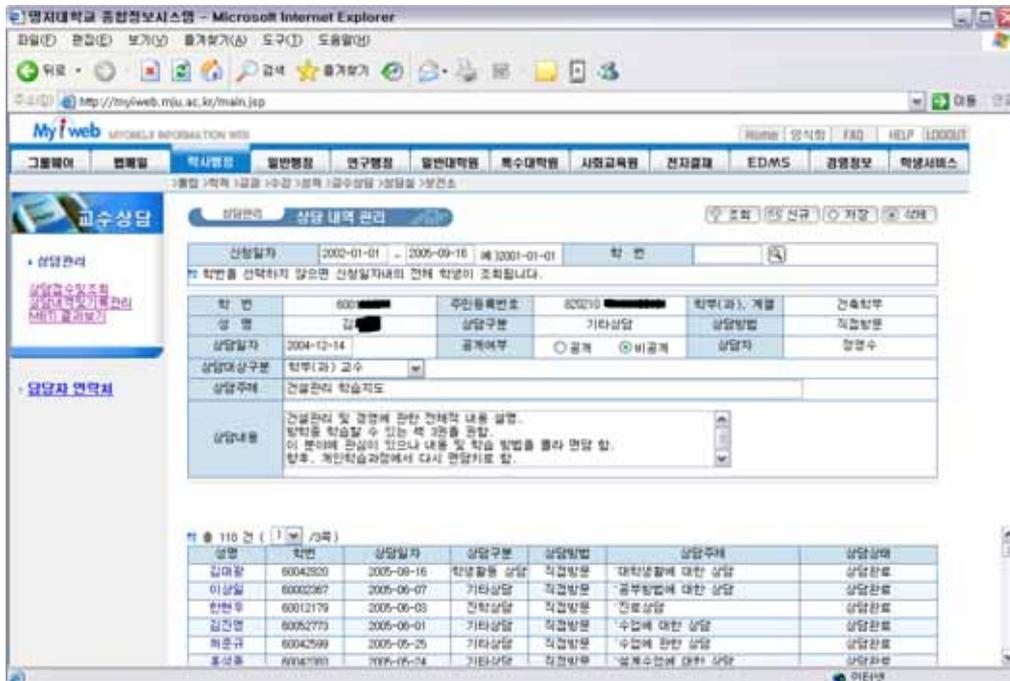


<Figure 6.2> The Pocket-sized Certification Booklet Issued by the Department of Architecture

6.6 Student Counseling, Job Search Advice, Internship, and Other Student Services

Each student will have a mentor professor assigned to him/her upon entering the school. The mentor will provide advice and counsel, when appropriate, during the five years of the program. Apart from the help of the mentor professors, students, if so requested, will be able to visit and consult with a professor of their own choice by making a request in person, or on the web site. Student counselling is managed by the university's IT system. This network additionally provides basic student information; for example, a class tracking system which is able to identify the classes taken by the student body (please see Figure 6.3.)

Furthermore, the program management system in the College of Architecture (arch.mju.ac.kr/sss) monitors, inter alia, classes taken by individual students for each course, their class scores, and the tasks and assignments for each class. The data is used as a reference grid which provides guidance and counsel upon study methodology. The system also supplies: notes for each class and reference materials, receives reports from students, and checks and manages study status. When students submit reports, they can send or receive messages from their teachers. This can serve as a window for on-line counselling (please refer to Figure 6.4)



<Figure 6.3> Students' Counseling Window on the IT system



<Figure 6.4> On-line Advice Provided Immediately After the Submission of a Report

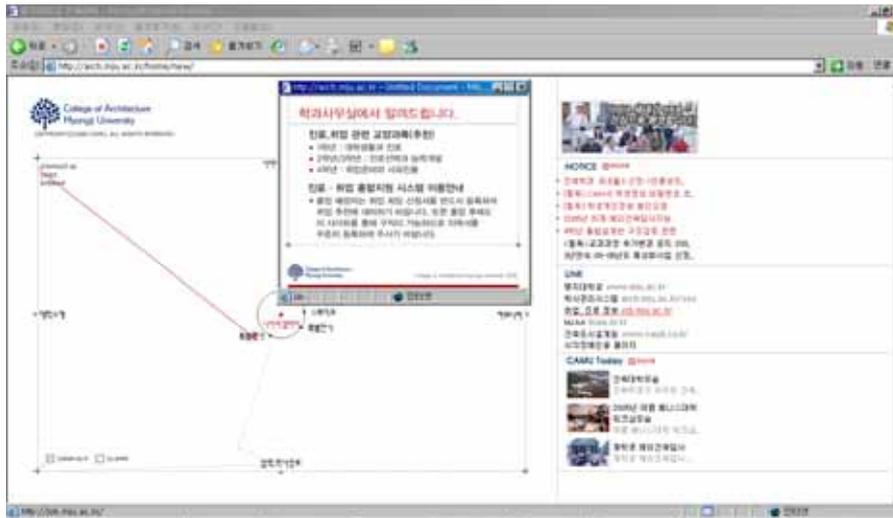
The system enables the professors of each class to send e-mails or short messages to any or all students. This feature also facilitates communications between teachers and students in an efficient and expeditious way (please refer to Figure 6.5).



<Figure 6.5> CIMAS E-mail and SMS Functions

The Department of Architecture has assigned one professor to help students search for jobs. He/she is responsible for administering internal and external job search activities and for advising students on relevant matters. The department also employs an on-line system such as CIMAS or myiweb to assist students in their requests for consultation time with their lecturing professors or mentor professors on job hunts. This service is in addition to off-line meetings.

Beginning in 2006, all students in their 5th year are asked to write down a career path. This is seen, together with other job search services, as another helpful strategy for landing a job. The web site of the Department of Architecture has a bulletin board for job openings and career information that students are able to access any time to help check recruitment/job hunt status. The Job Search Department at Myongji University helps students find a job on the web site even after they have graduated from school (please see Figure 6.6).



<Figure 6.6> Job Search; Career Data and Notices.

In addition to the aforementioned services for job searching, the department invites graduates, from a variety of specialist fields, back to Myongji University where they can lecture on a related subject. This occurs more than four times a semester.

Furthermore, Myongji University provides a forum for businessmen who once studied here. It also invites students back for a homecoming day every year where they can develop a broader perspective and further discuss possible career paths.

Moreover, the internships which students undertake during their vacation periods are accredited as part of Professional Practice II. Table 6.6 lists all students who are interned in companies. During the academic calendar, the Department of Architecture receives applications for internships from businesses so that students in the 3rd and 4th year can work during the vacation. To encourage the process farther letters are sent out to the relevant enterprises to ask for support. In this way, the students are ready to start their internship program as soon as the vacation begins.

The department will continue to encourage students to experience practice as interns in external companies. As a back-up to these external programs, the university has launched this year an internship course at the Center for Architecture & Urban Design (located within the College of Architecture) and is now inculcated as part of

the curriculum. Such enhanced practical classes are now acknowledged as regular academic courses.

<Table 6.6> List of Interns (2002~2006)

Name	Student ID No.	Company	Term of Internship	Credit Recognized
Chae, Heesoo	962042	Dongguk Construction	Jul. 8, 2002~Aug. 2, 2002	
Baek,, Seungcheol	60005435	Hyundai Engineering & Construction (apartments in Mabuk-ri Yongin-si Gyeonggi-do)	Jun. 30, 2003~Aug. 11, 2003	●
Gang, Gilbeom	60005429	Hyundai Engineering & Construction (complex #1 apartments in Hyundai Home Town #3, Jukjeon, Gyeonggi-do)	Jun. 30, 2003~Aug. 16, 2003	●
Gwon, Gwangmin	60005432	Hyundai Engineering & Construction (complex #1 apartments in Hyundai Home Town #3, Jukjeon, Gyeonggi-do)	Jun. 30, 2003~Aug. 16, 2003	●
Kim, Taeho	982201	Hyundai Engineering & Construction (complex #1 apartments in Hyundai Home Town #3, Jukjeon, Gyeonggi-do)	Jun. 30, 2003~Aug. 16, 2003	●
Jeon, Jaeho	982271	Samsung Corporation (Ilsan J/V Culture Center)	Jun. 30, 2003~Aug. 23, 2003	●
Kim, Gyeonggu	972463	Korea National Housing Corporation	Jul. 2, 2003~Aug. 14, 2003	●
Lee, Seunggu	972551	Korea National Housing Corporation	Jul. 2, 2003~Aug. 14, 2003	●
Huh, Hochang	972590	Korea National Housing Corporation	Jul. 2, 2003~Aug. 14, 2003	●
Kim, Yeongmun	972074	Myongji Construction	Jul. 2, 2003~Aug. 14, 2003	●
Yang, Seongcheol	972531	Myongji Construction	Jul. 2, 2003~Aug. 14, 2003	●
Oh, Yonghun	972535	Myongji Construction	Jul. 2, 2003~Aug. 14, 2003	●
Kim, Yeongmun	972074	Korea National Housing Corporation (construction site office in Mapo-gu Seoul)	Jun. 28, 2004~ Aug. 27, 2004	●
Kim, Inhyeon	982190	Korea National Housing Corporation (Shillim Project Team)	Jun. 28, 2004~ Aug. 27, 2004	●
Jang, Hyeongjun	972571	Myongji Construction (reconstruction site in Hwagok-dong)	Jul. 1, 2004~Jul. 30, 2004	●
Kim, Yeongju	60022723	Kumsung Design	Jun. 29, 2005~ Aug. 31, 2005	●
Park, Jeongjun	992319	POS.A.C Total Management & Architecture Co., Ltd.	Jun.13. 2005~ Aug. 31, 2005	●
Hwang, Pilhyeon	992279	POS.A.C Total Management & Architecture Co., Ltd.	Jun. 13, 2005~ Aug. 31, 2005	●
Park, Seongwoo	985150	POS.A.C Total Management & Architecture Co., Ltd.	Jun. 13, 2005~ Aug. 31, 2005	●
Lee, Yeongsoo	992356	POS.A.C Total Management & Architecture Co., Ltd.	Jun. 13, 2005~ Aug. 31, 2005	●
Gu, Beommo	992286	POS.A.C Total Management & Architecture Co., Ltd.	Jun. 13, 2005~ Aug. 31, 2005	●
Jo, Hyeongyu	60002398	Hyundai Engineering & Construction (apartments in Dogok-dong Seoul)	Jan. 5, 2006~ Feb. 5, 2006	●
Kim, Seogu	60012075	Hyundai Engineering & Construction (Hyundai Home Town apartmentss in Nokyang-dong, Euijeongbu-si)	Jan. 5, 2006~ Feb. 5, 2006	●
Lee, Jungwon	60002380	Hyundai Engineering & Construction (apartments in Dogok-dong Seoul)	Jan. 5, 2006~ Feb. 5, 2006	●

6.7 Site Visits and Outdoor Activities

1) Site Visits during Class Hours

Students are given the opportunity to visit various architectural sites during proper class time. They are encouraged to participate in a number of relevant outdoor activities on these sites. Design classes offer one site visit, or more, for each semester; expenses for these are partly sponsored by the department: i.e., five hundred thousand won is provided for each student per semester. Details of site visits made between 2004 and 2006 are provided in Table 6.7 through to 6.9.



<Figure 6.7> Site visit for design class

<Table 6.7> Site Visits in 2004

	year	Professor	Date	Location	Purpose
1	2	Tae, Wonjin	Oct. 16, 2004	Seoul	Visit to art museum; participation in design class seminar and discussion.
2	2	Park, Sohyeong	Oct. 16, 2004	Seoul	Visit to art museum.
3	4	Jeon, Jinyeong	Nov. 26, 2004	Seoul	Visit to a grand architecture contest followed by an exhibition of the Korean Architectural Culture Contest.
4	2	Lee, Myeongju	Oct. 16, 2004	Seoul	Visit to an art gallery to study gallery design.
5	3	Kevin Kim	Oct. 15, 2004	Publishing complex & Heyri	Visit to buildings.
6	2	Jeong, Taeyeong	?	Seoul	Participation in IAA symposium.
7	3	Lee, Myeongju	Oct. 15, 2004	Publishing complex & Heyri	Visit to buildings.
8	1	Lee, Junsuk	?	Seoul	Outdoor activities.
9	3	Kevin Kim	?	Seoul	Visit to Project#1 Site.
10	3	Lee, Myeongju	Oct. 6, 2004	Publishing complex & Heyri	Visit
11	1	Lee, Junsuk	Oct. 15, 2004	Publishing complex & Heyri	Visit
12	2	Lee, Sanghyeon	Oct. 15, 2004	Publishing complex & Heyri	Visit
13	3	Sarah	Apr. 30, 2004	Andong	Visit
14	3	Jang, Seongjun	Mar. 10, 2004		Site visit (Daehan Cinema and Seoul High School).
15	2	Tae, Wonjin	May 30, 2004	POSCO Center	Visit to POSCO Center; discussion and explanation of an intelligent building(???)

	year	Professor	Date	Location	Purpose
16	2	Tae, Wonjin	May 8, 2004	Gana Art Center in Insa-dong	Visit to Insa-dong; study of activities in Jinzhou.
17	3	Kim, Gwanguk	May 14, 2004	Tongyeong-si in Gyeongnam	Visit
18	3	Won, Hyeongjun	Apr. 30, 2004	Buseoksa(temple), Hahoi Village	Visit
19	3	Baek, Gyeongguk	Jun. 12, 2004	Insa-dong	Visit to, and the photographing of various buildings. Visit to and discussion on similar buildings.
20	3	Baek, Gyeongguk	Apr. 15, 2004	Insa-dong, Sagan-dong	Visit to similar buildings. Investigation into buildings in Insa-dong, Bukchon and Gahoi-dong.
21	3	Baek, Gyeongguk	May 7, 2004	Insa-dong	Discussion of, and, visit to art galleries.
22	1	Lim, Dogyun	May 6, 2004	Around Jung-gu in Seoul	Visit to City Hall Plaza, Choenggyecheon restoration site and Rodin Gallery.
23	1	Choi, Seongwoo	May 4, 2004		Visit to Gongmyo (shrine of royal families), Changdeokgung (palace) and exhibitions in Insa-dong.
24	1	Hwang, Yeonghyeon	May 6, 2004	Insa-dong	Visit to exhibition at Insa Art Center.
25	1	Jo, Seonguk	May 6, 2004	Gyeongbokgung(palace) and others	Visit to Gyeongbokgung(palace) and exhibition at Insa Art Center.
26	1	Kim, Heegyo	May 6, 2004	Pyeongchang-dong, Insa-dong	Visit to an art museum followed by discussion on the museum's features.
27	1	Bae, Chunho	May 6, 2004	Insa-dong, Seoul Museum of Art	Visit to an exhibition at Insa Art Center and its art galleries.
28	1	Kevin Kim	May 6, 2004	Insa Art Center	Visit to an exhibition of professors' work followed by small underground shows at Seoul City Hall.
29	1	Kevin Kim	Apr. 8, 2004	Seoul Museum of Art	Visit to SEMA 2004 and the permanent exhibition, followed by outline and discussion of art galleries.
30	Grd.	Jeon, Jinyeong	Mar. 21, 2004	Seoul	Special events related to curriculum (movie watching).
31	3	Lee, Myeongju	Mar. 5, 2004	Insa-dong	Visit to land lot in Insa-dong.
32	2	Lee, Myeongju	Mar. 29, 2004	Seoul	Visit to Recital Hall at Seoul Arts Center followed by performance.
33	3	Lee, Junsuk	March 2004	Seoul	Expenses for: visit to land lot; conference; visit to buildings plus admission fees.
34	4	Jeon, Jinyeong	Mar. 17, 2004	Around Cheonggyecheon	Visit to land lots in design scope.

