ARCHITECTURE PROGRAM REPORT

For The Bachelor of Architecture Program : First Accreditation *(or Re-Accreditation)*

October 20xx

SAMPLE

Department of Architecture
College of Architecture
XX University

Submitted to :
Korea Architectural Accreditation Board

Important Notice :

The intent of this document is to provide as an exemplar APR (Architecture Program Report) for school programs preparing an accreditation site visit by the KAAB. Please be advised that contents in this document are not intended to represent the best architectural program of the territory. Each chapters of this sample APR is composed of sources from multiple school programs from the Republic of Korea (mainly from XX U. and U. of Seoul and etc.). Therefore, there is no firm interrelationship among contents of each chapter by any means. This document represents a model APR for the format only, such as the degree and depth of the descriptions, and the level of details needed in pertaining chapters.

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1. Program Overview

1.1 History and Description of the Institution

The XX University has its roots as an agricultural school first established in XX. In XX, the school was re-established as a university offering programs ranging from environmental and civic engineering, architecture, urban planning, and landscape design to public administration, taxation science, and management. These fields, including architecture, continue to constitute the core of its education mission. More recently, the university has also concentrated on information and media technology. Currently, the university consists of 7 colleges (Law and Public Administration, Economics and Business, Engineering, Humanities, Natural Sciences, Arts and Physical Education, and Urban Science), 23 departments and programs, the Graduate School, four post-graduate schools, and one professional graduate school. Since XX, the reestablishment of local self-government in Korea has increased the importance of the university within the city of Seoul. In XX, the College of Urban Studies was established as the academic core of a recommitment to its mission to becoming the center for urban studies, not only for Seoul but one with an increasing international reputation. Our research institutions include such unique organizations as the Institute of Seoul Studies, Institute of Urban Science, the Urban Safety and Security Research Institute, and the Seoul Environmental Science and Technology Center. Though the relation between the university and the city government has been consistently productive, there have also been tensions between the goals of an academic institute and the practical concerns of the city government.

The architectural program was begun in XX as the Department of Architectural Engineering, encompassing what is now the School of Architecture and Architectural Engineering. The school was inaugurated in 20xx, and consists of the Department of Architecture and the Department of Architectural Engineering, which have run separate programs since XX. As of the Spring Semester of 20xx, the Department of Architecture has an undergraduate body of XX students, a graduate student body of XX students, and a post-professional extension school with a total of XX students. In summary, the Department of Architecture constitutes one of the largest and most essential academic units in the university.

For the Department of Architecture, the past decade has been a period of impressive growth and productive change. Its full-time faculty has doubled; its program has been transformed from a 4-year program to 5-year program; it has evolved a diverse array of special programs, and has begun to gain international reputation. During this period, the architectural program went through several organizational changes, beginning with its reorganization into the Division of Architecture, Urban Planning, Landscape Architecture in the newly formed College of Architecture. The architectural program had been part of five programs: the Program in Architecture, Program in Architectural Engineering, Program in Urban Planning, Program in Landscape Architecture, and Program in Transportation Engineering.

Table 1 Organization of the XX University

1.2 Mission of the Institution

The XX University is a singularly unique institution of higher learning. It is the only university in Korea that is fully funded and supported by local government, one that is responsible to a dynamic world metropolis. Seoul is the economic, political, and cultural center of Korea and one of the vibrant metropolitan urban centers of the world. With 20 million people living within its metropolitan area, the greater Seoul region commands more than 45% of the country's population, 55% of its manufacturing, 60% of its financial transactions, and the highest rate of internet use in the world. It is also the 600-year capital of Korea, a historical city with urban, cultural, and architectural layers spread out along a vast and complex landscape. Hence, the character of the XX University - the faculty, academic programs, and research institutions - is shaped by Seoul's metropolitan and global dynamic. It is distinguished by its commitment to civic values and its work towards a dynamic and sustainable urban civilization.

As a center of basic research and policy studies in urban studies and related disciplines, it functions as a think-tank in formulating and supporting the major goals of the Seoul Metropolitan Government. Since the mid-1990s, the University has aggressively promoted its Urban Sciences Initiative, setting up short and long term goals of becoming the pre-eminent institution in all matters of the city and its civilization. With this initiative, the university has gained increased support not only from the Seoul Metropolitan Government, but from the Korean government and the private sector. From 20xx to 20xx, the University of Seoul has been designated "Distinguished University in the Urban Sciences" by the Ministry of Education and Human Resources Development.

The XX University is a compact university with a total student body of twelve thousand undergraduate and graduate students. At the same time, it boasts an array of diverse and specific programs that integrate research and policy, practice and education, particularly in the fields of architecture and design, urban studies, environmental engineering, and public administration. Hence, the Department of Architecture is both an essential engine and beneficiary of this wider institutional mission and the Urban Sciences Initiative. Though this mission and initiative concentrates on addressing the issues of Seoul and the Asian region, it is one that is not limited by locality. The XX University has consistently achieved a balance between academic and professional concerns, between visionary goals and practical research. Because of the central, metropolitan, and historical nature of Seoul, the mission encompasses a wide range of disciplines and the great depth of human creativity.

1.3 Program History

1975-1995
Department of Architectural Engineering, College of Engineering

1975 Inauguration of a dual Department of Architectural Engineering
One department was an extension undergraduate department operated as a parallel architectural program. Though the Department was part of the College of Engineering, it placed equal if not stronger emphasis on architectural design, which was a requirement for all four academic years. Graduates of the department have gone on to the diverse fields of architectural design, interior design, construction, building structure, and equipment. Its 30-year history is a short one, but one that must be considered together with the fact that the first post-colonial architectural programs in Korea were mostly established after the Korean War.
1982 Inauguration of the master programs in the Graduate School
1982 Inauguration of the Ph.D program in the Graduate School
1986 First joint exhibition with the Department of Urban Planning and Department of Landscape Architecture
1991 Inauguration of an extension post-professional graduate program

1996-20xx
4-year Program in Architecture
Faculty of Architecture, Urban Planning, Landscape Architecture
College of Urban Sciences

1996 The single program unit was divided and expanded into two semi-independent programs – one in architecture and the other in architectural engineering. The Program in Architecture and the program in Architectural Engineering were reestablished as 4-year programs within the newly formed Faculty of Architecture, Urban Planning, Landscape Architecture (FAULA), and College of Urban Sciences. FAULA was the center piece of a new commitment to making the University the pre-eminent center of urban sciences in Korea. This university-wide initiative coincided with the new policy of the Ministry of Education to reform college education towards a more "demand-oriented system," where students would have more freedom to select their career field after entering college level schools. During the first two years of this system, more than 70% of freshmen students of FAULA chose architecture as their field, resulting in an extreme overload to the program's capacity and straining what had once been a cooperative relation with the programs in urban planning and landscape architecture. This situation began to stabilize after 1998 when the Asian region’s financial crisis dealt a severe blow to the construction industry. This was also the period when the Graduate School

began to expand from what had been a yearly enrollment of just five to seven students to over thirty students.

2000 The 4-year Program in Architecture had been established with the goal of increasing focus on the education of the professional architect. This lay the ground for the evolution of the current 5-year architectural program. The present Department of Architecture and the Department of Architectural Engineering continue to share resources and responsibility in many areas of education and research.

20xx-20xx
5-year Program in Architecture
Faculty of Architecture, Urban Planning, Landscape Architecture
College of Urban Sciences

20xx Inauguration of the 5-year Program in Architecture

20xx Department of Architecture and Department of Architectural Engineering established as independent programs in the Graduate School.

20xx-
5-year Department of Architecture
School of Architecture and Architectural Engineering
College of Urban Sciences

20xx With the goal of strengthening traditional ties with architectural engineering while maintaining the collaborative spirit with urban planning and landscape architecture, the Department of Architecture and the Department of Architectural Engineering were established as part of the School of Architecture and Architectural Engineering within the College of Urban Sciences. FAULA was hence dissolved as the programs in Urban Planning, Landscape Architecture, and Transportation Engineering became separate departments within the College of Urban Sciences. Close ties with Urban Planning and Landscape Architecture continue in terms of curriculum, faculty exchange, co-work in research, special programs, exhibition. The Department of Architectural Engineering, also one of the top programs in Korea, is presently pursuing Accreditation Board for Engineering Education of Korea (ABEEK) accreditation of its program.

1.4 Program Mission

While providing a sound general education in preparation for careers not only as professional architects but also experts in the expended field of architecture, the program seeks to establish a special identity that shapes, reflects, and contributes to the university's unique identity as the public institution of higher learning, established by and working for the great metropolis of Seoul. The Department of Architecture defines its mission in the following three aspects:

1) Prepare students to address the complexities and challenges of architecture in the urban metropolis

Through its design studios, lecture courses, special programs, enrichment activities, and faculty led research; the department strives to create a learning environment that underscores the architect's responsibility toward the urban community and the larger public good. The curriculum is devised to integrate theory and practice. In responding to the dynamic complexities of not only Seoul but the major metropolises of Asia and the world, it incorporates the diverse disciplines of the humanities, social sciences, landscape design, and urban planning. Supported by the larger institutional commitment to addressing the complex challenges of the great metropolis of Seoul, the department's architectural program is well suited for an encompassing mission that expands the career horizon of its students. Continuing the long standing tradition of the department, the program seeks to educate students to prepare not only for a career as an architect of the private sector but also as public officials and researchers who contribute to the betterment of the urban community.

2) Provide global leadership in the architecture and urbanism of the Asian Arena

Paralleling the emergence of Seoul and the major cities of the Asian region as essential centers in the global landscape, the Department of Architecture has quickly emerged as a forerunner in creating an international environment for architectural education in Korea. Architects must be able to understand and work within the global arena, sharing knowledge and experience, creating networks to deal with increasingly complex issues created by globalization. At the same time, the program firmly rejects the tendency towards universalized and commercialized models of culture and practice, often monopolized by a star-system revolving around a few celebrity architects. The program places firm emphasis on cultural diversity nurtured through a critical approach to Asian architecture and urbanism. Without any bias against healthy Western traditions, the program focuses on developing creative ties with the major cities of Asia - Shanghai, Beijing, Hong Kong, Singapore, Tokyo, Bangkok, Kuala Lumpur, Hanoi - and its academic and research institutions.

3) Nurture creativity based on sound building, innovative media, and historical insight

We believe that the tectonic world, the digital world, and historical imagination are not mutually exclusive. The program strives to develop attitudes and practices in which technical expertise in building, computational media, and a critical understanding of

history and theory co-exist in productive tension. With these philosophical and practical goals, the program seeks to maintain a close cooperative relation with the diverse disciplines central to the university's Urban Sciences Initiative, in particular the programs in architectural engineering, urban planning, landscape architecture, and urban sociology. It seeks to integrate historical research, theoretical work, and digital information resources to enrich a learning environment, particularly within the architectural design studio, that emphasizes full-scale work and the material qualities of the built artifact. This is an approach that continues, on the one hand, Korea's tradition of the Architect-craftsmen and on the other, Korea's leading position in digital technology.

1.5 Strategic Plans for the Program

1.5.1 Strategic Plans

The B. Arch programs' strategic plans are part of the school and Institute's planning process. The Institute completed a five-year strategic plan in fall XX and in the midst of a second five-year plan. The school has also been part of this planning process. While the Strategic Planning effort is ongoing within individuals units as a part of the annual budget planning process, the Institute has conducted several important all-school planning efforts. In the fall of XX, deans, chairs and the President's senior staff participated in a two day discussion with a planning consultant examining the planning cycle and identifying several critical goals for the next three years. Faculty salaries and Full-time to Part-time ratios were the most frequently cited issues. This year, as a follow-up to the Middles States re-accreditation visit, a smaller team of senior staff members led XX are renewing the planning process at the Institute level.

At the level of the School and program the missions of the programs - as the guiding statement for all the strategic plans - have been reviewed in several sessions by the senior faculty of the Faculty Governing Group. In the spring of XX, the Dean and respective chairs conducted discussions of the missions with the students.
The Strategic Planning initiatives will then be re-examined by chairs and coordinators in the context of these discussions. All committee meetings involving mission, planning and curriculum include student representatives. See Section 2, Program Self-Assessment for a detailed discussion of assessment process, including both assessment of plans and learning outcomes.

Presented below are the Institute, School, B.Arch strategic plans.