<Table 6.8> Site Visits in 2005

	year	Professor	Date	Location	Purpose
1	2	Ryu, Myeonghee	Jun. 30, 2005	Art Valley in Heyri	Visit to site (sketch and analysis) and exhibitions.

	year	Professor	Date	Location	Purpose
2	1/3	Lee, Junsuk	Jun. 2005	Andong	Visit to Hahoimaetul(village), Byeongsanseowon(auditorium), Sosuseowon(auditorium) and Buseoksa(temple).
3	3	Gok, Heungwon	Jun. 29, 2005	Euljiro	Survey and analysis of Daejiksa and surroundings.
4	3	Sarah.	May 14, 2005	Andong	Visit to Andong Village.
5	1	Kim, Heegyo	Mar. 22, 2005	Insa-dong, City Hall Plaza	Visit to traditional buildings and plaza.
6	1	Kim, Heegyo	May 3, 2005	Whanki Museum in Buam-dong	Visit to art museum plus ensuing discussion.
7	4	Jeong, Yonghwa	Mar. 19, 2005	Jukjeon-dong in Yongin-si	Visit to site at and around 589-24 in Jukjeon-dong.
			Jun. 2005	Construction site in Jukjeon-dong	Visit to construction site.
8	2	Jeong, Taeyeong	Apr. 19, 2005	Ilsan	Visit to a complex of detached houses in Ilsan.
9	2	Park, Sohyeong	May 10, 2005	Samsung Museum	Study
10	1	Jo, Seonguk	Apr. 26, 2005	City Center of Seoul	Visit
11	1	Lee, Jonghwan	Apr. 26, 2005	Seoul	Site visit and analysis using a disposable camera.
12	1	Choi, Seongwoo	May 3, 2005	In front of school	Follow-up discussion on visit to Seonyudo.
13	1	Bae, Chunho	Apr. 26, 2005	Seonyudo Park	Visit to landscaping structures and facilities at Seonyudo Park.
14	3	Choi, Junseong	Mar. 17, 2005	Changdeokkung(palace)	Visit to traditional buildings/landscape works.
15	3	Choi, Junseong	Mar. 17, 2005	Changdeokkung(palace), Insa-dong	Analysis of Insa-dong alley and visit to flagship buildings.
16	3	Kim, Taegyeong	Apr. 14, 2005		Analysis of architects and their works.
17	4	Han, Donghun	Mar. 24, 2005	Daehan Cinema, Cheongdam-dong	Visit to and discussion of Daehan Cinema and Chengdam-dong.
18	3	Kevin Kim	Mar. 17, 2005	Insa-dong	Expenses for material copy and site visit.
19	2	Lee, Sanghyeon	Mar. 22, 2005	Seoul Arts Center	400 years of Western Painting from Poussin to Matisse.
20	3	Lee, Junsuk	Mar. 10, 2005	Alley in Insa-dong	Site visit and group study.
21	4	Jeon, Jinyeong	Sep. 1, 2005	Old city center of Yongin-si	Visit
22	4	Jeong, Yonghwa	Sep. 1, 2005	Old city center of Yongin-si	Visit
23	3	Han, Giyeong	Sep. 5, 2005	Seoul City Hall	Visit to a site in design stage.
24	3	Kevin Kim	Sep. 8, 2005	Jongno-gu in Seoul	Visit to and study of reference sites.
25	3	Lee, Myeongju	Sep. 15, 2005	Gangnam-gu in Seoul	Visit to a site in design stage.
26	3	Kim, Heegon	Sep. 15, 2005	Songpa Library in Seoul	Visit

	year	Professor	Date	Location	Purpose
27	3	Kim, Heegon	Sep. 16, 2005	Daehakno in Seoul	Visit
28	1	Kim, Heegyo	Sep. 23, 2005	Gana Art Center Total Open-Air Museum Seoul Museum of Art	Site study
29	1	Kim, Heegyo	Oct. 4, 2005	Insa-dong	Visit to new buildings: Case study of a traditional building transformed into a modern structure; Study of standing view of buildings on the street.
30	2	Park, Sohyeong	Oct. 18, 2005	Leeum, Samsung Museum of Art	Visit and study.
31	2	Jeong, Taeyeong	Oct. 18, 2005	Leeum, Samsung Museum of Art	Visit and study.
32	2	Park, Taeyeon	Oct. 18, 2005	Leeum, Samsung Museum of Art	Visit and study.
33	2	Choi, Seongwoo	Oct. 18, 2005	Leeum, Samsung Museum of Art	Visit and study.
34	2	Choi, Jongwon	Oct. 18, 2005	Leeum, Samsung Museum of Art	Visit and study.
35	1	Bae, Gyeongim	Nov. 19, 2005	Leeum, Samsung Museum of Art	Visit and study.
36	2	Seo, Yunju	Dec. 22, 2005	Dream Theater in Cheongdam-dong, Seoul	Performance watch.

<Table 6.9> Site Visits in the First Semester of 2006

No.	year	Professor	Date	Location	Purpose
1	3	Yoon, Donghwan	06.03.12	Shinsa-dong, Gangnam-gu and Daehakno, Seoul	Case study
2	3	Lee, Myeongju	06.03.12	Insa-dong	Site visit
3	3	Lee, Junsuk	06.03.12	Insa-dong	Site visit
4	3	Kevin Kim	06.03.12	Insa-dong	Site visit
5	3	Kim, Heeok	06.03.12	Insa-dong	Site visit
6	3	Han, Giyeong	06.03.12	Insa-dong	Site visit
7	3	Bae, Chunho	06.03.12	Insa-dong	Site visit
8	3	Lee, Min	06.03.12	Insa-dong	Site visit
9	3	Yoon, Donghwan	06.03.12	Insa-dong	Site visit
10	3	Kevin Kim	06.03.15	Daehakno, Seoul	Visit

2) Support for Voluntary Study

The department provides a broad range of support for students. It offers financial assistance for students who apply for a design contest. This includes fees for registration, transportation, drawing printing and modelling. It also extends to helping voluntary study groups within the Department of Architecture, although this depends on study reports submitted every semester.

3) Overseas Field Investigation Programs and Design Workshops

Apart from the two support schemes described in the above paragraph, the department runs an overseas field investigation programs that selects high-achieving students who have scored high in their semestral reports, portfolios and tour plans. They are then assisted in choosing architectural sites to visit in Europe during the summer or winter vacation.

In addition, the college also arranges a design workshop jointly run with its counterpart at the University Institute of Architecture of Venice (IUAV) every summer. The college collects applications, academic reports, portfolios and self-introductory essays from students. When this is all collated, full-time professors finish the process by screening and selecting well-qualified students around mid-April every year. The attendants are provided with financial assistance to cover expenses for their time attending the workshop. After the workshop, the work of all the participants from Myongji and Venice are documented in a book. The book also provides examples of some of the workshop's key events.



<Figure 6.8> Books about the 2004 and 2005 Design Workshops in Venice

<Table 6.10> Participants in the Overseas Field Investigation Programs (2003~2005)

Year	2003	2004		2005	
	S2	S1	S2	S1	S2
Europe	Jo, Seonghu	Jo, Yeongmin	Lim, Sujeong	Jeong, Chaegyun	Ahn, Junhyeon
	Kim, Bongjun	Ahn, Jiyeon	Kim, Seogu	Choi, Jlhwan	Kim, Jiseon
	Lee, Deokhee	Park, Gai	Kim, Wunghee	Kim, Seryang	Ju, Mihee
	Gang, Seongwon	Ahn, Dalim	Yang, Yunseok	Park, Minna	Jang, Geonhyo
	Gang, Seunghee	Huh, Seungmu	U, Sanguk	Jo, Hyeongyu	Lee, Mungyu
		Kim, Sangmu	Lee, Min	Seo, Ingwon	Lee, Songee
		Kim, Areum	Lee, Hanju	Lim, Dongwon	Lee, Areum
		Kim, Hyeonseung	park, Heyongjin	Kim, Sanghyeop	
		Park, Chanwon	Kim, Mira	Choi, Yeongho	
			Shin, Yunyeong Ahn, Jongho		
North America				So, Hyeonjae	
Japan	Baek, Heeseong	Huh, Yeongseong	Eum, Hoyong	Kim, Yeongju	Seo, Yongseok
	Gi, Gyeongju	Jeong, Eunyeong	Hwang, Pilhyeon	Lee, Hyeonju	Kim, Hyeyeong
	Kim, Jongseong	Kim, Seonghan	Lee, Bonghwang	Gang, Jeonghee	Ban, Uhyeon
	Jeong, Hyeonjong	Yang, Heeseon	Park, Jinsuk	Shin Jueun	Lee, Siho
	Kim, Yongil	Gong, Changhyo	Shin, Ajin	Oh, Yujin	Kim, Seonghun
	Jang, Hyeonsu		Park, Gilju	Tak, Yeonjeong	Lee, Sangwoo
	Kim, Jaemin			Ahn, Jaeseong	Park, Seongho
	park, Sangheum			Jeong, Hanjin	Lee, Dongyeop
	Kim, Jaeseung			Gong, Jun	Lee, Jonggyu
	Lee, Sangwoo				Min, Jiyeong
	Lee, Baekhee				Lee, Junseong
	Jo, Seonhee				
	Lee, Woohyeon				
	Sohn, Yungyeong				
South East Asia	Noh, Jinyeong		Jo, Hyeonjeong		-
	Kim, Donggyun				
	Park, Jiho				
China	Jeon, Gyeongae		Choi, Gyeongah		-
	Gang, Mingyu		Oh, Gwangnam		
	Choi, Seheon				
	Jeong, Sangmun				
	Lee, Gyeongchang				
	Kim, Eunhyeong				
India	Lee, Sihyo		Yoon, Hyeongshin	Gwon, Jeonghan	Kim, Yugyeong
	Kim, Jimin		Kim, Boram		Lee, Seul
			Kim, Munjung		
			Gang, Jongcheol		
			Jeon, Hoju		
			Park, Jeongjun		
			Kim, Juwon		
		Ha, Yeongah			
Total	31	14	28	20	20

<Table 6.11> Participants in the Summer Design Workshop at the University Institute of Architecture of Venice (IUAV) (2004~2006)

	2004	2005	2006
Workshop in Venice	Gang, Seonghee	Jang, Hyeongjun	Jeong, Hanjin
	Kim, Yeongju	Yang, Heeseon	Kim, Yeongshim
	Yoon, Hyeongshim	Shin, Yunseop	Lee, Areum
	Lee, Hyeonju	Kim, Jimin	Seo, Yongseok
	Lee, Yerin	Park, Chanwon	Jeong, Mira
	Hwang, Pilhyeon	Lee, Jiyeon	Shin, Ajin
	Gi, Gyeongju	Hwang, Gyuseon	Ahn, Jaeseong
	Kim, Ujae	Kim, Munjung	Myeong, Seonghun
	Kim, Jongseong	Seo, Jaewon	Hwang, sunyeong
	Jeon, Jaeho	Park, Manhong	Kim, Jiyeon
	Baek, Haeseong		Kim, Jaeun
			Song, Beomju
Total	11	10	12

* 2006 participants were selected in April 2006

4) Design Practice at CAUD

Students are also given a chance to work at an affiliated institute of the college, the Center for Architecture & Urban Design, as assistants. To consolidate this, they are given an apprenticeship and receive tuition subsidy. The number of students who joined this program was: 21 in 2003, 10 in 2004 , 11 in 2005 and 3 in 2006 (please refer to Table 6.12.)

<Table 6.12> Assistants at the Center for Architecture & Urban Design.

Year	Name	Student ID No.	Service Term	Working Hours
2003	Kim, Buyeong	60022718	Oct. to Dec.	191.5
	Hong, Wonseon	992401	Jan.	58.5
	Cheon, Jinho	992390	Jan.	46.5
	Baek, Seungcheol	60005435	Oct. to Nov.	37.8
	Hyeon, Soyeong	60002406	Nov.	39.0
	Kim, Taehun	992307	Jan. & Sep.	55.3
	Choi, Yeongho	985162	Oct. to Dec.	83.0
	Lee, Deokhee	962000	Jul. to Aug.	159.0
	Hwang, Jinil	60022808	Sep. to Oct.	109.5
	Shin, Sangho	60022755	Sep. to Oct.	106.5
	Jang, Yunsil	60022782	Sep. to Oct.	100.5
	Ahn, Jiyeon	60022758	Sep. to Oct.	108.5
	Lee, Wontaek	60032800	Sep. to Oct.	102.5
	Park, Hyemi	60032771	Sep. to Oct.	94.5

Year	Name	Student ID No.	Service Term	Working Hours
	Pi, Hana	60032831	Sep. to Oct.	83.0
	Lee, Gana	60032791	Sep. to Oct.	87.0
	Seo, Jeongho	972519	Nov. to Dec.	74.5
	Lee, Sukgyeong	60012144	Aug.	80.0
	Kim, Jiyeon	60012089	Feb. & Jul. to Dec.	345.5
	Lee, Changgeun	982260	Nov. to Dec.	102.0
	Ha, Yeongah	60022802	Nov. to Dec.	33.0
	Kim, Mihee	60022716	Oct. to Dec.	211.0
2004	Kim, Mihee	60022716	Jan. & Mar. to Sep.	326.0
	Kim, Jiyeon	60012089	Jan. to Feb.	77.0
	Kim, Donghyeon	60042823	Mar. to Jun. & Sep. to Nov.	166.0
	Ji, Minju	60011535	Aug. to Dec.	113.5
	Kim, Juwon	60022728	Dec.	35.0
	Yoon, Hogyeong	60032790	Mar. to Jun.	130.5
	Ha, Yeongah	60022802	Mar. to Jun.	136.0
	Park, Seongwon	992316	Aug. to Dec.	145.5
	Shon, Soyeong	60032774	Apr. to Dec.	430.0
Jang, Seongwoo	992372	Jul. to Dec.	488.0	
2005	Kim, Juwon	60022728	Jan.	55.0
	Goh, Byeongtaek	60032734	Jan. to Jun.	323.0
	Myeong, Seonghun	982073	Jun. to Jul.	96.0
	Jang, Hyeji	60042901	Jul.	80.0
	Park, Jinyong	60042861	Mar. to May	89.0
	Ji, Minju	60011535	Mar. to Apr.	27.0
	Park, Seongwan	992316	Mar. to Jun.	138.0
	Jang, Seongwoo	992372	Mar. to Jun.	177.0
	Kim, Donghyeon	60042823	Mar. to Jun.	88.0
	Ju, Seonee	60022794	Jan. to Jun.	363.0
	Goh, Byeongtaek	60032734	Aug. to Dec.	709.0
2006	Kim, Mihee	60022716	Feb. to Mar.	206.0
	Jang, Seyeon	60052826	Feb.	80.0
	Goh, Byeongtaek	60032734	Jan. to Feb.	266.0

6.8 Admission and Transfer Rules; Its Relevance to Program Goals

6.8.1 Admission

The Department of Architecture selects students according to the rules and regulations of Myongji University. The department admits students through a three-way process: early admission in spring and autumn semester and, then, regular admission(Group B). When two or more students receive the same score in the final phase of the early admission process, all of them will be admitted. Students are selected through a 100% quota and in order of score. Where there is a deficit of

students chosen in the early admission process, the vacancies are then filled during the regular process.

The admission prospectus states that the Department of Architecture runs a five-year program. Since 2004, the university interviews all students, no matter how they have applied for early admission or through the regular process. In the regular admission process, especially, the department puts heavy emphasis on the interview; and unlike other departments, this constitutes 11% of the total score. At the interview stage, candidates are given a simple sketch test in addition to oral test. This is to assess whether the interviewees have the basic capabilities requisite for following the academic curriculum.

<Table 6.13> No. of Students Admitted in 2006.
(Early Admission in Spring and Autumn and Regular Admissions).

Early admission (S1)	College	Admission Unit	Department & Specialty		Quota						
	Architecture	Dept. of Architecture	Department of Architecture		13						
Early admission (S2)	College	Admission level	In quota						Total	Out of quota	
			High performer in academic field	High performer in a non-academic field	Christian student	Specialty	Social contribution	from Gyeonggi-do		Overseas residents	Special education
	Architecture	Dept. of Architecture	33	15	1	-	2	4	55	2	1

Regular admission	College	Admission level	Quota	In quota		Out of quota		Total
				General (Group B)	General (Group C)	Agricultural & fisheries village (Group B)	Business high school (Group B)	
	Architecture	Dept. of Architecture	100	45	-	3	4	52

<Table 6.14> Selection and Scoring of Students for Early Admission in Spring and Autumn in 2006

Subject student	Selection	% weight	% allocation			Total score
			School report	Interview	Total	
General high performer	Phase I	400%	100%(100 pts.)	-	100%	100 pts.
	Phase II	100%	66.7%(100 pts.)	33.3%(50 pts.)	100%	150 pts.

<Table 6.15> Selection and Scoring of Students for Regular Admission in 2006

Selection type	College, department	% allocation				Total score & ratio
		Entrance exam	School report	Interview	Practical skills	
General (Group B)	College of Humanities, Social Science, Business Administration, Law, Natural Science and Engineering	600 pts. (75%)	200 pts. (25%)			800 pts. (100%)
	Dept. of Creative Writing	600 pts. (50%)	200 pts. (16.7%)		400 pts. (33.3%)	1200 pts. (100%)
	Division of Design and Physical Education, Sport & Leisure Studies, Dept. of Baduk Studies, Division of Culture & Art(Video Contents)	600 pts. (50%)	200 pts. (16.7%)		400 pts. (33.3%)	1200 pts. (100%)
	Division of Culture & Art(Performing Arts)	600 pts. (42.9%)	200 pts. (12.5%)	600 pts. (42.9%)		1400 pts. (100%)
	Division of Music	600 pts. (37.5%)	200 pts. (12.5%)		800 pts. (50%)	1600 pts. (100%)
	Dept. of Architecture	600 pts. (66.7%)	200 pts. (22.2%)	100 pts. (11.1%)		900 pts. (100%)
General (Group C)	Total	600 pts.(100%)				600 pts. (100%)
Agricultural & fisheries village (Group B)	College of Humanities, Social Science, Business Administration, Law, Natural Science, Engineering and Architecture	600 pts.(75%)	200 pts.(25%)			800 pts. (100%)
Business school (Group B)	College of Social Science, Business Administration, Natural Science, Engineering and Architecture	600 pts.(75%)	200 pts.(25%)			800 pts. (100%)

6.8.2 Transfers (School Regulations, Participation in Selection, Credit Recognition etc.)

The admission rules for transferees as well as general matters concerning credit recognition are governed by the Guidelines on the Enforcement Rules for School Regulations in Myongji University. Details concerning the acknowledgement of credits gained at previous schools are set forth in the by-laws of the Department of Architecture, and are thence articulated in the transfer guidelines of the university.

1) Admission Rules for Transferees (School Regulations)

Myongji University provides the following admission rules for transferees. These rules are subject to specific qualifications respective of each department, including those of the Department of Architecture. However, unlike other departments, it allows the Department of Architecture to allocate a large portion of its total interview score, 25%, to its final decision making.

■ Quota and Qualifications for Transfer (Article 10 of Guidelines on the Enforcement Rules for School Regulations)

- ① Generally, transferees will be admitted to 3rd year only when there is a vacancy in the quota.
- ② A person who falls under any of the sub-paragraphs below will be eligible to apply for a transfer.
 1. Anyone who has completed a four-year curriculum at a regular, industrial or correspondence college, or who has finished two years (four semesters) or more at other colleges.
 2. Anyone who has or will graduate from a two or three-year college.
 3. Anyone who has completed a multi-technical course at a technical college (ie, one that is recognized to have studied at a school equivalent to a two or three-year college program).
 4. Anyone who has been acknowledged as having qualifications which are the same as or exceed the level of attainment for a two or three-year college graduate (as set forth in the relevant laws and regulations) will be allowed to enter.
- ③ For transfers, those who have or will gain a BA will be admitted. They will make up 5% of the 3rd-year quota not included in the admission quota. The number shall not, however, exceed 10% of the admission quota for each admission unit.
- ④ Any person who has been subject to disciplinary measure by or dismissed from his/her school will not be admitted.

■ Selection and Scoring (Admission Guideline)

Division/department	Selection phase	% weight	% allocation		Total Score
			English score	Score at previous college	
General divisions or departments	Phase I	600%	100%(100 pts.)		100% (100 pts.)
	Phase II	100%	66.7%(100 pts.)	33.3%(50 pts.)	100% (150 pts.)

Division/department	Selection phase	% weight	% allocation				Total score
			English	Score at previous college	Interview	Practical skill test/evaluation	
Div. of Design (all) Dept. of Fashion Design Div. of Physical Education, Sport & Leisure Studies Div. of Physical Education, Sport & Leisure Studies(sports) Dept. of Baduk Studies Div. of Music(piano) Div. of Music(vocal)	regular admission	100%	28.6% (100 pts.)	14.3% (50 pts.)		57.1% (200 pts.)	100% (350 pts.)
Dept. of Architecture(general/agricultural & fisheries village)			50% (100 pts.)	25% (50 pts.)	25% (50 pts.)		100% (200 pts.)
Transfer(architecture not applicable)			66.7% (100 pts.)	33.3% (50 pts.)			100% (150 pts.)
BA course							
Special admission for foreigners						100% (100 pts.)	100% (100 pts.)

■ Selection guideline (admission guideline)

A. General transfer: Generally, the divisions or departments in the university select transferees to the tune of 600% of a given quota. This is determined in the preliminary phase, based on their English score. After this, the selection process is narrowed-down into the second phase, English competency levels plus scores gained at previous schools are taken into account (please refer to Page 4 "Selection and Scoring" on Admission Rules for Transferees and other types of transfers).

B. Candidates with the same score (urban and rural areas)

- 1) College of Humanities, Social Science, Natural Science:
 - ① English score
 - ② Academic reports from a previous school
 - ③ Age
- 2) Department of Architecture:
 - ① Interview score
 - ② English score
 - ③ Academic report, from a previous school
 - ④ Age
- 3) College of Arts and Physical Education:
 - ① Practical skill test/achievements
 - ② English score
 - ③ Academic report from a previous school
 - ④ Age

2) The Role of the Department of Architecture in Selecting Transferees.

Interviews are conducted by the Department of Architecture, which has control over 25% of total score. Interviewees are given a simple sketch test, and are evaluated for their aptitude and enthusiasm for architectural learning.

3) Recognition of Credits from Previous Schools.

General matters associated with credits acknowledgement acquired from previous schools are governed by the Rules for Enforcing School Regulations in Myongji University. Details of credit acknowledgement are stipulated in the by-laws of the Department of Architecture and also articulated in the transfer guidelines of the university.

■ Recognition of Credits Gained at a Previous School (Article 81 of the Enforcement Rules for School Regulations)

- ① Credits that a transferee received at a previous school shall be acknowledged up to 68 credits (note: it is 70 for the Department of Law), under the proviso that if a transferee gained less than 68 credits (70 for Department of Laws), all the credits from a prior school shall be recognized (revised on April 1, 2005).
- ② For the liberal arts, a maximum 48 credits shall be accepted. One must complete a bible overview class (2 credits) plus chapel (P credit for a semester). The bible overview class shall be deemed to have been completed if the student has gained a credit for this from a prior school (revised on April 1, 2005).
- ③ With respect to credits for the major classes: the division or department concerned may discuss and decide how to acknowledge credits under the aegis of the head of Education Support Department.
 1. Transferees to the 3rd year spring semester: credits for the major classes may be acknowledged up to the score of 22, while the remaining credits shall be appropriated with recourse to the general optional classes.
 2. (deleted on April 1, 2005).
- ④ The average credit requirements for graduation shall be ascertained through those gained at Myongji University only.

■ Provisions Relevant to the Department of Education in the Selection Guidelines for Transferees (Admission Guidelines)

A transferee to the Department of Architecture shall complete a five-year curriculum. This five-year program has been in use since 2002. Please visit the web site of the department before submitting an application and check the list of accredited classes.

4) By-laws of the Department of Architecture on Credit Recognition

To acquire a degree in the Department of Architecture, one must complete the academic curriculum (the subjects mandatory for studying architecture) for each program year and semester. In addition to the essential courses, one should also take optional classes in architecture according to the minimum requirements of each specialism. On top of the mandatory and optional classes in architecture, the student needs to complete the compulsory, selective liberal arts courses on offer. These contextual courses are designed to help students attain a broad-based knowledge of culture. The university supervises and monitors the academic years of students for administrative purposes. Together with such monitoring, the department also implements by-laws so as to ensure that students complete the required academic courses. To this end, the department supervises the completion of the degree program.

Consequently, a student who wants to transfer to an architecture degree program will be subject to the by-laws of the department. For this reason, no student admitted will have completed his/her degree until all mandatory courses have been completed. The key stipulations of the by-laws of the department vis a vis the curriculum are described below.

- ▶ Transferees shall be subject to the same criteria for courses accreditation as other students (By-laws 2.2.3.1).
- ▶ To control and maintain the quality of student academic achievement, the

portfolios of all those students taking the five-year curriculum shall be evaluated as part of their graduation requirements. This will happen in the second semester of the third year (By-laws 2.2.1.5).

- ▶ All architecture classes with a serial number shall be taken in the given order (By-laws 2.2.1.4).
- ▶ All design classes shall be taken in sequence. In order to take Architectural Design I in the first semester of the second year, one should have to have had completed Basic Design & Architectural Graphics I and II, or have had already been accredited with taking the equivalent basic architectural design classes (By-laws 2.2.2.1.)
- ▶ Students shall not take two design classes or more in a semester (By-laws 2.2.2.2).
- ▶ Students may choose the design team they wish to be part of, and, therefore, make an initial choice of the design classes for this purpose. (By-laws 2.4.2).
- ▶ A student who wishes to re-enter or return or transfer to his/her architecture degree program shall be reviewed by the Course Guidance Committee of the department, so as to help ascertain the choice of classes on offer. They shall take mandatory classes in order to acquire a professional architecture degree. This proviso, based on their List of Class Accreditation, will be in place until they graduate (By-laws 2.2.3.3).
- ▶ In the event of a student transferring with an architecture or design background, the design class will give the eight credits required for freshmen. For other subjects of architecture, the senior professors in each field, who are also members of the committee, shall review the academic reports and documents so as to decide accreditation (By-laws 2.2.3.4).

■ By-laws of the Department of Architecture Within the College of Architecture (part 1).

2.2.1 General.

2.2.1.1 Advice on course selection shall be offered based on a course model.

2.2.1.2 Students shall select classes as they wish and may choose any architecture classes regardless of program year, under the proviso that they satisfy and complete the course requirements. This is also subject to the rule that each class has a cap on applicants.

2.2.1.4 Architecture classes with a serial number, such as Architecture Design I and II, shall be taken in sequence (please see 2.2.1.1 for design classes). Taking a course means, for the purpose of the rules, receiving a score higher than the accreditation level. This does not include a drop-out score.

2.2.1.5 All students who are in the second semester of the third year and are now seniors, shall have their portfolios evaluated by the Portfolio Evaluation Committee. This committee, consisting of full-time professors, will convene in November each year. A student who becomes disqualified by the committee shall be evaluated again the following year. Where a student in the second semester of fifth year is disqualified in the portfolio review, he/she shall be permanently disqualified from graduating. This is regardless of his/her academic credits average.

2.2.2.1 All design classes shall be taken in sequence unless exceptions are allowed under the by-laws. To take Architectural Design I, one should have completed Basic Design & Architectural Graphics I and II or have been accredited with the equivalent basic architectural design classes.

2.2.2.2 Students shall not take two or more design classes in a semester.

- 2.2.2.3 Students who fail in a design class shall be given another chance when Design Workshop I and II are held during the summer vacations. These two classes shall be configured as self-study classes (excluding overseas workshops) and students are expected to attain six credits (120 hours). These classes shall be opened regardless of the number of applicants. As a spur to those students who failed in the regular classes, the summer classes will have the incentive of the upper-limit score being raised to B+.
- 2.2.2.4 Students who have failed the design classes (F=failure) may take it again directly after the original one. To do this, they shall complete Design Workshop I or II during vacation and have the failed classes accredited. Students shall be allowed to retake a failed class in the vacation once only. This shall apply to those students who attained F in their design class, and to those whom regular academic schedule is not applicable - such as students who have returned to school off the academic calendar.
- 2.2.2.5 To assign design teams effectively and efficiently, classes shall be finally selected based on the results of the preliminary selection - a process supervised by the department.
- 2.2.3.1 Transferring or returning students shall satisfy the general conditions set forth in Paragraph 2.2.1 and shall be subject also to the following provisos.
- 2.2.3.2 All students admitted prior to 2002, and are returning to or reentering school, shall consult their mentor professors at the beginning of the first semester so as to select (change) their classes. The latter applies also to transferring students. The consulted professors shall document the discussion. Furthermore, all students who were admitted prior to 2002, and are returning to or reentering school, shall be given the chance to consult and then choose either a four or a five-year curriculum at the beginning of the first semester. The consultation schedule shall be posted on the web site at the beginning of each semester.
- 2.2.3.3 The criteria for the completion of the general studies courses by transferring or returning students shall be set out by the school. Students shall, however, meet the minimum requirements for general studies courses in the five-year program; thus those taking the new program shall a) submit their academic reports and documents b) consult the Course Guidance Committee and c) fill out the Class Accreditation List (Table 4). In order to meet the credit requirements for graduation, all of this should be done before finally selecting the liberal arts classes.
- 2.2.3.4 Transferees shall have their design classes accredited up to eight credits under the proviso that they are recognized as having completed courses that can replace the basic design classes, Architecture Design and Expression I and II. With regards to other architecture classes, they should consult the Class Selection Committee and fill out the List of Class Accreditation. Finally, they should select the architecture classes they wish to take for graduation.

List of Requirement Courses for Returnees and Transfer Students

Name : _____ ID : _____

Year _____ Month, _____ Date _____

Confirmation Signature _____ (Department chair or Committee member) _____ (Student)

General Studies		Required Course Title (V mark)	Required Units	Credited Units	Additional Requirement Units
Department -level General Studies (30)	Department -level Basic General Studies Courses	Introduction to Statistics ()	3		
		Mathematics, Calculus, Engineering Mathematics 1 ()	3		
		Physics, Chemistry ()	3		
	Department -level Elective Courses	Courses in Humanities, Literature, and the Arts ()	6		
		Courses in Social Sciences ()	6		
	Other Elective Courses	Courses in Department-level General Studies ()	9		

Course Area	Required Major Course Title (V mark)	Required Units by Area	Credited Units by Area	Additional Requirement Units
Design	Design Course	58		
	Site Planning & Design ()			
	Computer Application	3		
History/Theory	History of Korean Architecture 1 ()	12		
	History of Western Architecture ()			
Behavior/Culture	Architecture as a Cultural System ()	9		
Structure	Design & Structure in Architecture ()	13		
	Architectural Structure 1 ()			
	Reinforced Concrete Structures 1			
	Steel Structure 1 ()			
Environmental Science	Environmental Systems 1 ()	6		
	Environmental Systems 2 ()			
Materials & Methods	Architectural Materials & Methods 1 ()	6		
	Building Construction 1 ()			
Professional	Professional Practice 1 ()	5		

An original transcript must be attached to this List of Requirement Courses for Returnees and Transfer Students

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6.9 Quota Outline: the Number of Registered Students, Transferring Students, Graduated Students and Drop-out Students

6.9.1 Students by Program Year

Table 6.16 below summarizes students by year in the spring semester in 2006. Many students under the five-year program joined the army in their second or third year. Because of this fact, there are not many students in fourth or fifth year. Of a total 378 students under the five-year curriculum, the number of students transferred from other schools and departments are 29 and 17 respectively.

<Table 6.16> No. of Students by year in S1, 2006.

			Quota	Students at study		Leave of absence	Remark (admission level)	
				Transferee	Transferee from other dept			
Undergraduate (Architecture)	5-year course	Year1	100	108	-	-	19	Dept. of Architecture
		Y2	100	99	1	8	99	Dept. of Architecture
		Y3	100	89	11	3	75	Dept. of Architecture
		Y4	100	62	14	2	13	Dept. of Architecture
		Y5	100	20	3	4	1	-
		Subtotal	500	378	29	17	207	
	Old system (4-year course)	Year1	-	1	-	-	2	Dept. of Architecture
		Y2	-	6	-	-	6	Dept. of Architecture
		Y3	-	36	-	-	17	Dept. of Architecture
		Y4	-	80	7	-	20	Dept. of Architecture
		Subtotal	-	123	7	-	45	-
Total		500	501	36	17	252	-	

Table 6.17 lists students semester by semester, from 2002, when the five-year program was launched. Accurate analysis will be possible after 2007 when the first group of the new curriculum graduate. Of the 501 students enrolled in spring semester 2006, 378 are five-year curriculum students. Included in this are the 7 and 5 transferees from other schools and departments who joined in the first semester of 2006. It is a noticeable fact that the number of five-year program students who enrolled in 2006 shows a remarkable increase. This is because those students who

began the new program in 2002 joined the army soon after; but now have returned en masse.

Most transferees start in third year. Thus, prior to 2004, when the five-year program students started their third year, all transferees from other schools were admitted not to the four-year program but to the five-year program begun in 2004. Students who want to transfer to the department of architecture are able to do so in the 3rd semester of their undergraduate program. In addition, those students who transferred to the Department of Architecture in 2003 will be included as part of the five year program. This will be in effect when the five-year program architecture students reach their third semester. However, those who have transferred prior to 2003 will follow the four-year programs.

<Table 6.17> No. of Students per Semester

Category		2002		2003		2004		2005		2006	
		S1	S2								
5-year course	Quota	100	100	200	200	300	300	400	400	500	500
	Enrolled	102	92	195	168	248	229	298	276	378	
	Transfer	-	-	-	-	4	14	6	7	7	
	Transfer in	0	-	11	-	3	-	14	-	5	
	Dropout	2	4	7	5	4	7	13	7	5	
	Expel	2	4	2	5	4	7	4	7	3	
	Transfer out	0	-	5	-	0	-	9	-	2	-
	Graduate	-	-	-	-	-	-	-	-	-	-
4-year course	Quota	360	360	240	240	120	120	-	-	-	500
	Enrolled	430	456	326	335	233	238	180	180	123	
	Transfer	18	13	6	12	-	-	-	-	-	-
	Transfer in	8	-	-	-	-	-	-	-	-	-
	Dropout	16	15	13	9	10	6	12	3	6	
	Expel	9	15	13	9	10	6	12	3	6	
	Transfer out	7	-	0	-	0	-	0	-	0	-
	Graduate	23	136	13	127	21	109	13	87		
Total	Quota	460	460	440	440	420	420	400	400	500	500
	Enrolled	532	548	521	503	481	467	509	456	501	
	Transfer	18	13	6	12	4	14	6	7	7	
	Transfer in	8	-	11	-	3	-	14	-	5	
	Dropout	18	19	20	14	14	13	25	10	11	
	Expel	11	19	15	14	14	13	16	10	9	
	Transfer out	7	-	5	-	0	-	9	-	2	-
	Graduate	23	136	13	127	21	109	13	87		

7. **Human Resources**

7. Human Resources

7.1 Student Enrollment in Design Studios

For effective administration of the design curriculum, the Department of Architecture retains appropriate number of students per design studio based on the principle of granting 40 minutes or more in individual guidance in design per student. Students are grouped according to their current year in the program, and each program year is allotted eight studios, with under 12 students per individual design studio.

<Number of students in the design studio per semester / per year
and the number of design studios opened>

category	1st year	2nd year	3rd year	4th year	5th year	total	average no. of students enrolled per studio
2nd semester, 2005	111 students/8classes	85 students/8classes	79 students/classes	23 students/2classes	-	298 students/25 classes	11.92
1st semester, 2006	113 students/8classes	111 students/9classes	96 students/8classes	52 students/4classes	22 students/3classes	394 students/32 classes	12.31

* The number of final-year students from the older four-year university system was 30 from the two classes in the second semester of 2005 and 16 students from one class in the first semester of 2006. These individuals were excluded from the total above.

7.2 Educational Hours per Design Credit

Until the second semester of 2005, eight hours per week were allocated to all of the lectures on design. With the exception of the first year students, the number of students working in a given studio was set under 12 (15 for first-year students) and there our goal of 40 minutes per week in private guidance on design for each student was successfully achieved. Also, each design studio has an exclusive area which is open round the clock. The actual hours individual guidance provided by the faculty, on many occasions, exceeded the weekly allocated lecture hours.

During the accreditation review conducted by the Korea Architectural Accreditation Board in November of 2005, however, it was pointed out that the individual design hours for the first-year students had in fact fallen below 40 minutes per week. Accordingly, since the first semester of 2006, the class hours for design for all the years have been changed to 10 hours per week.

<Hours of lectures on design per semester / per year
and number of guidance hours per student>

Year	2nd semester - 2005			1st semester - 2006		
	Average Number of Students Per Design Class	Number of Lecture Hours per Week (Hours)	Guidance Hours per Student (Minutes)	Average Number of Students per Design Class	Lecture Hours per Week (Hours)	Guidance Hours per Student (Minutes)
1	13.88	8	34.58	14.13	10	42.46
2	10.63	8	45.16	12.33	10	48.66
3	11.29	8	42.52	12	10	50
4	11.5	8	41.74	13	10	46.15
5	-	-	-	7.33	10	81.85

* In the first semester of the first year of the program, <Idea & Presentation(2 hours/week)> course operated in conjunction with the <Basic Design & Architectural Graphics 1 (8 hours/week)> was added. As above, graduating students of the preexisting four-year system have been excluded from the totals.