A. The University Strategic Plan 20XX-20XX **Deadlines**

1. Goal I: XX University will continue to improve the quality and recognition of its education programs.
   i. Establish curricular review. *Begin Fall 20XX*

ii. Support students in developing information literacy.
iii. Develop writing/communication intensive components in all areas of the curriculum.
iv. Continue to engage in ongoing outcomes assessment and benchmarking. *Begin Spring 20XX*

2. Goal II: XX University will enhance its efforts to retain, recruit and support a diverse faculty of exceptional quality, recognized for outstanding teaching and professional achievements.
   i. Continue to develop a competitive faculty compensation plan within three years. *Begin 20XX*
   ii. Increase full-time faculty appointments as appropriate. *Begin 20XX*
   iii. Develop faculty evaluation practices. *Begin 20XX*
   iv. Develop an outstanding quest program of distinguished and emerging artists, architects, designers and scholars in resident. *Low priority*
3. Goal III: XX University will improve student support systems, emphasizing a student-centered approach at every level.
   i. Conduct an audit of student support services. *Begin 20XX*
   ii. Develop a plan to implement appropriate changes.
   iii. Establish service guidelines for all offices that interact with students within three years.
   iv. Identify student services needs at XX University in XX city, XX city and develop a plan for implementing those services within 40 months.
   v. Assess directions for improving assistance for students with special needs.
4. Goal IV: XX University will improve the availability and application of technology for educational and administrative practices.
   i. Develop a working group for the future administrative leadership structure for all. *Begin 20XX*
   ii. Develop a plan for providing and encouraging access to high technology to students. employees, and administration. *Wait for result of 4.i*
   iii. Annually assess and quantify campus technology needs. *On-going*
   iv. Maintain and upgrade telecommunications.
5. Goal V: XX University will upgrade its facilities and equipment and improve their maintenance.
   i. Develop a campus facilities master plan within two years and review it annually. *Near done 20XX X.*
   ii. Plant improvements including investments in capital projects shall be planned for at a rate of at least three *Done*

million per year for the next five years.

iii.	Raise at least $20.000.000 within five years from outside sources for capital projects.	*In discussion with VP & President*
iv.	Resolve hazardous waste disposal and environmental issues.	*Done and on-going*
v.	Develop improved physical plant staffing and building management strategies.	*In process*

6. Goal VI: XX University will increase and diversify non tuition sources of revenue.

i.	Assess the feasibility of a new capital campaign by the end of 20XX.	*Done & On-going*
ii.	Increase endowment by $20 million within five years through fundraising and investment growth.	*In process*
iii.	Invent and increase non-tuition revenue.	*Jan. 20XX*
iv.	Build a strong, active, goal directed and appropriately staffed Alumni Office.	*Done*
v.	Orient incoming students as to the role and importance of XX University alumni.	*By 20XX-20XX*
vi.	Examine the timing and development of alumni reunions. Increase alumni giving.	*Done & On-going*
vii.	Update and improve alumni data-base and communications.	*Began Jun. 20XX*

7. Goal VII: XX University will continue to improve the quality of its student body.

i.	Maintain a stable enrollment of not fewer than 4200 well-qualified students from a worldwide pool.	*Being reviewed by deans & Chairs*
ii.	Increase its percentage of freshman from states other than XX from 75% to 80% by fall 20xx.	
iii.	Increase the average freshman SAT score from 1107 to 1180 by 20xx and to 1200.	
iv.	Increase the incoming English language skill levels of undergraduate international students.	
v.	Increase the average Standardized Test scores for architecture freshman from XX to XX by fall 20xx.	
vi.	Increase the English language levels of international graduate students.	
vii.	Increase the quality of the art and design freeman.	
viii.	Increase the skills of entering writing students.	
ix.	Increase quality of the applicant pool for the graduate programs	
x.	Enroll a first freshman class for the cultural studies major by fall 20XX with 15 students.	
xi.	Enroll 60 students in its new major in animation within four years from the start of the major.	

8. Goal VIII: XX University will continue to be involved in community neighborhood development.

B. School of Architecture Strategic Initiative: 20XX-20XX

1. Improve Physical Plant
   i. Renovate South Wing
   ii. Construct Center Section
2. Improve Faculty Salaries
   i. Improve Full-Time salaries with service increments.
   ii. Improve Part-Time salaries with higher contact hour rates.
   iii. Evaluate Need for Full-Time Positions and Prioritize Need
3. Faculty Research & Interdisciplinary Activities
   i. Enhance Center for Experimental Structures
   ii. Faculty Development Grants.
   iii. Create Faculty Archives.
   iv. Interdisciplinary studio & research
4. Create Graduate Program in Historic Preservation.
5. Enhance Enrichment Programs.
   i. Improve Lecture Series & Engage XX Gallery.
   ii. Investigate School Newsletter & XX U. Journal.
   iii. Investigate re-establishing XX Journal.
   iv. Improve Website
6. Incorporate Green Design Issues in all Curricula

C. Undergraduate Architecture Program Strategic Initiatives: 20XX-20XX, Five-Year Bachelor of Architecture Degree (Professional)

1. Curricular Improvement
   i. Enhance degree project and link to WAC: Writing Across the Curriculum
   ii. Expand Coordinator Program
   iii. Create Theory Seminar/Design Studio link in 4th year.
   iv. Improve Degree Project
2. Faculty Issues
   i. Technology study area
   ii. History/Theory study area
   iii. Create Faculty Lectures and Exhibitions
3. Enrollment Goal: reduce from 520 to 490 students
4. Improve Student Internship Program
5. Create Broader Range of Student Scholarships
6. Computer Initiatives
   i. Create Laptop Program in First Year
   ii. Distribute Two Workstations per Studio c. Integrate Computers in to the Design Studios
   iii. Acquire Laser Cutter

1.5.2 Measures of Success

The measures of success vary according to the type of strategic initiative. Some initiatives are physically visible, others are measurable by specific outcomes, and some are measurable only through self-assessment and regular critical dialogue. The school and the program initiatives are noted below with their respective measure of success.

Initiative	**Measure of Success**
1. School of Architecture	
i. Improve Physical Plant	Renovations & additions are usable
- Renovate S. Wing	
- Construct Center Section	To begin April 20XX
ii. Improve Faculty Salaries	Salary increases are given by the
- Improve Full-Time salaries w/ service increments.	Institute to faculty after negotiations with the union.
- Improve Part-Time salaries w/ higher contact hour rates.	
iii. Faculty research and interdisciplinary activities	Successful research is measured by publications, grant money, lectures and exhibits, and implementation of shared Studios.
- Center for experimental structures	
- Faculty development grants	
- faculty archives	
- interdisciplinary studio & research	
iv. Create Graduate Program in History Preservation	Approved by the local government Fall 20XX.
v. Enhance Enrichment Programs	Successful publications and public
- Improve Lecture Series	lectures are measured by general
- Investigate School Newsletter	interest, attendance, and alumni and
- Investigate reestablishing XX U. Journal	professional feedback. Regularity of publications is an important factor.
- Improve website	Improvements for the website and meeting KAAB criteria has been completed Apr. 20XX .
vi. Incorporate Green Design Issues in all curricula	Changes are made in curricula