7.3 Teaching Workload of the Faculty

The teaching workload of full-time professors, in accordance with the regulations of Myongji University, is 9 hours per semester. 75% of the design courses are recognized as lecture hours. Courses taught by the full-time professors are distributed to three days or more per week without being consecutive so that they may teach at relatively stable workload. The teaching workload of full-time professors of the Department of Architecture for the past two semesters have been as follows:

<Courses taught by full-time professors and teaching workload per semester>

Professor	Courses		Average Number of Lectures per Semester	Average Teaching Hours per Semester
	2nd semester-2005	1st semester-2006		
Kim Seok-cheol	-Architectural Design 6	-Architectural Design 7	1	6.5
Pak Bok-man	-Architectural Structure 2 -Reinforced Concrete Structure2 -Compound Structure (Graduate School)	-Architectural Structure 1 (2 lectures) -Reinforced Concrete Structure1	3	9

Professor	Courses		Average Number of Lectures per Semester	Average Teaching Hours per Semester
	2nd semester-2005	1st semester-2006		
Chang Seong-jun	-Architectural Planning & Programming -Housing Typology -Architectural Planning Theory 1(Graduate School)	-Site Planning & Design -Architectural Planning & Programming -Housing Typology	3	9
Choi In-seong	-Buildingl Construction 2 (2 courses) -Buildingl Construction Method (Graduate School)	-Buildingl Construction1(2courses)	3	9
Kim Hong-shik	-History of Korean Architecture 1(Graduate School)	-Architectural Design 8s -Construction Theory of Korean Temples (Graduate Course)	1.5	4.5
Kim Kyung-soo	-Contemporary Architecture -Study of Modern Architecture 2(Graduate School)	-Seminar for freshmen -Contemporary Architecture -Architectural Aesthetics 1 (Graduate School)	2.67	7.0
Yoo Seung-gyu	-Steel Structure 1 -Steel Structure 2 -Study of Architectural Structure(Graduate School)	-Steel Structure 1 -Architectural Design 5	3	9.8
Kim Hye-jeong	(Sabbatical)	(Sabbatical)	-	-
Pak In-seok	-Housing Design -History of Architectural Production -Housing and Urban Design (Graduate School)	-Architectural Design 8s -Architectural Design 7	2.67	9.5
Tae Won-jin	(Sabbatical)	-Environmental System 2 (2 courses) -Architectural Design 1	3	13.5
Chung Young-su	-Architectural Materials & Methods 1 (2 courses) -Study on Construction Process Management (Graduate School)	(Sabbatical)	3	9
Chun Jin-young	-Architectural Design 6 -Land Formation Plan	-Architectural Design 1 -Architectural Design 5	2	11
Lee Sang-hyun	-Architectural Design 2 -Architectural CAD	-Architectural Design 1 -Architectural CAD	2.33	10.5
Lee Myung-ju	-Architectural Design 2 -Architectural Design 4 -Theory of Curriculum Education	-Seminar for freshmen -Architectural Design 3 -Design & Structure in Architecture	3	12.17
Lee Joon-seok	-Basic Design & Architectural Graphics 2 -Architectural Design 4	-Seminar for freshmen -Basic Design & Architectural Graphics 1 -Architectural Design 3	2.33	11.83

7.4 Faculty of the Program

The faculty of the Department of Architecture consists of full-time professors, adjunct professors, and part-time lecturers. As of the 1st semester of 2006, the number of full-time professors reached 15 (including one honorary professor). In terms of ranking, this number includes 9 full-time professors, 2 assistant professors, 3 associate professors, and 1 professor emeritus. In terms of academic degrees held, 9 have doctoral degrees, 2 have master's degrees, and 1 has a bachelor's degree. Among them, 11 majored in architecture while 4 majored in architectural engineering. Also, 6 hold certificates as registered architects, while 6 are certified as professional engineers.

As one of the measures designed to improve education in terms of architectural design, one professor is selected among the full-time professors for the role of coordinating the design curriculum throughout the eight design studios. During a meeting of the head design professors, policies on overall design education are established, to be introduced on the plenary meeting of full-time professors. In addition to determining the organization of the design faculty each semester, the details of the design curriculum and recent achievements are evaluated by program year and by design classes, and detailed educational guidelines are established and coordinated.

As of the first semester of 2006, there are 32 design classes and the number of faculty members coordinating these classes is 34, eight of whom are full-time professors.

7.4.1 Status of Full-time Professors

no.	Rank	Name	Field of major	Final degree	School		Year of appointment	Professional Qualification
					Undergraduate	Final		
1	Professor	Kim Seok-cheol	Construction and urban design	Bachelor's degree	Seoul National U.	Seoul National U.	2002	Registered architect
2	Professor	Pak Bok-man	Structural Mechanics, Reinforced Concrete	Doctoral degree	Inha U.	Choongang U.	1972	Professional engineer
3	Professor	Chang Seong-joon	Architectural Planning, Spatial Organization	Doctoral degree	Seoul National U.	Luvín U.	1973	Registered architect
4	Professor Emeritus	Choi In-seong	Architectural Construction	Doctoral degree	Inha U.	Choongang U.	1979	Professional engineer
5	Professor	Kim Hong-shik	Korean Architecture, Architectural Design	Doctoral degree	Hongik U.	Hanyang U.	1980	Registered architect, professional engineer
6	Professor	Kim Kyung-soo	Architectural Aesthetics, Architectural Design	Doctoral degree	Seoul National U.	Seoul National U.	1980	-
7	Professor	Yoo Seung-kyu	Steel Frame Structures, Architectural Mechanics	Doctoral degree	Seoul National U.	Choongang U.	1981	Professional engineer
8	Professor	Kim Hye-jung	Spatial Behavior, Architectural Design	Doctoral degree	Hanyang U.	U. of Michigan	1992	-
9	Professor	Pak In-seok	Housing Design	Doctoral degree	Seoul National U.	Seoul National U.	1995	-
10	Professor	Tae Won-jin	Environmental Architecture, Architectural design	Doctoral degree	Korea U.	U. of Michigan	1998	Professional engineer
11	Associate Professor	Chung Young-soo	Construction Management, Architectural Construction	Doctoral degree	Yonsei U.	Texas State U.	2000	American professional engineer
12	Associate Professor	Chun Jin-young	Architectural Design	Doctoral degree	Hanyang U.	U. of Rome	2001	Registered Architect (Korea/Italy)
13	Assistant Professor	Sanghyun Lee	Digital Architecture, Architectural Design	Doctoral degree	Seoul National U.	Harvard U.	2003	-
14	Assistant Professor	Lee Myung-joo	Architectural Design	Master's degree	Myongji U.	Technical U. of Berlin	2003	Registered Architect (Germany)
15	Assistant Professor	Lee Junsuk	Architectural Design	Master's degree	Ohio State U.	U. of Pennsylvania	2003	Registered Architect (United States)

7.4.2 Courses Taught by the Full-time Professors

The courses taught by the full-time professors are listed below. In addition to teaching the courses, full-time professors take part in meetings to coordinate the operation of these courses, which are led by the head professors for each curriculum.

<Courses taught by the full-time professors and relevant curriculum>

Professor	Courses	Relevant curriculum							
		Design	Computers	Theory & History	Cultural Behavior	Structure	Environment	Materials & Assemblies	Practical Affairs
Kim Seok-cheol	-Architectural Design 6, 7	○							
Pak Bok-man	-Architectural Structure 2 -Reinforced Concrete Structure1,2					○			
Chang Seong-joon	-Architectural Planning & Programming -Housing Typology -Site Planning & Design	○			○				
Choi In-seong	-Building Construction 1,2							○	
Kim Hong-shik	-History of Korean Architecture 1,2 -Architectural Design 8s	○		○					
Kim Kyung-soo	-Contemporary Architecture -Aesthetics in Architecture -Seminar for Freshmen			●					
Yoo Seung-kyu	-Steel Structure1,2 -Architectural Structure 1,2 -Architectural Design5 (Integrated Design)	○				●			
Kim Hye-jung	-Architecture and Cultural System -Architectural Design1,2	○			●				
Pak In-seok	-Housing Design -History of Architectural Production -Architectural Design 7 -Architectural Design 8s	○		○	○				
Tae Won-jin	-Environmental System 1,2 -Architectural Design 1,2	○					●		
Chung Young-soo	-Architectural Materials & Methods 1,2 -Construction Management -Architectural Economics							●	
Chun Jin-young	-Architectural design 5,6 -Architectural Design 1,2 -Site Planning & Design	●							
Lee Sang-hyeon	-Architecture CAD -Architectural Design 1,2	○	●						
Lee Myeong-ju	-Architectural Design 3,4 -Design & Structure in Architecture -Seminar for Freshmen	○				○			
Lee Joon-seok	-Architectural Drawing and Expression 1,2 -Architectural Design 3,4 -Seminar for Freshmen	○							●

* Courses marked in ● are taught by the head professor of the corresponding curriculum.

7.4.3 Course Evaluation

All courses are required to undergo online course evaluation by the students at the end of each semester in accordance with the course evaluation system of Myongji University. Students only become eligible to apply for courses in the following semester after they have completed the course evaluations for the previous semester. The results of the course evaluation are reported to the corresponding professor and the feedback is used for the improvement of lecture courses. In the event that course evaluation results for two consecutive semesters fall in the bottom 10% of the entire course offerings, the fact will be conveyed to personnel management administration, and the part-time lecturers will face disadvantages such as restriction from giving lectures or from promotion. The contents of the questionnaire on course evaluation are as follows:

The contents of the questionnaire on course evaluation

[1] The following two questionnaire items are evaluation to be used as the basic data by the Department of Educational Support.

① The hours used in the study of this course per week in addition to the classroom hour. () almost none, () under 1 hour, () 1~2 hours, () 2~3 hours () over 3 hours
② I wish to recommend this course to other students (considering the contents of the course alone without relevance to the professor) : () very much, () yes, () undecided () no () absolutely not

[2] The following 5 items pertinent to the professor are evaluated in terms of this course.

Category	Evaluation items	Very much	Yes	Undecided	No	Absolutely not
Professionalism	① The professor displayed professionalism in this course.					
Sincerity	② The professor was well prepared for lectures and was enthusiastic.					
Effectiveness of Teaching Method	③ The professor delivered the contents of lectures effectively.					
Usefulness of Teaching Materials	④ The teaching materials, assignments and exams were helpful to my studies and learning.					
Overall Evaluation	⑤ I wish to recommend this professor to other students.					

[3] The following ten categories are evaluation to improve the lecture for the professor in accordance with the opinions of the students.

① The professor conducted the lecture in accordance with the understanding level of the students.	() Yes	() Sometimes	() No
② The lecture was boring.	() Yes	() Sometimes	() No
③ The voice (pronunciation, volume, speed) of the professor was easy to understand.	() Yes	() Sometimes	() No
④ The lecture notes (OHP, PPT, etc.) were sincerely drawn up.	() Yes	() Sometimes	() No
⑤ The faculty was sincere in giving replies to questions raised during class.	() Yes	() Sometimes	() No

⑥ It was easy to meet the professor other than during class (interview, bulletin board, e-mail, etc.)	<input type="checkbox"/> Yes	<input type="checkbox"/> Sometimes	<input type="checkbox"/> No
⑦ Evaluation on assignments or exams were rational.	<input type="checkbox"/> Yes	<input type="checkbox"/> Sometimes	<input type="checkbox"/> No
⑧ The result of examination on assignments or exams were promptly given.	<input type="checkbox"/> Yes	<input type="checkbox"/> Sometimes	<input type="checkbox"/> No
⑨ The professor cancelled the class without rescheduling aside from official cancellation.	<input type="checkbox"/> Often	<input type="checkbox"/> Once or twice	<input type="checkbox"/> None
⑩ The professor knows my face.	<input type="checkbox"/> Will probably know	<input type="checkbox"/> Not sure	<input type="checkbox"/> Probably will not know
Additional comments:			

7.4.4 Personal Data and Recent Accomplishments of the Faculty

Refer to the Resume in the Appendix for the personal data and recent accomplishments of the faculty.

7.5 Status of Lecturers

Lecturers are categorized into two groups: adjunct professors and part-time lecturers. The conditions for appointment are stipulated as "those with doctoral degrees in principle, and those with outstanding work experience among those who excelled in the doctoral program or those with professional license (as either a registered architect or a professional engineer)." As of the first semester of 2006, the number of instructors in the Department of Architecture total 35, 17 of whom are adjunct professors and the remaining 18 of whom are part-time lecturers. Among them, 27 are registered architects (including 1 licensed in the United States and 2 in France), and 3 are professional engineers. Most of them are working at architectural firms or engineering companies.

In terms of courses on design, of the 33-member faculty in charge of the design studio opened as of the first semester of 2006, 25 are lecturers (17 adjunct professors and 8 part-time lecturers), and all of them hold licenses on registered architect.

7.5.1 Names, Educational Background, Work Experience and Courses Taught by the Instructors

Category	no.	Name	Rank	Highest Degree or Qualification	Courses taught
adjunct professor (17)	16	Kim Kun-wook	Toa Architectural Studio	Master's Degree, Registered Architect (France)	Basic Design & Architectural Graphics 1
	17	Kim Seon-jae	President, Yeju Architectural Studio	Master's Degree, Registered Architect	Architectural design 5
	18	Kim Hee-gon	President, Kyung Architectural Studio	Master's Degree, Registered Architect	Architectural design 1
	19	Kim Hee-kyo	President, Kyung Architectural Studio	Master's Degree, Registered Architect	Basic Design & Architectural Graphics 1
	20	Kim Hee-ok	President, A-Tech Architects & Engineering Firm	Master's Degree, Registered Architect	Architectural design 3
	21	Pak So-hyoung	President, ADS Architectural Studio	Master's Degree, Registered Architect	Architectural design 1
	22	Pak Tae-yeon	President, Dadam Architectural Studio	Master's Degree, Registered Architect	Architectural design 1
	23	Bae Chun-ho	President, Mirae Architectural Studio	Master's Degree, Registered Architect (US)	Architectural design 3
	24	Suh Yoon-ju	President, Sumok A&A Architects	Master's Degree, Registered Architect	Basic Design & Architectural Graphics 1
	25	Lee Min	President, Eomi Architectural Studio	Master's Degree, Registered Architect	Architectural design 3
	26	Lim Do-kyun	President, Rooyeon Architectural Studio	Master's Degree, Registered Architect	Basic Design & Architectural Graphics 1
	27	Chang Yoon-seok	President, ZNC Architectural Studio	Master's Degree, Registered Architect (US)	Basic Design & Architectural Graphics 1
	28	Chung Yong-hwa	President, A-One Architectural Studio	Master's Degree, Registered Architect	Architectural design 5
	29	Choi Seong-woo	Ilgun C&C Architectural Studio	Master's Degree, Registered Architect	Architectural design 1
	30	Choi Jong-won	Director, Topec Engineering & Architectural Design	Master's Degree, Registered Architect	Architectural design 5
	31	Kevin Kim	President, Chungil Engineering	Master's Degree, Registered Architect	Architectural design 3
	32	Han Ki-young	President, Gansam Architectural Studio	Master's Degree, Registered Architect	Architectural design 3

Category	no.	Name	Rank	Highest Degree or Qualification	Courses taught
part-time lecturer (18)	33	Kang Seung-hee	Doctoral Program, Graduate School of Myongji University	Doctoral Program	Construction Economics
	34	Kwon Ki-beom	Instructor, Daewon Girls' High School	Master's Degree	Idea & Presentation
	35	Kim Mi-kyung	Adjunct professor, College of Art, Hongik University	Master's Degree	Idea & Presentation
	36	Kim Wang-jik	Research professor, Center for Architecture & Urban Design, Myongji University	Doctoral Degree, Professional Engineer	History of Korean Architecture 1
	37	Kim Jong-won	Jungdo Construction Company	Doctoral Degree, Professional Engineer	Architectural Materials & Methods 1
	38	Moon Hee	President, Heerim Architectural Studio	Master's Degree, Registered Architect (France)	Basic Design & Architectural Graphics 1
	39	Suh Dong-gap	President, Myungseung Architectural Firm	registered architect	Building Codes
	40	Shin Chang-seop	President, Dooga Architectural Studio	Master's Degree, Registered Architect	Architectural Design 5
	41	Ok Tae-beom	President, Central for Architectural & Urban Design, Myongji University	Master's Degree, Registered Architect	Architectural Design 7
	42	Yoon Dong-hwan	President, Muyoung Architectural Studio	Master's Degree, Registered Architect	Architectural Design 3
	43	Yoon Sang-jo	President, Baho Architectural Studio	Master's Degree, Registered Architect	Professional Practice 1
	44	Lee Sang-hoon	Doctoral Program, Graduate School of Myongji University	Doctoral Program	History of Western Architecture
	45	Lee So-young	Doctoral Program, Graduate School of Myongji University	Doctoral Program	Architecture as a Cultural System
	46	Lee Jong-hwan	President, Won Urban Architectural Studio	Master's Degree, Registered Architect	Architectural Design 1
	47	Cho Sung-wook	Director, Design Team, Daeryoung Architectural Studio	Master's Degree, Registered Architect	Basic Design & Architectural Graphics 1
	48	Choi Jung-bong	President, Baho Architectural Studio	Master's Degree, Registered Architect (France)	Architectural Design 1
	49	Choi Jin-wook	President, Central for Architectural & Urban Design, Myongji University	Master's Degree, Registered Architect	Architectural Design 7
	50	Hwang Sang-mo	Honorary President, Korean Professional Engineer Association	Professional Engineer	Building Estimation