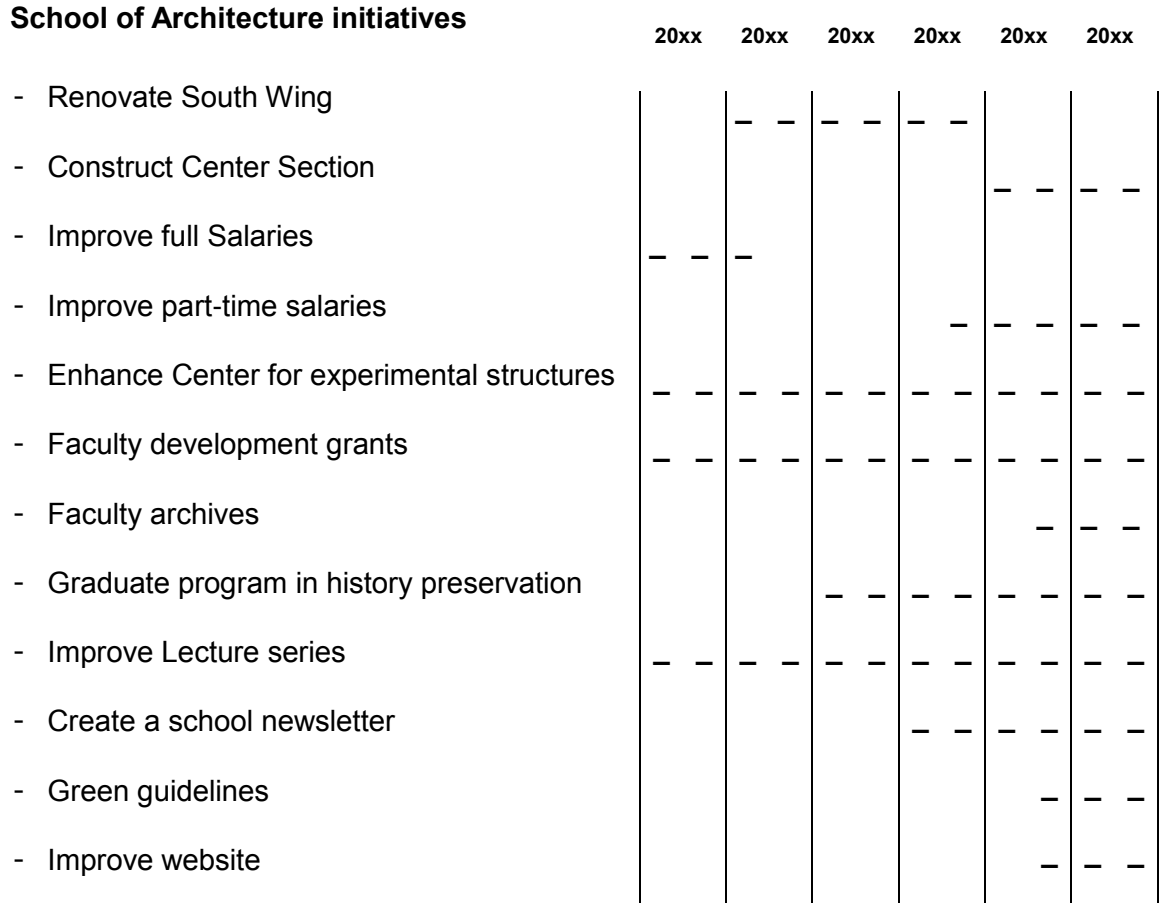
2. Undergraduate Architecture

i. Curricular Improvement	
- Enhance degree project and link to WAC: Writing Across the Curriculum.	WAC faculty work with degree project student on writing.
- Expand coordinator program.	Coordinators roles are strengthened and expanded.
- Create Theory Seminar /design studio link in 4th year.	Seminar/Studio links are successful.
- Improve Degree Project.	Increase student and faculty participation and improvement and quality of work.
ii. Faculty issues	
- Technology study area	Curricular review and coordination improved.
- History/Theory study area	Hired Fall 20XX
- Create Faculty Lectures and Exhibitions	Begun Spring 20XX
iii. Enrollment Goals	490 students
-	
iv. Improve Student Internship Program.	Revisions under XX improved program
v. Create Broader range of Student Scholarships.	
vi. Computer Initiatives	
- Create Laptop Program in first year	Implemented & Successful
- Distribute two work stations per studio	Installation in process
- Integrate computers into the design studio	Installation in process
- Acquire laser cutter	Installation in process
vii. Investigate one year post professionals specialize the degree to accommodate nomenclature change	

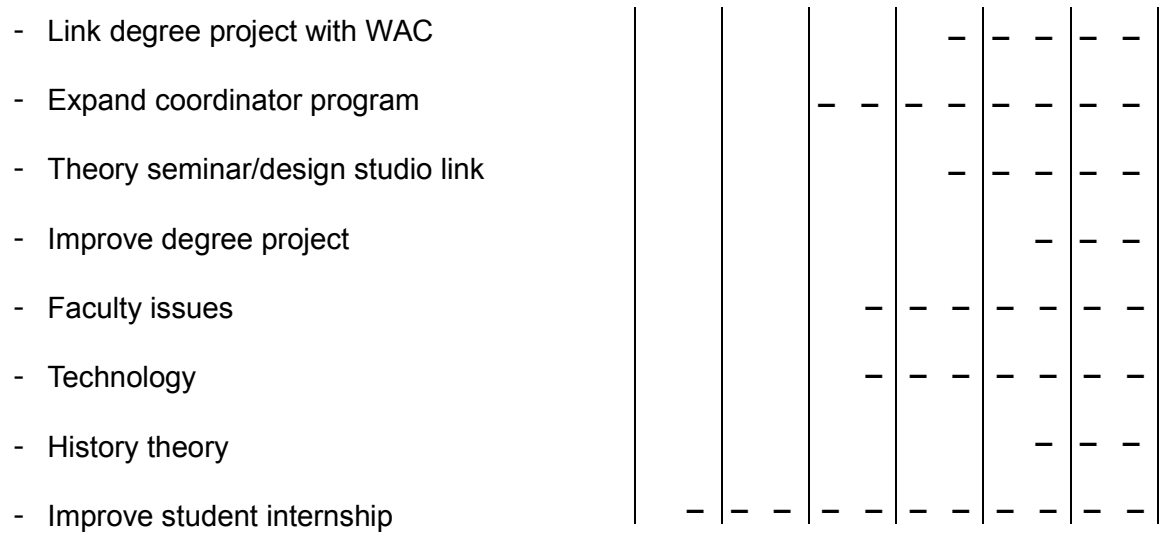
1.5.3 Strategic Plan Time Line for School of Architecture Initiatives

Below are charts listing the initiatives for both the school, Bachelors of architecture program and their scheduled timeline.