* Refer to the resume in the Appendix for detailed background of the instructors

7.5.2 Lectures by Invited Guest Lecturers, and Invited Critiques

The Department of Architecture conducts mid-term and end-of-semester evaluations for each year in accordance with the schedule of the design curriculum. A separate budget is set aside for lectures in the design studio, and special guest lectures and critiques are organized at the discretion of the professors in charge of individual design studios. The contents of the special lectures organized by the design studios in 2005 are as follows:

<Status of invitation lectures and critiques
by the external lecturers for each design studio in 2005>

Semester	Year	Date	Professor of the design course	Invited lecturers	Contents	
1st semester, 2005	2	May 17	Han Ki-young	Koh Sung-hee (Hannam University)	Design critique	
		May 30	Chung Tae-young	Yoon Hee-jin (Graduate School of Architecture, Kyunggi University)	Design critique	
		June 10	Pak So-hyoung	Koh Sung-hee (Hannam University)	Design critique	
		June 10	Han Ki-young	Koh Sung-hee (Hannam University)	Design critique	
		June 17	Lee Sang-hyun	Nam Soo-hyun (Ongodang Architecture), Lee Hee-won (Sun Moon University)	Design critique	
	3	May 7	Kevin Kim	Han Hae-soo (Kyungil Engineering)	Design critique	
		May 12	Lee Myung-ju	Pak Chun-doo (MS Architectural Engineers' Firm)	Special lecture on Structural Design	
		May 12	Lee Joon-seok	Ahn Woo-sung (Ongodang Architecture)	Design critique	
		May 12	Kim Tae-kyung	Won Hyoung-jun (Beom Architecture)	Design critique	
		June 9	Yoon Sang-jo	Lee Sung-woo (Kunwoon Architecture)	Design critique	
	4	April 12	Kim Seon-jae	Chun Eui-young (Kyunggi University)	Design critique	
		May 12	Chun Jin-young	Kim Nam-kyu (Dongwon College)	Special lecture on Building Service system	
		May 12	Chung Yong-hwa	Kim Nam-kyu (Dongwon College)	Special lecture on Building Service	
	2nd semester, 2005	1	Oct.10	Bae Kyung-im	Joo Young-jeong (Yejo Architecture)	Design critique
			Oct.17	Lee Joon-seok	Kim Mi-yeon (Samsung Corporation), Min Hyong-seung(Ten Arch./USA)	Design critique
Oct.31			Cho Seong-wook	Nah Tae-wook (Evan Heinzes Architecture/USA)	Design critique	
2		Oct.18	Choi Seong-woo	Kim Il-hyun (Graduate School of Architecture, Kyunghee University)	Design critique	
		Oct.18	Pak So-hyoung	Koh Sung-hee (Hannam University)	Design critique	
		Oct.25	Lee Myoung-ju	Kim Won-cheol (Zion Architecture)	Design critique	
3		Oct. 6	Lee Myoung-ju	Lee In-young, Han Hae-soo (Kyungil Eng.)	Design critique	
		Oct.18	Han Ki-young	Koh Sung-hee (Hannam University)	Design critique	
		Oct.20	Cho Soo-hyoung	Lee Kyung-seop (Uptown 21 Architecture)	Design critique	
		Oct.22	Lee Myung-ju Lee Joon-seok Kevin Kim	Han Hae-soo (Jeongil Engineering)	Design critique	
		Oct.15	Kim Hee-gon	Lee Sang-po (Jeongnim Construction)	Design critique	
4		Oct.14	Kim Seok-cheol	Han Joon-hee (Jeongnim Construction), Kim Soo-hyun (samwoo Architecture), Ki Kyung-ju (Center for Architecture & Urban Design)	Special lecture on Career Path after Graduation	
		Oct.27	Chun Jin-young Chung Yong-hwa	Pak Hyun-chan (Seoul Development Institute)	Special lecture on Urban Design	
		Oct.27	Kim Seon-jae	Lee Hyoung-wook (Urbanet Architecture)	Design critique	
		Nov.16	Chun Jin-young Chung Yong-hwa	Kim Han-seop (Director of Urban Construction Bureau, Yongin City)	Design critique	

7.6 Technical and Administrative Staff, Coordinating Staff

The administrative staff for the Department of Architecture is composed of three full-time administrative staff members, two administrative staff members working on contract, and several other workers. They are in charge of the following areas: administration of the Office of Academic Affairs (2 persons), administration and accounting for the Research Institute of Architecture & Urban Design (1 person), librarian at the Information Resource Center (1 persons) and management of the Computer Center (1 person).

Also, teaching assistants and research assistants are selected among the students of the Graduate School. Tuition fees for teaching assistants are completely waived in return for assisting in administrative affairs, while research assistants enjoy a waiver of half their tuition for assisting in the lecture and research activities of the professors.

Among the teaching assistants, there are also design assistants for each year who assist the professors in charge of the design curriculum in making preparations for events, collecting teaching materials, and so forth. As of the first semester of 2006, there are six teaching assistants and ten research assistants.

<Status of staff members and coordinating staff for 2006>

Category	Name	Date of Appointment	Workplace	Area of work	Remarks
Administrative Staff	Chung Jae-min	2003.3.1	Office of the Department	Administrative Affairs of the College of Architecture	
	Lee Mi-hee	2003.9.1	Office of the Department	Administrative Affairs of the College of Architecture	
	Kim Hong-shin	2006.3.1	Data Information Room	Supervision of the Data Information Room	Replaced
Administrative Staff on Contract	Koo Mi-kyung	2002.3.1	Center for Architecture & Urban Design(CAUD)	Administration and Accounting of the CAUD	
	Kim Yoon-jung	2006.3.1	Computer Center	Supervision of the Computer Center	Replaced
Teaching Assistant	Pak Tae-geun	2006.3.1	Office of the Department	Supervision of Educational Equipment	
	Choi Young-ho	2006.3.1	Office of the Department and the design room	Assistance in Design Courses (for 1st year)	
	Kim Young-shik	2006.3.1	Office of the Department and the design room	Assistance in Design Courses (for 2nd year)	
	Lee Young-soo	2006.3.1	Office of the Department and the design room	Assistance in Design Courses (for 3rd year)	
	Lee Hyo-jin	2006.3.1	Office of the Department and the design room	Assistance in Design Courses (for 4th year)	
	Kim Nara	2006.3.1	Office of the Department and the design room	Assistance in Design Courses (for 5th year)	
Research Assistant	Yoon Mi-hwa	2006.3.1	Office of Prof. Chang Seong-joon	Assistance in Lecture and Research	
	Cho Sung-hoo	2006.3.1	Office of Prof. Kim Kyung-soo	Assistance in Lecture and Research	
	Kim Joo-yeon	2006.3.1	Office of Prof. Kim Hong-shik	Assistance in Lecture and Research	
	Kim Su-gu	2006.3.1	Office of Prof. Yoo Seung-kyu	Assistance in Lecture and Research	
	Kim Seong-ik	2006.3.1	Office of Prof. Pak Bok-man	Assistance in Lecture and Research	
	Kim Seong-ik	2006.3.1	Office of Prof. Pak In-seok	Assistance in Lecture and Research	
	Kim Jeong-shil	2006.3.1	Office of Prof. Tae Won-jin	Assistance in Lecture and Research	
	Oh Yu-jin	2006.3.1	Office of Prof. Chun Jin-young	Assistance in Lecture and Research	
	Cho Sung-hoo	2006.3.1	Office of Prof. Lee Sang-hyun	Assistance in Lecture and Research	
	Hwang Kyung-min	2006.3.1	Office of Prof. Lee Myong-ju	Assistance in Lecture and Research	
Ahn Jae-sung	2006.3.1	Office of Prof. Lee Joon-seok	Assistance in Lecture and Research		

8. **Physical Resources**

8. Physical Resources

Following the establishment of the Design Formation Center in 1997, a new College of Architecture Design Education Hall was erected in February of 2005 with a total area of 3,012m², meeting the first-stage goal of securing access to adequate educational space. The Hall is equipped with basic educational outlets such as the Information Resource Center, Computer Center, Printing Center, Workshops, and Exhibition Halls. Along with the second-phase plan of securing the adequate design space by 2008 when student enrollment for the five-year university program becomes normalized following the return to school of students completing their military service, plans are being advanced to continue maintenance of the Information Resource Center and other auxiliary facilities for teaching.

8.1 Design Studios

All of the design studios are situated in the College of Architecture Design Education Hall, and are open round the clock. In principle, students of each year are to use one floor. The design studios have been composed in open plan layouts and are subdivided into small units by light walls; they are complete with electric wiring and wireless LAN, and can be operated independently. Also, the GPS installation enables complete air-conditioning and heating to enable a pleasant educational and work environment regardless of seasonal or weather conditions. Every studio has white boards, screens for projection, and tag boards for exhibition and evaluation.

A total of 40 units for design rooms are needed (8 per program year) for the administration of the design studio program of five school years. At present, space for 32 design studios has been secured for use by the students in the five years. When the number of the students in the five-year program becomes normalized after the return of students from military service in 2008, the Incubation Center on the fifth floor of the new building will be converted into additional design rooms, allowing the Department of Architecture to meet the rising demand for design rooms.

8.2 Private Space and Lockers for Students

All the students are allocated desks with drawers, for their exclusive use in design; these desks can be used in performing assignments during hours other than design lectures. In addition, 280 lockers for personal use have been made available in the corridor and lobby for the storage of textbooks and other personal materials.

8.3 Library (Information Resource Center)

Access to architecture-related materials is possible through the Information Resource Center situated on the 2nd floor of the newly built College of Architecture building, and at the Central Library (Myungjindang). The Information Resource Center, for exclusive use by the College of Architecture, is 86.40m² wide, and uses a GPS cooling/heating system.

The Information Resource Center offers diverse audio-visual materials in addition to book collections and periodicals from within and outside of Korea. The Resource Center is supervised by one librarian during daytime and by a student on working scholarship during night time. The Resource Center does not allow undergraduates to borrow materials, but they may collect materials necessary to their homework and studies by using photocopiers, computers, scanners and printers inside the Information Resource Center.

8.4 Project Review and Exhibition Space

The Department of Architecture has an exhibition hall (298.97m²) used jointly by the Division of Design. Other areas for exhibition include the Open Design Room (93.78m²) on the first floor of the main building and the Lobby Exhibition Room (70.06m²). The exhibition halls are mainly used for the exhibition of graduate works. The Open Design Room and the Lobby Exhibition Room are used for mid-term and end-of-semester project reviews of undergraduate students.

Elsewhere, tag boards have been established along the corridors of the main building, and outstanding works from the accomplishments of the design course in the preceding semester are put on display in these locations. The tag boards have also been established in the area around the elevator in each hall of the new building, and these spaces are also used for exhibitions. The tag boards are established in each of the design studios, and are used during design courses as well.

8.5 Lecture Rooms

In order to offer educational services of competitive advantage and to improve the quality of education available in our department, multimedia educational environments have been created in the three exclusive lecture rooms. The three lecture rooms are situated on the second and third floors of the main building and cover an area of

257.04m², with 170 seats each. The rooms are equipped with state-of-the-art educational facilities including computers, beam projectors, screens, microphones and speakers. Balconies linked to the lecture rooms are used as resting areas.

The Department of Architecture also has an amphitheater-style lecture hall with a seating capacity for 180 (310.28m², jointly used with the Division of Design), and this space is used for large lectures as well as for events including the entrance ceremony and the graduation ceremony celebrated within the college.

8.6 Faculty Offices

The faculty offices are situated on the first, second and third floors of the main building. Each office has a floor area of 36.72m² and individual balconies. The faculty offices have both centralized heating radiators as well as an individual electronic floor-heating system, offering a pleasant environment for the nighttime research activities of the professors. Security is also guaranteed through a centralized infrared crime prevention system.

8.7 Computer and Printing Facilities

The Department of Architecture has a computer center (95.04m² area) and a printing center (49.68m²) on the first floor of the main building. The Computer Center has 32 sets of personal computers, and is open to the students from 09:00 to 20:00 on weekdays except during hours when a class is scheduled within the computer center.

The Printing Center situated near the Computer Center has 3 sets of floaters, color laser printers and scanners, accommodating the printing needs of the students.

There is one full-time staff member at the Computer Center who is in charge of supervising the supplies of printing paper and the Center in general. During the evening, there is one student on working scholarship who supervises the facilities. During mid-term and end-of-semester evaluation periods and graduation exhibitions, the number of staff is increased and the Computer center is open round-the-clock. The students using the Printing Center pay printing expenses on a per-page quantity basis.

8.8 Model Workshop

The Model Workshop is fully equipped with hardware tools including a radial saw machine, a table drill machine, a small lathe, a milling machine, a table saw, and other hardware. The Workshop is situated on the first floor of the main building of the College of Architecture, and has a floor area of 73.44m². Prior to using the Model Workshop, students must undergo safety training related to the use of the equipment.

8.9 Photo Lab

The Department of Architecture does not have a dedicated photo lab. Rather, all the photo related work accompanying the design work is processed digitally. Photographic activities are handled by each studio and in the open design centers.

Meanwhile, based on the guidance of Professor Tae Won-jin, a student organizations known as the "Architectural Video and Photography Club" was organized in March of 2006, and is planning activities related to the photography of architecture and production, with the backing of the Department of Architecture.

8.10 Storage Rooms

The storage rooms are situated on the first floor and third floor of the College of Architecture, and are used as an Accreditation Data Room. There is sufficient area (84.10m²) to classify and store the tasks of projects for each course. The librarian of the Accreditation Data Room is in charge of classifying and storing this data.

Educational equipment (18 sets of beam projectors, 30 sets of digital cameras, 9 notebook computers for lectures) that are frequently used for design and theory courses are managed by the Academic Office. The educational materials used in the design courses are also stored in these archives, annexed to the Academics Office.

8.11 Office of Academic Affairs and Student Supportive Facilities

Office of Academic Affairs

The Office of Academic Affairs situated on the second floor of the main building of the College of Architecture has a floor area of 73.44m². This is the work area for two administrative staff members as well as the students on working scholarships.

Student Association Center

The Student Association Center, situated on the 3rd floor of the main building of the College of Architecture, uses one module (36.72m²) and has office furnishings to enable the members of the Association to operate autonomously.

Student Lounge

The exhibition hall in the lobby that is situated on the 1st floor of the main building of the College of Architecture has a 50 inch PDP and a 5.1 channel acoustics system and is used as the exhibition hall during the semester but is also used as the student lounge. On special occasions, the area is used as the multi-purpose area for making visual presentation on architecture. More furnishing have been provided in the lounge during the first semester of 2006 in order to drastically improve the environment as a student lounge.

Convenience Store

The convenience store is situated at the entrance of the 1st floor of the main building of the College of Architecture, and sells snacks and stationery. The store is connected to the entrance, the exhibition hall in the lobby as well as the Computer Center, enabling easy access by students.

Shower facilities

The shower facilities for men and women are in the wheelchair-accessible restrooms on the 3rd and 4th floors of the new building of the College of Architecture. Due to the special features of the architectural curriculum, the students of the Department of Architecture tend to do more night work than the students of other departments. Hot water is always available in the shower, and students can come to class looking tidy even after having spent all night up working.

Photocopying Center

Lecture materials for each course are situated in the Photocopy Center on the 3rd floor of the main building of the College of Architecture. Students can conveniently photocopy these materials at a low cost. The Photocopying Center is privately run and is open during regular business hours.