School of Architecture initiatives



Undergraduate architecture initiatives



2. Progress Since the Previous Site Visit

2.1 Summary of Responses to Team Findings : No Comment

2.2 Conditions Well Met : No Comment

2.3 Conditions Not Met

Student Performance Criteria Criterion #18 :
Team comment: *"Technical drawings equipment to construction documents were in rare evidence for the teams review. The students felt that this knowledge and skills must be learned on one's own."*

The Program has responded to this deficiency in the following ways. In 20XX, it adopted three initiatives in response to the Team finding:

7. The first initiative was to designate the XX studio in the design studio sequence as a "Comprehensive Studio" which focused on the issues of design development and detailed building design concept drawings and models which includes dimensional coordination, materials research and application, and building systems integration were required outcomes of this studio. The outcomes of this "Comprehensive Studio" were carefully monitored.
8. The second initiates it was to modify the elective sequence requiring that all students complete an internship experience prior to graduation.
9. The third of these initiatives was to formalize the design-build internship. The design-build internship involves student in the design detailing documentation coordination and construction of a small public project - a normally a pavilion. While it is not a required course in the curriculum, It has been offered every year and due to the high level of student and community demand, it is a continuing and growing part of the program.

In addition to the proceeding three initiatives, the following action has been taken:

- Professor alpha who has instrumental In developing in the design build program in the program has been awarded tenure. He continues to develop this in the program.
- The department's commitment to Professor xx whose primary research interest lies in the development of building materials and who also conduct design-build workshops, has been extended from a 50% to 100% appointment.
- Professor xx visiting assistant professor was hired as a one-year appointment professor xx work focuses on issues of buildability design and theory.
- Professor AA has recently been awarded tenure. Although professor AA's primary teaching responsibility is in the history theory area, his research focuses on the theoretical aspects of tectonics and making. He recently has been offering courses as a History/Theory requirements such as special topics

course: the Poetics of XX.

2.4 Causes of Concern

Student Performance Criteria Criterion #29 :
Team comment: *"There was little evidence that the legal context of practice and professional registration is taught in the existing Construction Documents courses."*

The Legal Context of Architecture Practice is the focus of the Professional Practice Course. Professional Practice provides the student of architecture with valuable information on the process of architectural licensure and on the role and responsibilities of practicing architects. The goal of Professional Practice is to prepare the student of architecture with the knowledge and resources required to bridge the gap between architectural education and practice, and to embark on the journey of lifelong learning mandated by the profession of architecture.

Where Are We Going? Defining "Architect"
Professional Practice provides the student of architecture with the legal definition of "Architect". Through a series of lectures and required readings students will develop awareness of architects' legal responsibilities with respect to public health, safety, and welfare, property rights, zoning and subdivision ordinances, building codes, accessibility and other factors affecting building design, construction, and architectural practice. Students will also develop awareness of the ethical issues involved in the formation of professional judgments in architecture design and practice.

To better familiarize the student of architecture with the day-to-day activities related to the practice of architecture, Professional Practice roughly follows the "a day in the life" of a project: from marketing and winning the project, to developing the project program, to designing and documenting the project, to administering the contract for the construction of the project, to project close-out and preparation of project descriptions to gain future work. The Professional Practice course format includes lectures, readings, assignments and a final examination.

The newly developed "Case Studies" will be developed by the students to make more tangible the interrelation of cause and effect in Professional Practice. By developing "Case Studies" of existing architectural offices the students will develop awareness of the basic principles of office organization, business planning, marketing, negotiation, financial management and leadership as they apply to the practice of architecture. By reviewing a "Case Study" of recent architectural litigation and reviewing current legal issues that impact architects students will develop awareness of the evolving legal context within which architects practice, and of the laws pertaining to professional registration, professional service contracts, and the formation of design firms and related legal entities. "Case Studies" will be

presented documenting project delivery methods to enable students to develop awareness of the different methods of project delivery, the corresponding forms of service contracts, and the types of documentation required to~ render competent and responsible professional service.

3. Program Response to the KAAB Conditions and Procedures

Part I. KAAB Perspective on Architectural Education

1. KAAB Perspective on Architectural Education

1.1 Architectural Education and the Institution

A. Professional Standards

The XX University is a XX-year-old institution internationally recognized as one of the leading colleges of art, design, architecture and information sciences etc. in the nation. The Institute was founded in xx to provide an education where applied knowledge was emphasized and specific skills were taught to meet the needs of a growing industrial economy. The Institute has undergone significant changes since that time, including changes directly related to the global shift from an industrial to an information economy, but maintains a commitment to practical knowledge. The Institute's student body and faculty are from diverse cultural backgrounds and disciplines. XX University is comprised of four major schools: Architecture, Art and Design, Information and Library Science, Liberal Arts and Sciences. XX University is one of nine schools of architecture in XX offering accredited degree programs.

The XX University student handbook and annual undergraduate and graduate bulletins establish academic standards for students across the Institute. The administration and faculty establish academic standards specific to its curriculum and the architecture profession.

The full and part-time faculty members are protected by an agreement between the administration of XX University. The agreement ensures academic freedom, continuity and stability, and establishes procedures for appointment, re-appointment, promotion and tenure by the administration. The Provost and Academic Senate have completed the final draft of the faculty handbook. This handbook, which is a Union document, has received the approval of the Academic Senate and has been presented to the Union. It provides standards for academic conduct not covered by the contract.

B. Interaction Between Programs

The School of Architecture benefits from an academic context of a multi-disciplinary art and design institute. The second largest school in the Institute, it is comprised of four departments three are located on the main campus: Undergraduate architecture the school's largest accredited program and the second largest department in the Institute; Graduate architecture & urban design; and the Graduate Center for planning and the environment. These departments are fully engaged in the intellectual life of the institution as an academic community.

The B. Arch program benefits from the institutional context in a variety of ways. To ensure that students have the opportunity to pursue a fully interdisciplinary education,

architecture students are required to complete 12 credits liberal arts electives and 14 credits of all institute electives. The program also encourages students in other departments to take advantage of the programs' architecture electives. The B. Arch program is committed to expanding interdisciplinary initiatives as evidenced by the successful collaborative studio in the fall of 20XX which paired architecture and interior design students together on joint projects. Architecture students can participate in interdisciplinary foreign programs in Copenhagen and Venice and art and design students can attend the architecture term in Rome administered by the B. Arch program.

C. Contributions to the University from the School of Architecture

The Dean and the four Department Chairs, one for each program, administer the School of Architecture. The Dean conducts regular meetings with Chairs, the Faculty Governing Group, and student committees such as XX and XX. The Undergraduate Chair administers the Undergraduate Program. The Chair meets regularly with the curriculum coordinators to plan, implement, and review curriculum goals. The Chairs also presides over meetings with each coordinator and the relevant faculty teaching a specific course to coordinate curriculum and conduct program assessment. The Graduate Chair administers the Graduate Programs in Architecture and Urban Design. The Graduate Chair meets regularly with relevant faculty to plan, implement and review curriculum goals.