<Exclusive facilities for the Department of Architecture>

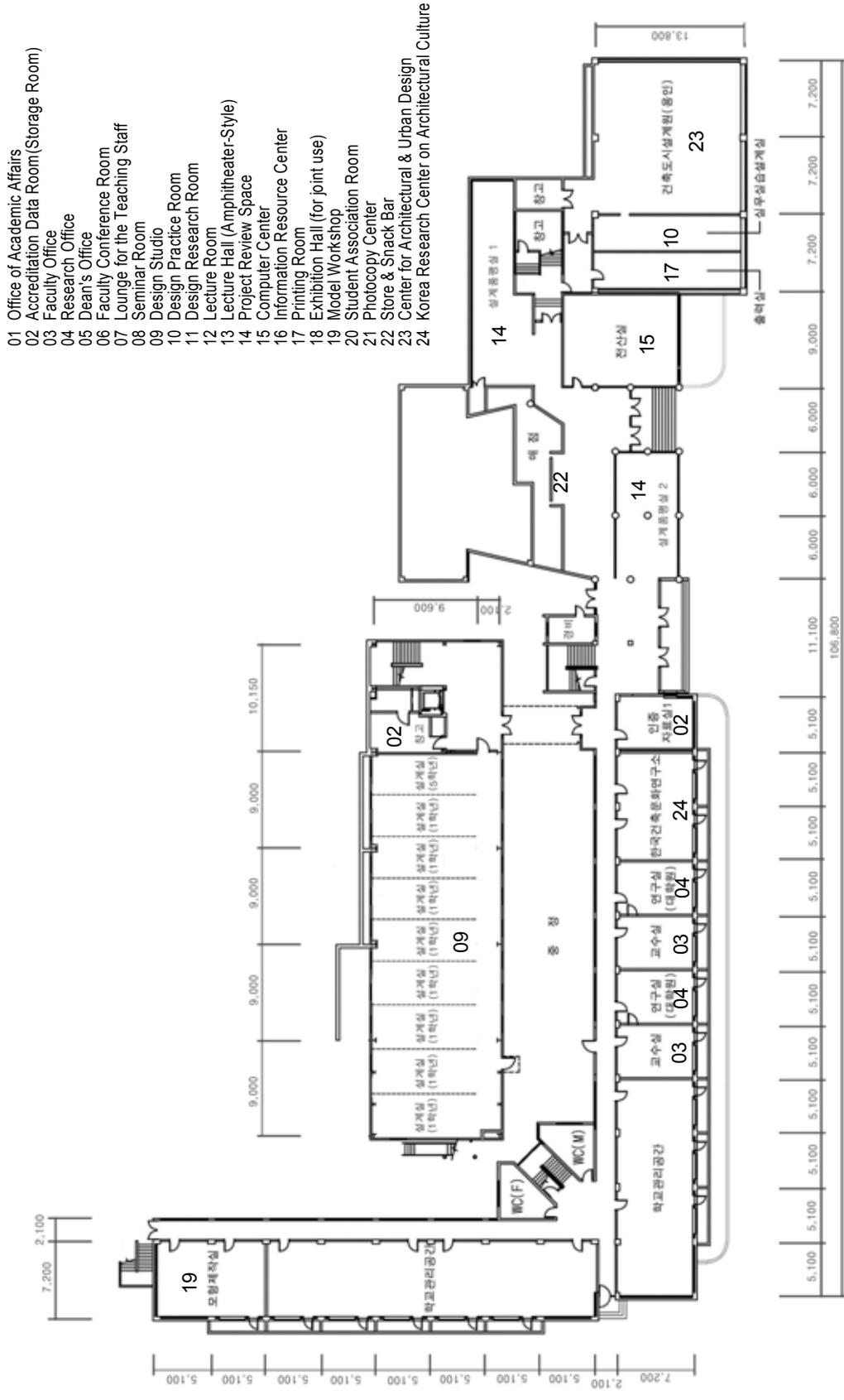
Name of the room	Location	Exclusive Area (m ²)			N. of Persons Accommodated	Operating Hours (Hours/week)	N. of Seats for Students	
		Floor Area of Each Unit	N. of rooms	Total				
Management facilities	Office of Academic Affairs	2nd fl., main bldg	73.44	1	73.44	-	40	
	Accreditation Data Rooms (Storage Rooms)	1st fl., main bldg	36.72	1	36.72	-	-	
		3rd fl., main bldg	47.37	1	47.37	-	-	
	Storage	1st fl., new bldg	28.00	1	28.00	-	-	
Professors' facilities	Faculty Offices	1st, 3rd, 3rd fl.s, main bldg	36.72	16	587.52	-	-	
	Research Offices	1st, 2nd, 3rd fl.s, main bldg	36.72	9	330.48	45	-	
	Dean's Office	2nd fl., main bldg	47.38	1	47.38	-	-	
	Faculty Conference Room	2nd fl., main bldg	36.72	1	36.72	15	-	
	Lounge for the Teaching Staff	2nd fl., main bldg	36.72	1	36.72	15	-	
	Seminar Room	2nd fl., main bldg	36.72	1	36.72	20	-	
Design studios	1st year	1st fl., new bldg	38.40	8	307.20	120	Open all day	120
	2nd year	4th fl., new bldg	38.40	8	307.20	120	Open all day	120
	3rd year	3rd fl., new bldg	43.20	8	345.60	120	Open all day	120
	4th year	2nd fl., new bldg	43.20	6	259.20	90	Open all day	90
	5th year	4th fl., new bldg	38.40	2	76.80	30	Open all day	24
	Design Practice Room	1st fl., main bldg	49.68	1	49.68	12	Open all day	12
	Design Research Room	3rd fl., main bldg	73.44	1	73.44	15	-	15
supportive facilities	Lecture Room	2nd fl., main bldg	110.16	1	110.16	70	-	
		3rd fl., main bldg	73.44	1	73.44	50	-	
			73.44	1	73.44	50	-	
	Lecture Hall (Amphitheater-Style)	2nd fl., main bldg	310.28	1/2	155.14	180	-	
	Project Review Space	1st fl., main bldg	93.78	1	93.78	25	Open all day	
		1st fl., main bldg	70.06	1	70.06	25	Open all day	
	Computer Center	1st fl., main bldg	95.04	1	95.04	32	60	
	Information Resource Center	2nd fl., new bldg	86.40	1	86.40	28	60	
	Printing Room	1st fl., main bldg	49.68	1	49.68	-	60	
	Exhibition Hall (for joint use)	2nd fl., main bldg	298.97	1/2	149.49	-	-	
	Model Workshop	1st fl., main bldg	73.44	1	73.44	15	60	
	Student Association Room	1st fl., main bldg	36.72	1	36.72	10	-	
	Private Lockers	main bldg, new bldg		280				
	Photocopy Center	3rd fl., main bldg	17.55	1	17.55	-	40	
Store & Snack Bar	1st fl., main bldg	51.66	1	51.66	-	40		
Center for Architectural & Urban Design	1st fl., main bldg	224.37	1	224.37	20	-		
Korea Research Center on Architectural Culture	1st fl., main bldg	73.44	1	73.44	6	-		
Total Area	4114.01m²							

<Number of facilities and equipment per room>

Category		Location	Floor Area (m ²)			Number of Facilities and Equipment
			fl. Area of Each Room	N. of rooms	Total	
Management Facilities	Office of Academic Affairs	2nd fl., main bldg	73.44	1	73.44	9 notebook computers, 30 digital cameras, 14 beam projectors, 11 OHP, 4 slide projectors
Design Studios	1st year	1st fl., new bldg	38.40	8	307.20	120 design desks, 8 white boards, 8 screens, 8 tables for joint work, wireless LAN, GHP cooling and heating, tag board (h1.75m) 30m
	2nd year	4th fl., new bldg	38.40	8	307.20	120 design desks, 8 white boards, 8 screens, 8 tables for joint work, wireless LAN, GHP cooling and heating, tag board (h1.75m) 30m
	3rd year	3rd fl., new bldg	43.20	8	345.60	120 design desks, 8 white boards, 8 screens, 8 tables for joint work, wireless LAN, GHP cooling and heating, tag board (h1.75m) 30m
	4th year	2nd fl., new bldg	43.20	6	259.20	90 design desks, 8 white boards, 8 screens, 8 tables for joint work, wireless LAN, GHP cooling and heating, tag board (h1.75m) 24m
	5th year	1st, 4th fl.s, new bldg	38.40	2	76.80	24 design desks, 8 white boards, 8 screens, 8 tables for joint work, wireless LAN, GHP cooling and heating, tag board (h1.75m) 16m
	Design Practice Room	1st fl., main bldg	49.68	1	49.68	12 design desks, 5 PCs, 1 desk for joint work, Access fl., GHP cooling and heating
	Design Research Room	3rd fl., main bldg	73.44	1	73.44	15 design desks, 4 PCs, 1 heater/air conditioner
Support Facilities	Lecture Rooms	2nd fl., main bldg	110.16	1	110.16	70 lecture desks, 1 PC, 2 beam projectors, 2 screens, 1 speaker, wireless LAN, 1 heater/air conditioner
		3rd fl., main bldg	73.44	1	73.44	50 lecture desks, 1 PC, 1 beam projector, wireless LAN, 1 heater/air conditioner
			73.44	1	73.44	50 lecture desks, 1 PC, 1 beam projector, wireless LAN, 1 heater/air conditioner
	Project Review Space	1st fl., main bldg	93.78	1	93.78	Tag boards (h1.75m); 27m for review/ exhibition
		1st fl., main bldg	70.06	1	70.06	Tag boards (h2. 7m) 12m for review/ exhibition 1 PDP 50" monitor, speaker system, wireless LAN
	Computer Center	1st fl., main bldg	95.04	1	95.04	34 PC, 1 printer, 1 beam projector, software available: AutoCAD 14, 3Dviz3.0, Photoshop 14, Illustrator1, Jet-Rip 1, 3D-max 1, Maya 1
	Information Resource Center	2nd fl., new bldg	86.40	1	86.40	28 seats, 4 PCs, 2 scanners, 1 photocopy machine, 1 printer, wireless lan
	Printing Room	1st fl., main bldg	49.68	1	49.68	8 PCs, 2 printers 9color laser/inkjet) 3 floaters, 1 scanner
	Model Workshop	1st fl., main bldg	73.44	1	73.44	1 universal radial saw , 1 small table drill machine, 1 small lathe, 1 small milling machine, 1 drill, 16 small table saws, 3 band saw machines, 4 table saws, 1 curved band saw, 1 drill, 12 disk sanders, 1 high-powered jet saw, 1 small jet saw, 1 router, 1 impact drill

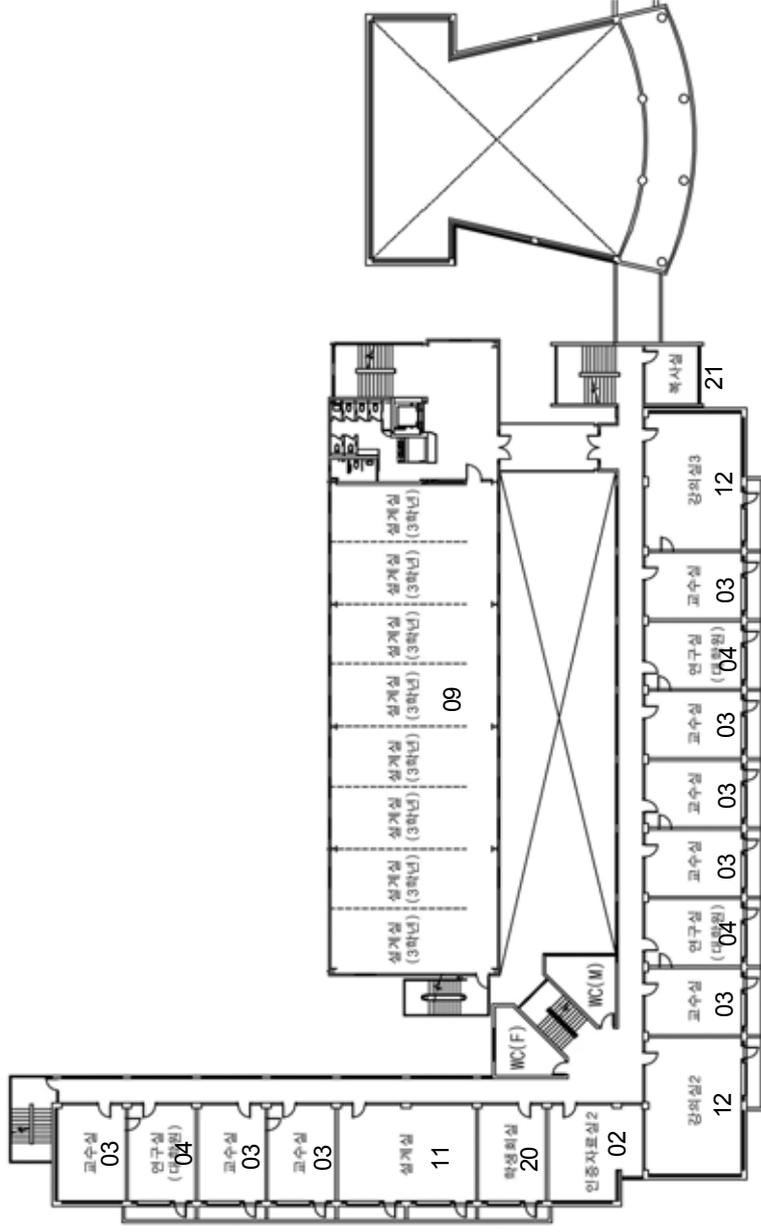
* Facilities and equipment in the rooms that do not have relevance with the classes of the students including the professor's offices and research rooms have been excluded from this chart.

* The Office of Academic Affairs records the equipment for lease used for classes excluding those for use by the Academics Office.



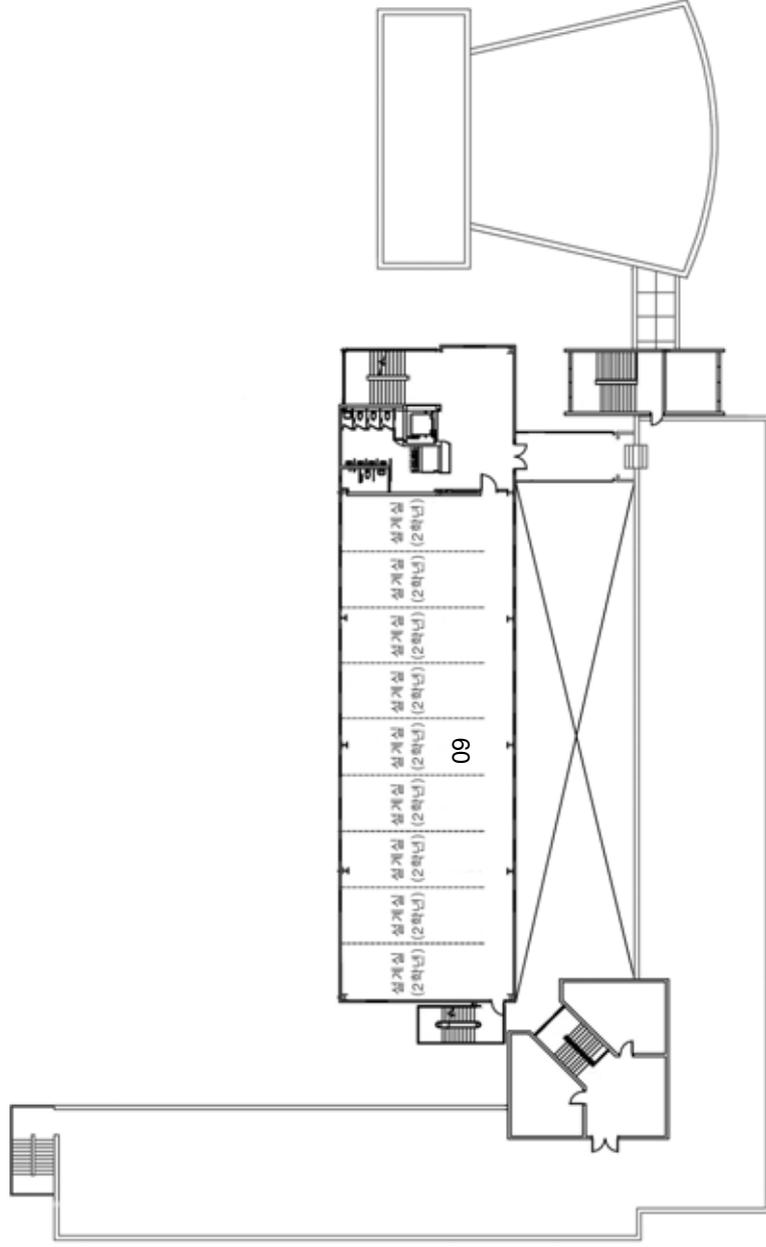
Floor Plan: 1st floor, College of Architecture

- 01 Office of Academic Affairs
- 02 Accreditation Data Room(Storage Room)
- 03 Faculty Office
- 04 Research Office
- 05 Dean's Office
- 06 Faculty Conference Room
- 07 Lounge for the Teaching Staff
- 08 Seminar Room
- 09 Design Studio
- 10 Design Practice Room
- 11 Design Research Room
- 12 Lecture Room
- 13 Lecture Hall (Amphitheater-Style)
- 14 Project Review Space
- 15 Computer Center
- 16 Information Resource Center
- 17 Printing Room
- 18 Exhibition Hall (for joint use)
- 19 Model Workshop
- 20 Student Association Room
- 21 Photocopy Center
- 22 Store & Snack Bar
- 23 Center for Architectural & Urban Design
- 24 Korea Research Center on Architectural Culture



Floor Plan: 3rd Floor, College of Architecture

- 01 Office of Academic Affairs
- 02 Accreditation Data Room(Storage Room)
- 03 Faculty Office
- 04 Research Office
- 05 Dean's Office
- 06 Faculty Conference Room
- 07 Lounge for the Teaching Staff
- 08 Seminar Room
- 09 Design Studio
- 10 Design Practice Room
- 11 Design Research Room
- 12 Lecture Room
- 13 Lecture Hall (Amphitheater-Style)
- 14 Project Review Space
- 15 Computer Center
- 16 Information Resource Center
- 17 Printing Room
- 18 Exhibition Hall (for joint use)
- 19 Model Workshop
- 20 Student Association Room
- 21 Photocopy Center
- 22 Store & Snack Bar
- 23 Center for Architectural & Urban Design
- 24 Korea Research Center on Architectural Culture



Floor Plan: 4th floor, College of Architecture

9. **Information Resources**

9. Information Resources

9.1 Types of Available Libraries

There are many information resources available to students in the Department of Architecture at Myoungji University. The Central Library is located in the Sciences Campus (Yongin) of Myoungji University while the Seoul Library is situated in the Humanities Campus in Seoul. Students within the Department of Architecture, which is located on the Sciences Campus, mainly use the Central Library but the Seoul Library is also open to them.

In addition, the College of Architecture has its own Information Resource Center. The books and materials in the College of Architecture Information Resource Center are registered with the Central Library using the same system as those in the Central Library and it is operated using an "open-stacks" system, meaning students may peruse and search through the stacks manually. It is therefore this library that is most frequently used by the students in the Department of Architecture.