Other committees, such as a Building Committee, and Faculty Search Committees, are appointed by the Dean to focus on specific school-wide or department issues. Faculty members also participate as representatives in the Academic Senate. The School of Architecture offers a free lecture series each semester, showcasing prominent architects, designers, authors and artists to which the entire academic community is invited. Student evaluations of all courses occur at the end of each semester and the result of the evaluations are made available to students.

Finally, the End of the Year Exhibition and the publication of the School journal XX, allows the community at large to review and discuss curriculum goals and students achievements.

An exceptional and distinguished full and part-time faculty whose members have attained the highest levels' of education and represent a wide diversity of academic backgrounds, interests, professional expertise and age serves Undergraduate and the Graduate Programs. They contribute to the success of the program, school and Institute by their commitment to the student body and their profession. Through their publications, lectures, exhibitions, and professional affiliations they contribute to the outstanding academic reputation the Institute and the School of Architecture. Faculty regularly serves on Institute-wide search committees.

D. Contributions from the University to the School

The Institute is committed to the School of Architecture in its support to recruit and retain highly qualified instructors. This commitment can be seen by the success of both the B. Arch program and the M. Arch I programs and the quality of the work coming from the classroom and the studio.

1.2 Architecture Education and the Students

A. Students Shape Learning Agendas:
The Graduate Architecture Program embraces the diverse cultural and educational backgrounds of its students in the belief that this diversity is crucial to creating an educational environment that fosters each student's ability to learn. The program believes that each student's unique background contributes to his or her understanding of global culture, which enriches the entire student body in the program.
The studio setting provides the critical context for supportive, individualized development, group discussion and participation. Each studio section has a distinct space and each student is provided a workstation in the studio. The physical environment fosters the traditional studio culture which by its nature (long hours and sustained discussion among peers) creates an educational forum for cultural and aesthetic debate among its participants. Students can also participate in other school operations that provide professional experience in design 'fields': the design of the annual publication of student work, XX, on the student archive, and installation of exhibitions. Elected students participate in governance via XX and XX activities.

B. Students Learn Within A Culturally Diverse Environment:
The B. Arch programs educate students to become responsible professionals who understand the practice of architecture in a changing multi-cultural world and are well versed in the rich history of the discipline and practice. The program strives to help students develop a moral and ethical basis for professional behavior, while nurturing the belief that architecture is a complex discipline and practice requiring life-long education.

The School of Architecture offers a variety of electives, designed to respond to the needs and interests of a wide range of students, for both upper-level undergraduate students. In the B. Arch program, existing electives are supplemented by seminars that are paired with fourth year design studios affording the students more concentrated and focused research relating a design project.

Broad elective opportunities allow the School to regularly hire new faculty whose presence energizes the school and brings new views to bear on the curriculum. In the B. Arch program, no design studio has more than fifteen students. In the
B. Arch program seminars average fifteen to thirty students.

C. Students Access Information of their Future:
Students are informed about the profession specifically in the professional practice course and, generally in, the professional activities of their professors. Many of the instructors in the School of Architecture are practicing professionals and serve as role models, enabling and encouraging students to work in the profession in XX. In 20xx 50 out of 80 faculty members in the School of Architecture are practicing professionals, 38 are owners or partners of an architectural firm, and 20 are employed by an architectural firm. This human resource is an invaluable asset for students and the school.

The students in both programs have access to a comprehensive database of architects and firms. This information is used for internships and future career opportunities. A special presentation of internship program is given the undergraduates in the student's second year.

D. Students Are Exposed To Practice:
Students are exposed to architectural practice primarily through their interaction with faculty. Many faculty members are practicing architects but also pursue alternative careers in fields such as fine arts or communication. In addition, architecture students are exposed to professionals in a variety of disciplines when they take courses in departments in the School of Art and Design and Liberal Arts and Sciences and other schools in the university. As a leading design college, XX University has a professional faculty with expertise in many disciplines. Faculty work meets, and often sets, the highest standards of their respective professions. Because of the extraordinary resources of the region, more than 50% of the program students were employed in architecture after their first year.

E. Students Are Nurtured:
While the B. Arch program is large, an extensive support system and review process offers guidance throughout the five-year course of study. Two Coordinators of Academic Advising serve as primary counselors. Students meet them at least twice a year for registration, but the coordinators are available at all times to advise students on issues as they arise. In addition, both the Chair and Assistant Chair are available for consultation when desired by the students or when recommended by faculty. Annual Portfolio reviews for third and fifth semester students provide an assessment by undergraduate faculty as to the quality or their work and suggestions are made for future course of study.

In the School of Architecture at large, the faculty is comprised of technological experts, practitioners, theoreticians, and urbanists. Some instructors emphasize the generation of architectural form, while others focus on the social and cultural aspects of architecture production. In addition, our culturally diverse faculty complements our international student body and provides an important support network for our graduates as they pursue careers all over the world.

1.3 Architecture Education, Qualification to Practice, and Registration

A. Internship Opportunities and Related 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 bachelor degree program set up by the Department of Architecture in XX 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 school affiliated XX 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.

B. 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 kinds of knowledge 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.

C. Understanding Social Responsibility: The Code of Conduct for Professional People

The performance of a professional 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.

D. Understanding the Requirement & Criteria for Architectural Registration

At the Department of Architecture in XX University, the procedure for earning a qualification needed for architectural registration, 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 registration exam is distributed to the students as handbook format, 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 licensing and registration as well as being informed of procedures and guidelines through regularly scheduled XX within the program.

1.4 Architecture Education and the Profession

A. Curriculum and Incorporation of Professional Training

The biggest complaint professional architects make on how architecture is taught in schools is that the program concentrates too much on teaching the theoretical aspects

while neglecting the importance of practice in the field. 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 faculties of our program are seeking an education that is closely in tune with real work.

The Department of Architecture in XX 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.

The curriculum, which once emphasized the theoretical aspects of architecture, has now been revised to center on practical teaching. In particular, the program affiliated XX 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 in Korea, the school recommends that they participate in the architectural projects initiated by the XX.

The revision of the academic curriculum and teaching methodology naturally calls for the updating of facilities and audio-visual equipment. Since 20XX, 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.

B. Recognizing the Need to Provide Continuous Education

This is a topic which has already been mentioned above from previous chapter. 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 knowledge, 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 knowledge 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 XX 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 continuously instilling in them the idea that architectural knowledge is a life-long learning process.

C. The Importance of Working Experience

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 challenging. 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 education program with special attention. The Department of Architecture at XX 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 it 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 various working conditions which will, in turn, foster an appreciation of the pleasures derived from joint-working. All of these methodologies will be accommodated in program's curriculum.