9.2 Status of Collections in Each Library

9.2.1 Books and Periodicals

1) Status of Books and Periodicals in Possession by the University

(as of Dec. 1, 2005)

Dewey Decimal Numbers	Subject	Books (Korean & Foreign)		Periodicals (Korean & Foreign)		Total	
		Total Number of Volumes	Titles	Total Number Of Volumes	Titles	Total Number	Titles
000	General	73,592	-	15,678	-	89,270	-
100	Philosophy	35,811	-	820	-	36,631	-
200	Religion	25,434	-	1,618	-	27,052	-
300	Social Science	168,676	-	24,250	-	192,926	-
400	Linguistics	30,398	-	2,727	-	33,125	-
500	Pure Science	41,557	-	10,531	-	52,088	-
600	Applied Science	106,372	68,509	18,284	16,745	124,656	85,254
700	Art	47,268	31,245	5,559	5,155	52,827	36,400
800	Literature	150,793	-	4,717	-	155,510	-
900	History	66,154	-	3,312	-	69,466	-
-	Others	11,096	-	0	-	11,096	-
Total		757,151	-	87,496	-	844,647	-

2) Architecture-related Book and Periodical Holdings in Each Library

As of December 2005, the number of books in the field of architecture in the Central Library and the Seoul Library totaled 30,091 volumes of 20,033 titles, while the periodical holdings totaled 3,617 volumes of 3,422 titles. The Central Library currently is subscribed to a total of 48 architecture-related periodicals.

The College of Architecture Information Resource Center, which is operated independently from the Central Library, has 3,059 volumes of 2,929 titles, and 1,754 volumes of periodicals of 1,729 titles. It subscribes to 22 architecture-related periodical titles both from within and outside of Korea.

① The Central Library

(as of Dec. 1, 2005)

Books					Periodicals				
Dewey Decimal Numbers		Subject	Volumes	Titles	Dewey Decimal Numbers		Subject	Volumes	Titles
600	690	Architectural Engineering	3,530	2,369	600	690	Architectural Engineering	568	551
700	700	Art	2,284	1,498	700	700	Art	249	187
	710	Civic and Landscape Design	1,184	812		710	Civic and Landscape Design	157	81
	720	Architecture	4,659	2,953		720	Architecture	1,144	1,083
	730	Sculpture & Plastic Arts	643	495		730	Sculpture & Plastic Arts	29	29
	740	Drawing and Decorative Arts	5,863	3,860		740	Drawing and Decorative Arts	454	419
	750	Painting	1,781	1,134		750	Painting	89	89
	760	Graphic Arts, Engraving, Printing	121	82		760	Graphic Arts, Engraving, Printing	1	1
	770	Photography	1,017	622		770	Photography	106	105
Total			21,082	13,825	Total			2,797	2,545

② The Seoul Library

(as of Dec. 1, 2005)

Books					Periodicals				
Dewey Decimal Numbers		Subject	Volumes	Titles	Dewey Decimal Numbers		Subject	Volumes	Titles
600	690	Architectural Engineering	723	427	600	690	Architectural Engineering	135	136
700	700	Art	2,218	1,582	700	700	Art	133	150
	710	Civic and Landscape Design	350	252		710	Civic and Landscape Design	24	62
	720	Architecture	1,067	722		720	Architecture	287	287
	730	Sculpture & Plastic Arts	419	314		730	Sculpture & Plastic Arts	3	3
	740	Drawing and Decorative Arts	1,647	1,080		740	Drawing and Decorative Arts	116	117
	750	Painting	1,732	1,287		750	Painting	81	81
	760	Graphic Arts, Engraving, Printing	55	42		760	Graphic Arts, Engraving, Printing	0	0
	770	Photography	798	502		770	Photography	41	41
Total			9,009	6,208	Total			820	877

③ The College of Architecture Information Resource Center (as of Dec. 1, 2005)

Books					Periodicals				
Dewey Decimal Numbers		Subject	Volumes	Titles	Dewey Decimal Numbers		Volume s	Titles	
600	620	Engineering	69	60	600	620	Engineering	101	101
	640	Home Economics	23	21		640	Home Economics	0	0
	690	Architectural Engineering	437	397		690	Architectural Engineering	572	572
700	700	Art	61	50	700	700	Art	0	0
	710	Civic and Landscape Design	175	174		710	Civic and Landscape Design	29	29
	720	Architecture	1,962	1,899		720	Architecture	980	955
	730	Sculpture & Plastic Arts	13	11		730	Sculpture & Plastic Arts	0	0
	740	Drawing and Decorative Arts	228	218		740	Drawing and Decorative Arts	72	72
	750	Painting	78	76		750	Painting	0	0
	760	Graphic Arts, Engraving, Printing	4	4		760	Graphic Arts, Engraving, Printing	0	0
	770	Photography	9	9		770	Photography	0	0
Total			3,059	2,929	Total			1,754	1,729

9.2.2 Visual References and Other Non-book Materials

Visual materials and other non-book materials include mainly DVDs, videotapes, recorded materials and computer files. As of December 2005, there were 354 non-book resources in the field of architecture within the holdings of the Central Library and the Seoul Library. As of that date, the College of Architecture Information Resource Center holdings included 121 non-book resources. These non-book materials are held in the same "open" stacks system as the standard books, open to search and perusal by interested students.

① The Central Library

(as of Dec. 1, 2005)

DVDs, Videos, Recorded Materials, & Computer Files				
Dewey Decimal Numbers		Subject	Volumes	Titles
600	690	Architectural Engineering	4	4
700	700	Art	37	37
	710	Civic and Landscape Design	1	1
	720	Architecture	43	43
	730	Landscape	14	14
	740	Drawing & Decorative Arts	103	103
	750	Painting	9	9
	760	Graphic Arts, Engraving, Printing	1	1
	770	Photography	12	12
Total			224	224

② The Seoul Library

(as of Dec. 1, 2005)

DVDs, Videos, Recorded Materials, & Computer Files				
Dewey Decimal Numbers		Subject	Volumes	Titles
600	690	Architectural Engineering	-	-
700	700	Art	59	59
	710	Civic and Landscape Design	-	-
	720	Architecture	9	9
	730	Landscape	2	2
	740	Drawing & Decorative Arts	53	53
	750	Painting	5	5
	760	Graphic Arts, Engraving, Printing	-	-
	770	Photography	2	2
Total			130	130

③ **The College of Architecture Information Resource Center** (as of April 1, 2006)

DVDs, Videos, Recorded Materials, & Computer Files				
Dewey Decimal Numbers		Subject	Volumes	Titles
600	620	Engineering	3	1
	690	Architectural Engineering	46	40
700	700	Art	-	-
	710	Civic and Landscape Design	-	-
	720	Architecture	81	80
	730	Landscape	-	-
	740	Drawing & Decorative Arts	-	-
	750	Painting	-	-
	760	Graphic Arts, Engraving, Printing	-	-
	770	Photography	-	-
Total			130	121

Unlike in the past, most of the collections' visual materials including the image documents (slides, etc.) of buildings are currently available on the Internet and there are therefore no plans to expand this collection of visual documents. However, image documents (such as slides and image files pertaining to specialized fields) which are in the care of full-time professors specializing in pertinent fields are useful for educational and learning purposes, and cannot be easily accessed through the Internet. Therefore plans now are under way to establish a digital library for these resources, by storing them in an electronic database to enable easy access for both the professors and students.

9.3 Library Operations

9.3.1 Staff and Hours of Operation

1) The Central Library

The Central Library and the Seoul Library are operated and administered by the University Head Office and both have full-time librarians on staff. As of April 2006, a total of 24 full-time staff members are working at the Central Library and the Seoul Library. At the Central Library, 12 full-time staff members are working including 9 librarians and library assistants.

The book room of the library, operating using an "open" stacks system, is open from 09:00 to 18:40 while the general reading room is open round the clock.

2) College of Architecture Information Resource Center

At the College of Architecture Information Resource Center, operated and administered by the College of Architecture, there is one full-time librarian in charge of supervising book collections and offering assistance and services to students.

The Information Resource Center, run using an "open" stacks system, is open from 09:00 to 20:00. The full-time librarian works from 09:00 to 17:00, and following 17:00, students on working scholarship work until 20:00.

9.3.2 Search Resources Available within Each Library

1) The Central Library

The Central Library and the Seoul Library are operated using an "open" stacks system, and both have an on-line search system to enable students to browse or search the library's collections. They both also offer diverse services, including photocopying and VOD services.

2) College of Architecture Information Resource Center

The Information Resource Center is also operated using an "open" stacks system. The book collections and materials in the Information Resource Center are registered in the collections list of the Central Library along with all materials held at the Central Library, and therefore on-line search of the Information Resource Center's materials is also possible in the same method as is used for the Central Library.

The Information Resource Center is equipped with three computers (excluding those used by the librarian) that may be used to search on-line, as well as two scanners, one VTR, and one photocopying machine provided for the purposes of copying research materials.

9.3.3 Funding for Expansion of Holdings for Each Library

1) The Central Library

The total budget set by the Central Library and the Seoul Library for the purchase of book collections and reference materials was ₩1,711,043 in 2005, and according to Myongji University's publicly released budget for 2006, announced on the website, is ₩1,876,049 in 2006. A portion of this budget has been set aside for the purchase of books by various departments each year, and the books requested for purchase by the departments are purchased in accordance with the budget allocated. In 2005, the budget collectively allocated to all departments in the University for the purchase of books stood at ₩271.6 million (15.9% of the total budget), while the amount allocated to the Department of Architecture was ₩8.222 million. In 2006, the budget collectively allocated to all departments in the University for the purchase of books was ₩298.375 million (15.9% of the total budget), while the amount allocated to the Department of Architecture was ₩8.531 million.

In addition to the book-purchasing budget allocated to the Department of Architecture, the budget directly enforced by the Central Library includes funding for the allocation of other materials of use to the Department of Architecture (such as subscription fees for periodicals pertaining to architecture), but it is difficult to make an accurate estimate of this total figure.

<Budget of the Central Library (including Seoul Library) for the purchase of books>

Category	2005 school year	2006 school year
Total Book-Acquisitions Budget	1,711,430,000 won	1,876,049,000 won
Funds Allocated to the College/Department	271,600,000 won	298,375,000 won
Funds Allocated to the Department of Architecture	8,222,000 won	8,531,000 won

2) College of Architecture Information Resource Center

Aside from the budget set aside by the Central Library for the purchase of books, budget is appropriated independently from the Department of Architecture's laboratory expenses and from budgetary assistance provided by outside sources for the expansion of holdings at the College of Architecture Information Resource Center. In particular, the goal for the period spanning from 2003 to 2006 was to expand the book collection to more than 5,000 volumes. Budget granted by the "University Specialization Project" launched by the Ministry of Education and Human Resources Development was allocated to significantly increase the number of books in the collection.

In 2003, ₩38,976,370 was used for the purchase of 781 volumes from within and out of Korea. In 2004, 1,281 volumes (worth ₩6,533,030 used) were purchased, and in 2005, 207 volumes (worth ₩5,281,000) were purchased. The book list to be purchased in 2006 has been finalized, and ₩2,000,000 has been appropriated for the purchase of books, which will be completed by the end of the first semester of 2006.

Meanwhile, the Information Data Room has devoted ₩6 million annually to subscriptions to 22 different architecture-related periodicals both from within Korea and overseas. To ensure steady subscriptions to these periodicals, a long-term subscription contract (effective to 2012) has been signed with a Korean import agency.

10. **Financial Resources**

10. Financial Resources

10.1 The Operating Budget

The Head Office of Myongji University handles the allocation of all laboratory expenses, which comprise the budget necessary for the operation of the department, to the Department of Architecture each semester. The laboratory expenses are supervised and enforced by the Head of the Department of Architecture. As seen in the table below, the laboratory expenses allocated to each department are calculated by multiplying the allocated amount per student by the number of the enrolled students in the preceding semester. Myongji's policies dictate that from departmental funding allocations, a small percentage is deducted to be used at the discretion of the College of which the Department is a member; the remainder is to be allocated to the Department of Architecture.

Because the Department of Architecture is the only department under the College of Architecture, the amount allocated to the College of Architecture and the amount allocated to the Department of Architecture are both used as laboratory expenses by the Department of Architecture. As for the first semester of 2006, a total of ₩105,097,980 was set aside to the Department of Architecture for the laboratory expenses.

Meanwhile, as regards the amount allocated per student, approximately 20% more is set aside for the students enrolling in the five-year professional program than those in the existing program (four-year program). Accordingly, as enrollment in the five-year program increases, the laboratory expenses allocated to the Department of Architecture will gradually rise. Assuming that the amount allocated per student remains similar to the present amount, the total laboratory expenses for the 500 students from the five-year program are estimated at ₩123,878,000 per semester.

<Allocation of laboratory expenses for the Department of Architecture in the first semester of 2006>

Category	Details of Basic Laboratory Expenses			Amount set aside for the College of Education	Laboratory Expenses for the Department of Architecture		
	Total No. of Students Enrolled (2nd semester of 2005)	Amount Allocated per Student	Total		Amount Set Aside to the College of Architecture	Amount Allocated to the Department of Architecture	Total
College of Architecture	182	₩227,500	₩41,405,000	₩87,520	₩1,583,400	₩39,734,080	₩41,317,480
Department of Architecture	273	₩269,300	₩73,518,900	₩9,738,400	₩2,811,900	₩60,968,600	₩63,780,500
Total (₩)	455		₩114,923,900	₩9,825,920	₩4,395,300	₩100,702,680	₩105,097,980

10.2 Other Sources of Funding, Including Contributions and Sponsorships

The primary source for the operating budget for the Department of Architecture is the allocated laboratory expense funds earmarked for each semester, and other financial resources provided by the university and external organizations for the development of the program. Leading supplementary financial resources include Myongji University's "Financial resource project for the mid-to-long term development of departments" and the Ministry of Education and Human Resources Development's "University Specialization Project".

Myongji also implemented a "Financial Resource Project for Mid-to-Long Term Departmental Development" project in which outstanding departments were selected and provided with financial support in accordance with mid-to-long term development plan over a period of three years from 2003 to 2005. In September of 2002, the Department of Architecture was designated as an "outstanding department" for the purposes of this project, and as a result, for three years consecutively received ₩50,000,000 per annum. These funds were used for the development of educational programs and learning activities of the students. Leading projects conducted using this fund include the development of the Curriculum Management System (Stage 1) for the Department of Architecture, and the operation of an International Educational Program between Myongji University and the University of Venice.

Myongji University also applied for candidacy in the "University Specialization Project" launched by the Ministry of Education and Human Resources Development under the theme of the Department of Architecture's educational program. The department received grants for three consecutive years from 2003 to 2005. Through this program, ₩57.6 billion from the national treasury and ₩46.3 billion in matching funds were invested both directly and indirectly over the three years, aimed at the development of the educational program within the Department of Architecture. Representative projects carried out under this project include the establishment of a new design building, establishment of the Central for Architectural & Urban Design, the second-phase development of the curriculum information management system, expansion of the computer labs and printing facilities, and the operation of overseas trip programs for students.

In addition, there is a small amount of supplemental assistance which is provided for the programs of the Department of Architecture. They include sponsorship through the alumni association, construction companies, and design firms supporting graduate exhibitions and architectural cultural festivals held in the second semester each year. The amount registered for these purposes reach an average of ₩20 million annually, which are used to support the architectural cultural festivals and student association activities.

10.3 Scholarships

Students within the Department of Architecture are eligible for consideration for scholarships administered by Myongji University itself, as well as scholarships available within the College of Architecture. Types of scholarship and the status of students receiving the scholarship are as follows:

10.3.1 Types of Scholarships Available at Myongji University

1) Baekma Type 1 Scholarship

- Scholarship: entire tuition fees for the corresponding semester
- Eligibility : one student who scored the highest grade point average in the preceding semester (two students in the event the number of students exceeds 130)

2) Baekma Type 2 Scholarship

- Scholarship: half of the tuition fees for the corresponding semester
- Eligibility: One student who scored the second highest grade point average in the preceding year (two students in the event the number of students exceed 130)

3) Merit Scholarship

- Scholarship: ₩50,000 per student per semester
- Eligibility: Student whose GPA was over 3.0 in the preceding semester and who assists work in the faculty research lab and department office (one student per 50 student)

4) Working Scholarship

- Scholarship: ₩500,000 per student per semester
- Eligibility: Two students working as student assistants within the department office for 15 hours per week

5) Myongji Alumni Scholarship

- Scholarship: ₩500,000 per student per semester
- Eligibility: Need-based student whose GPA in the preceding year is over 3.0

6) Loan Scholarship

- Loans from the university (provided with no interest)
- Loans from the Korea Research Foundation (provided with no interest)
- Loans from the government (with interest)

10.3.2 Scholarships Administered by the Department of Architecture

There is additionally one scholarship administered by the Department of Architecture, which is called the Myeongeonhoi Scholarship. It is provided by the Department of Architecture's alumni association. (2 students per semester receive this prize of ₩500,000 each.) In addition, as part of scholarship policy for students, expenses have been offered for trips to inspect and study buildings overseas during each vacation since 2003, for outstanding students selected according to specific criteria. Since 2004, assistance has been granted to students participating in the joint design workshop sponsored by Myongji University and the University of Venice.

<Number of scholarship recipients from 2003-2006>

Scholarship recipients	Number of Scholarship Recipients at Myongji University						Number of Scholarship Recipients within the Department of Architecture		
	Baekma Scholarship (Type 1)	Baekma Scholarship (Type 2)	Merit scholarship	Working scholarship	Alumni Association Scholarship	Loan Scholarship	Myeong-eonhoi Scholarship	Assistance for overseas trips	Venice Workshop
Semester 1 -2003	5	5	27	2	1	11	2	-	-
Semester 2 -2003	6	6	18	2	0	15	2	33	-
Semester 1 -2004	4	4	18	2	0	9	2	15	12
Semester 2 -2004	7	7	29	2	1	9	2	28	-
Semester 1 -2005	7	7	23	2	1	17	2	20	10
Semester 2 -2005	10	10	28	2	1	72	-	20	-
Semester 1 -2006	8	7	23	2	undecided	68	-	undecided	undecided

10.4 Comparative Data of Annual Expenses per Student with Regard to Other Departments within the University

In order to compare the budget of the educational program of the Department of Architecture with other educational programs, the current rate for laboratory expenses, which determine the budget for the administration of the educational program, have been calculated on a per-student basis.