D. Roles and Responsibilities of Working in Related Fields

Due to the nature of architectural design, working in collaboration with professionals from related fields 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 XX' and 'Professional Practice'. These are offered in the practical project learning curriculum by the program affiliated XX. 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 challenges. 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.

E. Understanding Divergent Interests of Parties Involved in the Projects

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 XX University defines "a good architectural design" as having more than one single assessment standard (as in, artistic, functional or structural stability). Instead, a "good architectural design" is defined more comprehensively; considerations to the unique characteristics of the design 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.

F. Nurturing Ethical Judgment of 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 has 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.

1.5 Architecture Education and the Society

A. Learn Arbitration for Various Parties Over the Issue of the 'Built Environment'

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 in XX University 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.

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 knowledge 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 knowledge 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 XX 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.

B. 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 XX is a good example of this. As a theory-centered class it incorporates many forms, from discussions to presenting specific proposals. Meanwhile at affiliated XX, 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.

C. Connecting 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 XX 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 studios, students are given opportunities to make proposals which solve regional and social issues. The program affiliated XX can 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, XX University is not only in charge of leading the formation of habitat programs around the XX region, but has also created a habitat program overseas. As

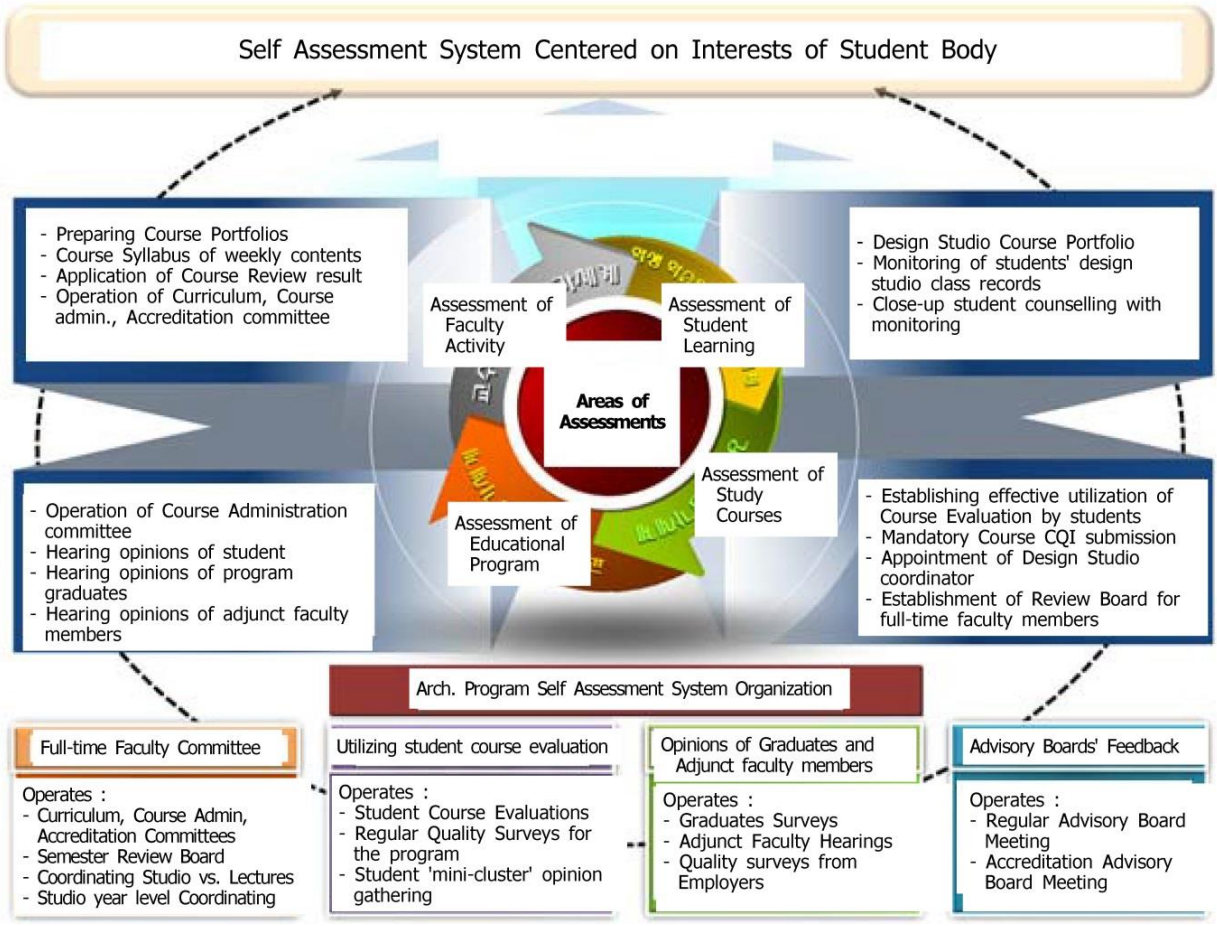
one of its active members, the Department of Architecture is providing opportunities for its students to expand their philosophy and experiences through social participation.

Part II. Educational Program and Resources

2. Self Assessment System

2.1 Overview of the Self Assessment System of the Program

The self assessment system of the program has initiated in 19xx for the National Collegiate Association's architectural program review. Since then, in 20xx, XX University's self evaluation report of 5-year architecture program has left a notable outcome in regularizing the process for the architecture program. The following diagram displays inter-relationship of components of the self assessment system for the program.



The Program's self assessment system is divided into two realms; one is by the areas of the self assessment, the other is by the agent of the self assessment. Overall, the program's Self Assessment system is composed of Assessments of Educational Program, Faculty Activity, Student Learning, and Study Courses. The principle agents of the Self

Assessment system are the Committees, Students, Adjunct faculty, and Advisory Boards. The Committees are mainly operated by full-time faculty members.

2.1.1 Components of the Self Assessment system

Assessment of Educational Program

- Curriculum Committee & Course Administration Committee : Held twice a week, regularly during vacation periods
- Hearing of Opinion of Students : by regular quality surveys and Course Evaluation by each end of semester for all offered program courses.
- Hearing of Opinion of Graduates : by annual quality surveys.
- Hearing of Opinion of Adjunct Faculty : by regular gathering for coordination, one or two times each semester.

Assessment of Study Courses

- Establishing effective utilization of Course Evaluation by students : Close monitoring and reporting of Course Evaluation result of each courses
- Mandatory Course CQI : Mandatory reporting to university head office.
- Appointment of Design Studio Coordinator : A designated full-time faculty as coordinator for educational quality control of each year level.
- Establishment of Review Board for full-time faculty members : During vacation break period, all courses offered in previous semester are closely reviewed. Review results are discussed at Review Board for continuing improvements. Board's decisions are regularly administered to adjunct faculty members.