When comparison is made with the Department of Civil and Environmental Engineering and the Division of Design (the most closely related department within Myongji University), laboratory expenses are provided at a higher proportion per-student to the Department of Architecture.

<Comparison of the size of the laboratory expenses per student in the Department of Architecture compared with other departments>

Category		Department of Architecture	Department of Civil and Environmental Engineering	Division of Design
2nd semester -2005	Total Number of Students Enrolled	478	291	388
	Total Budget	\106,001,520	\53,753,000	\81,422,320
	Amount Per Student	\221,761	\184,718	\209,851
1st semester -2006	Total Number of Students Enrolled	455	271	540
	Total Budget	\105,097,980	\52,367,000	\116,613,080
	Amount Per Student	\230,985	\193,236	\215,950

11.

Research Activities

11. Research Activities

11.1 Projects Receiving Research Funds

The following is a list of research projects receiving funds completed by full-time faculty of the Department of Architecture during the past three years (2003-2005).

Research Project Name	Faculty	Research Classification	Year	Related Course	Ties with Department Education Program	Affiliated Research Institute
Basic Master Plan for the Science Campus at Myongji University	Kyeong-soo Kim	Commissioned Research	2003	Architectural Design	①	Center for Architectural & Urban Design
Consultation Service for CM Cost Estimation Guidance and CM System Establishment - Construction and Economy Research Institute of Korea (CERIK)	Young-soo Chung	Commissioned Research	2003	Construction Management	②	
Architecture Education Program Development for International Accreditation	Young-soo Chung	Commissioned Research	2003	Architectural Design	①	Center for Architectural & Urban Design
Construction Input System and Construction management System	Young-soo Chung	Commissioned Research	2003	Construction Management	②	
Architectural Planning and Architectural Economics Education at US Architecture Graduate Schools	Junsuk Lee	Commissioned Research	2003	Architectural Design	①	
Discussions on Architectural Planning for Health Clinics	Myeong-joo Lee	Commissioned Research	2003	Architectural Design	③	
Automatic Assessment System for Design Plans to Be Used for Architect Qualification Exam	Sang-hyun Lee	Commissioned Research	2003	Architectural CAD	①	
Research Proposal for the Development Plan of Jeongdongjin Station Area	Sang-hyun Lee	Commissioned Research	2003	Architectural Design	①	
Research on Automatic Checking System Development on Architectural Regulation	Sang-hyun Lee	Commissioned Research	2003	Architectural CAD	①	
[Center for Architectural & Urban Design] Development and Establishment of Design Information DB System	Sang-hyun Lee	Commissioned Research	2003	Architectural Design	①	Center for Architectural & Urban Design
Research on Economic Revitalization and the Construction of Electric Railway in the Central Inland Region	Sang-hyun Lee	Commissioned Research	2003	Architectural Design	①	
Detail Design Project on the Renovation of the Birthplace of Hong Gil-Dong and the Construction of Its Entry Passage	Hong-sik Kim	Commissioned Research	2003	Architectural Design	②	The Institutes of Korean Architectural Culture
Research Project on Standard Specification for the Renovation of Cultural Asset - Public Procurement Service	Hong-sik Kim	Commissioned Research	2003	Architectural Design	②	The Institutes of Korean Architectural Culture
Mac, Kyunggi-do Siwon	Hong-sik Kim	Commissioned Research	2003	Architectural Design	②	The Institutes of Korean Architectural Culture

Research Project Name	Faculty	Research Classification	Year	Related Course	Ties with Department Education Program	Affiliated Research Institute
Basic Plans for Renovation of Dong-Gu Rung and Its Surrounding Areas	Hong-sik Kim	Commissioned Research	2003	Architectural Design	②	The Institutes of Korean Architectural Culture
Design Project for Traditional Green Tea Ceremony Experience Hall	Hong-sik Kim	Commissioned Research	2003	Architectural Design	②	The Institutes of Korean Architectural Culture
Design Change of Exposed Exhibition at Dae-Seong Dong	Hong-sik Kim	Commissioned Research	2003	Architectural Design	②	The Institutes of Korean Architectural Culture
Excavation Research on 의릉 Restoration Project	Hong-sik Kim	Commissioned Research	2003	History of Korean Architecture	②	The Institutes of Korean Architectural Culture
Design Project for the Extension of Mural Exhibition Hall at Mu-ui Temple	Hong-sik Kim	Commissioned Research	2003	History of Korean Architecture	②	The Institutes of Korean Architectural Culture
Research Project on a Standardized Model for Traditional Korean Homes	Hong-sik Kim	Commissioned Research	2003	History of Korean Architecture	②	The Institutes of Korean Architectural Culture
Detail Design on the Construction of Wang-Rung Road	Hong-sik Kim	Commissioned Research	2003	History of Korean Architecture	②	The Institutes of Korean Architectural Culture
Excavation Research Project on Nok-San Area at Gyeong-Bok Palace	Hong-sik Kim	Commissioned Research	2003	History of Korean Architecture	②	The Institutes of Korean Architectural Culture
Basic Design Plans for Cheon-An Folk Museum	Hong-sik Kim	Commissioned Research	2003	Architectural Design	②	The Institutes of Korean Architectural Culture
Detail Landscape Design for Gaya Forest - Gimhae City Gaya Area Development Office	Hong-sik Kim	Commissioned Research	2003	Architectural Design	③	The Institutes of Korean Architectural Culture
Basic and Detail Design for Hoe-Hyeon Ri Shell Mound Exhibition Hall - Gimhae City Gaya Area Development Office	Hong-sik Kim	Commissioned Research	2003	Architectural Design	③	The Institutes of Korean Architectural Culture
Basic Investigation Research on City Museum - Yeosu City Cultural Facility Office	Hong-sik Kim	Commissioned Research	2003	Architectural Design	③	The Institutes of Korean Architectural Culture
Academic Research on the Feasibility Test and Basic Plans for Yangcheon public office Restoration	Hong-sik Kim	Commissioned Research	2003	History of Korean Architecture	②	The Institutes of Korean Architectural Culture
Prize Contest for the Social Education Center at the National Gimhae Museum	Hong-sik Kim	Commissioned Research	2003	Architectural Design	③	The Institutes of Korean Architectural Culture
Excavation Investigation Project on Jeolla Usuyoung Site and Bukmun Site	Hong-sik Kim	Commissioned Research	2003	History of Korean Architecture	②	The Institutes of Korean Architectural Culture
Demolition Plan for the Construction of the Le Meilleur Jongro Tower and Cultural Asset Investigation Related to the Demolition	Hong-sik Kim	Commissioned Research	2003	History of Korean Architecture	②	The Institutes of Korean Architectural Culture
Prospecting Investigation for the Construction Site of the Le Meilleur Jongro Tower	Hong-sik Kim	Commissioned Research	2003	History of Korean Architecture	②	The Institutes of Korean Architectural Culture
Research on the Elevation Plan Design Development for Samho Villa	Hye-Jeong Kim	Commissioned Research	2003	Architectural Design	③	
Design and Planning Project for the Noryangjin Wholesale Produce Market	Seok-cheol Kim	Commissioned Research	2004	Architectural Design	③	
Development Plan and Preliminary Feasibility Investigation for the 00 New Town in Gangwon Province	Seok-cheol Kim	Commissioned Research	2004	Urban Design Theory	①	

Research Project Name	Faculty	Research Classification	Year	Related Course	Ties with Department Education Program	Affiliated Research Institute
Prospecting Investigation Project for the Seoul National University, Yeongun Campus around the Hamchunweonji area	Hong-sik Kim	Commissioned Research	2004	History of Korean Architecture	②	The Institutes of Korean Architectural Culture
Basic Plan for the Establishment of the City Museum	Hong-sik Kim	Commissioned Research	2004	Architectural Design	③	The Institutes of Korean Architectural Culture
Excavation Investigation Project on the 6th District at Cheongjin Site for the New construction	Hong-sik Kim	Commissioned Research	2004	History of Korean Architecture	②	The Institutes of Korean Architectural Culture
Comprehensive Renovation Plan Research for the Jeolla Fortress and Its Adjacent Areas	Hong-sik Kim	Commissioned Research	2004	History of Korean Architecture	②	The Institutes of Korean Architectural Culture
2001 Academic Research on the Comprehensive Restoration Plans for Yongjang Fortress	Hong-sik Kim	Commissioned Research	2004	History of Korean Architecture	②	The Institutes of Korean Architectural Culture
Basic Plans for the Traditional & Historical Tourist Development of Damyangbu Government Office	Hong-sik Kim	Commissioned Research	2004	History of Korean Architecture	②	The Institutes of Korean Architectural Culture
New Excavation Expedition of the Seongbuk Cultural Heritage	Hong-sik Kim	Commissioned Research	2004	History of Korean Architecture	②	The Institutes of Korean Architectural Culture
Academic Research and Basic Plans for the Restoration of Historical Sites in the Yangju Haeam Temple	Hong-sik Kim	Commissioned Research	2004	History of Korean Architecture	②	The Institutes of Korean Architectural Culture
Detail Design for the Hong Gil-Dong Theme Park & Tourist Attraction Site	Hong-sik Kim	Commissioned Research	2004	Architectural Design	③	The Institutes of Korean Architectural Culture
Restoration Project for Ogan Gate	Hong-sik Kim	Commissioned Research	2004	History of Korean Architecture	②	The Institutes of Korean Architectural Culture
Research on Introduce Intelligent University Facilities in the Era of Information & Technology - Construction Technology Research Project for Myongji Construction	Won-jin Tae	Commissioned Research	2004	Environmental System	①	
Research on Renovation Strategies for an Environmentally Friendly Construction - Construction Technology Research Project for Myongji Construction	Won-jin Tae	Commissioned Research	2004	Environmental System	①	
Research on the Structure of TIM(Transparent Insulation Materials) and the Development of Prototype Detail - Construction Technology Research Project for Myongji Construction	Myeong-joo Lee	Commissioned Research	2004	Architectural Material and Method	①	
The Establishment of a Construction Knowledge System - Construction Technology Research Project for Myongji Construction	In-Seong Choi	Commissioned Research	2004	Construction Management	②	
Mold Method and Management Improvement Measures - Construction Technology Research Project for Myongji Construction	Bok-Man Park	Commissioned Research	2004	Architectural Construction	②	

Research Project Name	Faculty	Research Classification	Year	Related Course	Ties with Department Education Program	Affiliated Research Institute
Investigation of Consumer Response to Dry Wall and Design of Public Facilities in Apartment Buildings	Hye-Jeong Kim	Commissioned Research	2004	Architectural Design	③	
Assessment and Alternatives for Standard Designs of Correctional Facilities	Hye-Jeong Kim	Commissioned Research	2004	Architectural Design	③	
Research on Basic Plans for the Construction of Balsan High School	Hye-Jeong Kim	Commissioned Research	2004	Architectural Design	③	
Research on a Standardized Calculation Method for Prime Costs of Apartment	In-seok Park	Commissioned Research	2004	Construction Management	③	
Research on the Establishment of Design Systems for Remodeling Construction Projects - Construction Technology Research Project for Myongji Construction	Jin-young Jeon	Commissioned Research	2004	Architectural Design	③	
Environmentally Friendly Standards for Curtain Walls and the Development of Prototype Details - Construction Technology Research Project for Myongji Construction	Junsuk Lee	Commissioned Research	2004	Architectural Material and Method	③	
Mold Method and Management Improvement Measures - Construction Technology Research Project for Myongji Construction	Young-soo Chung	Commissioned Research	2004	Architectural Construction	③	
The Establishment of a Construction Knowledge System - Construction Technology Research Project for Myongji Construction	Young-soo Chung	Commissioned Research	2004	Construction Management	③	
2005 University Specialization Support Project - Practical Training Course Management Human Resources and Teaching Material Development	Seok-cheol Kim	Commissioned Research	2005	Architectural Design	①	Center for Architectural & Urban Design
2005 University Specialization Support Project - The Establishment of a Design Information System	Seok-cheol Kim	Commissioned Research	2005	Architectural Design	①	Center for Architectural & Urban Design
2005 University Specialization Support Project - Design Project for Innovation of Local Communities	Seok-cheol Kim	Commissioned Research	2005	Architectural Design	①	Center for Architectural & Urban Design
2005 University Specialization Support Project - Design Production System/Establishment of DB	Seok-cheol Kim	Commissioned Research	2005	Architectural Design	①	Center for Architectural & Urban Design
2005 University Specialization Support Project - Establishment of Design Information System	Seok-cheol Kim	Commissioned Research	2005	Architectural Design	①	Center for Architectural & Urban Design
Research on Special City Zones of Bongmu and Geomdan at Daegu	Seok-cheol Kim	Commissioned Research	2005	Architectural Design	③	Center for Architectural & Urban Design
Phnom Penh Master Plan	Seok-cheol Kim	Commissioned Research	2005	Urban Design Theory	③	Center for Architectural & Urban Design

Research Project Name	Faculty	Research Classification	Year	Related Course	Ties with Department Education Program	Affiliated Research Institute
Incheon GNIP	Seok-cheol Kim	Commissioned Research	2005	Urban Design Theory	③	Center for Architectural & Urban Design
Data Management of Architecture Life Cycle Utilizing DAT	Young-soo Chung	Commissioned Research	2005	Construction Management	②	
Study on Measurement Data Collection of Interior Environment Using Traditional Construction Material	Kyeong-soo Kim	Commissioned Research	2005	History of Korean Architecture	③	
Development of Apartment Management Manual for Dong-II Highvill Residents in Yong-In Dongbaek Area	Seong-joon Jang	Commissioned Research	2005	Housing Form	③	
Study on Development Strategy of Welfare Facilities and Public Facilities - Technological Research Project for Myongji Construction	Seong-joon Jang	Commissioned Research	2005	Architectural Design	③	
Study on the Location of Local Government Offices and Space Organization	Seong-joon Jang	Commissioned Research	2005	Architectural Design	③	
Basic and Detail Design of Youth Hostel at Chang-hu Ri, Gangwha	Hong-sik Kim	Commissioned Research	2005	Architectural Design	③	The Institutes of Korean Architectural Culture
Academic Research Project for a Comprehensive Renovation Plan for Sageun Fortress	Hong-sik Kim	Commissioned Research	2005	Architectural Design	②	The Institutes of Korean Architectural Culture
Academic Research and Detail Design on the Renovation of Jungra Fortress	Hong-sik Kim	Commissioned Research	2005	Architectural Design	②	The Institutes of Korean Architectural Culture
Housing Facility Management System	Sang-hyun Lee	Commissioned Research	2005	Architectural CAD	③	
Custom-made Recycled Energy System Application and Design Method Development to Be Applied from the Planning Phase	Myeong-joo Lee	Commissioned Research	2005	Architectural Design	③	

11.2 The Relationship between Research Activities and Curriculum (Subject to Accreditation Review)

1) Collaboration between Research Projects and Curriculum (Subject to Accreditation Review)

As shown in the above lists, almost all of the research projects have close ties with the curriculum (this is up for accreditation review) in terms of the nature of the research content. Through their research activities, the faculty members' endeavor to expand and incorporate their specialist understanding and professional skills into the course content. Students, in turn, are granted the opportunity to take part in the projects in the form of practical training and, as a result, benefit from a high quality education.

2) Expanding Professional Knowledge and Improving Education Quality through Faculty Research Activities

On-going research activities based on commissioned projects enable faculty, especially those who are sometimes prone to working a little removed from the actual design environments, to continue honing their research skills. Research grants awarded to faculty at the Department of Architecture stands at 11.6 billion won for 94 projects during the past three years (an average of 2.2 projects or 270 million won per faculty per annum). In other words, faculty in our department are working on at least one project all the time, in an effort to improve research capabilities.

3) Improvement in Education by Applying Research Findings to Teaching

By applying research results to the real world, cutting-edge technology is introduced to students who will receive immediately the benefit of quality education. The findings of the in-house research is then introduced to students during courses, providing them with immediate access to leading technological and practical skills. Students also get to visit research labs in order to get a first-hand look at the environment.

11.3 Making Links with the Educational Objective of the Program

The research projects conducted in our department contribute to the department education's objective as a whole. It does this by 1) developing students into professionals, who not only become acutely aware of their role as architects, but also develop an understanding of the historical, as well as current, socio-cultural contexts pertaining to their fields; (2) enabling students to work in the field of architecture after graduation, and thus equipping them with practical job-related skills; (3) providing a wide range of courses, in addition to the architectural design program, so as to allow them to work as professionals in areas related to architecture.

Through the implementation of research projects, students gain an understanding of the social and historical trends necessary for meeting the needs of contemporary architecture. Practical training and research project involvement will enable students to directly apply what they have learned in the workplace, without the need for additional training after graduation. Engaging in a research project will also provide the opportunity for students to gain expertise in cognate areas, and so preparing them for work in fields related to architecture.

(The number listed in the "Ties with the Department Education Program" column, on the table in 11.1, refers to the strategy outlined in "1.5.1 Specific Strategies for the Plan." Details are as follows:

- ① Development of Design Courses to Intensify Practical Skills Education.
All of the above will endeavor to:
 - Utilize research projects as education material for the practical design

curriculum.

② Specialization Course Program

- Utilize research projects as both educational material and learning place for practical training in the three specialized areas - Cultural Asset Architectural Design, Housing Architectural Design, and CM Architectural Design.

③ Design Workshop Courses Linked with Projects Led by Full-Time Faculty.

- Utilize research projects as educational material for ^속professional design courses.

⑥ Curriculum Linked with the Local Yong-In Community.

- Accumulate knowledge and experience for the development of the curriculum and education system, through research projects related to the urban/architectural environment in the local Yong-In community.