Assessment of Student Learnings

- All design studio courses are required to produce Design Studio Course Portfolio consists of all students' work of weekly progresses, to record end result and review of student work quality.
- Starting from 20xx, the program initiated monitoring of all students' design studio class records. It will help understand each student's progress for design learning and characteristics to ensure advising students with appropriate needs.
- Assist by Tutor program : Students needing assistance in course studies (1^{st} or 2^{nd} yr students with F grades or in needs) can obtain help from 4^{th} or 5^{th}-yr Tutor students assigned by the department.
- Close-up student counselling with monitoring program : Special counselling is offered to students with the benefit of 0.5 credit hours per semester.

Assessment of Faculty Activity (Teaching)

- All courses are required to produce Course Portfolio to keep record and handy reviews when needed.
- Course Syllabus of weekly contents : For detail planning of educational contents.
- All Course Evaluation results are reported to committee review on regular bases to

assure maintenance of quality for all courses.
- Committees for Operation of Curriculum, Course Administration, Accreditation are regularly held by the bylaws of the program, and end results are required to be implemented.

2.1.2 Principal Agents of the Self Assessment system

Committees Operated by Full-time Faculty Members
- Committees for Operation of Curriculum, Course Administration, Accreditation are regularly held by the bylaws of the program
- The Review Board for full-time faculty members : Held once every semester, comprehensive review on all courses and its educational outcomes and reports on ways to further improvements.
- Coordinating committee for all studio and lecture courses : periodic review to maintain quality and search for any need for improvements.
- Design Studio Coordinator Committee to maintain even quality education for studios.

Course Evaluation by Students
- All courses administered by the University as well as the department are receiving mandatory course evaluation by students at the end of each semester.
- Regularly scheduled quality survey by students : overall quality of architecture program is monitored by the survey results.
- Regular survey by 'Mini-Cluster' of program students : all extra curricular programs by the department are surveyed on their quality on regular basis.

Survey by Program Graduates and Adjunct Faculty Members
- Regular survey by gradates : Once every year, survey is conducted to monitor the opinions by the graduates
- Regular meeting and hearing session with adjunct faculty members : occur 1-2 times per semester.
- Collecting opinions by the employees and enterprises : Opinions from enterprises associated with the school and employees with program graduates are collected regularly and monitored.

Review by the Advisory Boards
- Once every year, the Regular Advisory Board meeting is held and the outcome is monitored, and to be implemented by the bylaws of the program.
- Accreditation Advisory Board meeting's outcome is monitored, and to be implemented by the bylaws of the program.

2.2 Relationship between Educational Goal and the Self Assessment System

The Self Assessment system of the program is designed to assist achieving the 4 subsection goals of the overall program goal. There are four main characteristics in the Self Assessment system of the program.

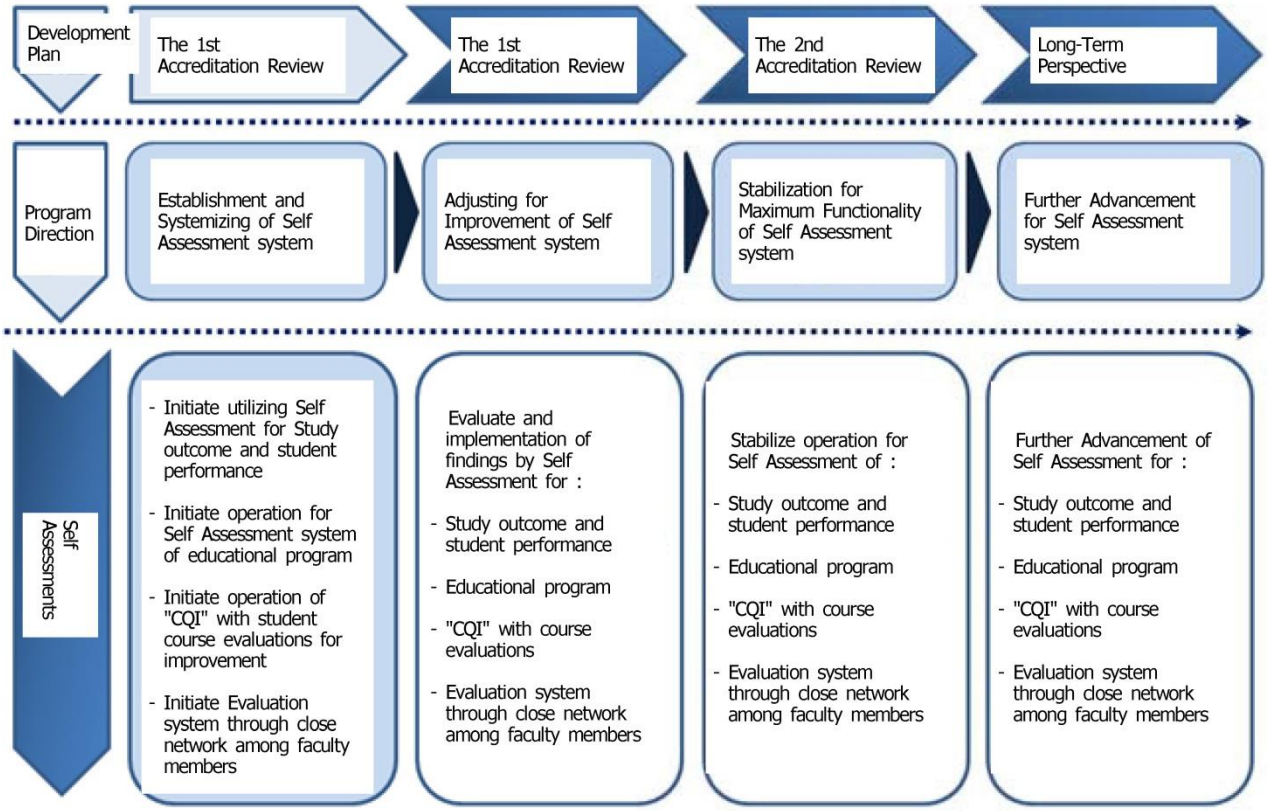
First, all outcomes of various assessments are continuously applied during the operation of educational programs of the department.

Secondly, various assessments take place based on its characteristics and goals, according to the time period by weekly, by semester, by yearly, or specific milestone terms as assigned accordingly.

Thirdly, all components of Self Assessment are based on year-level of educational program of the curriculum to maintain the close tie between yearly educational goals and the on-going educational programs of the department. This close tie enables efficient adjustment to educational programs when needed.

2.3 Relationship between the Program Operation with Long-term Strategic Planning and the Self Assessment system

The Self Assessment system of the program has been operated under four stages in relationship with the long-term strategic plan of the school. The first stage is to establish and to systemize the Self Assessment system. The second stage is to monitoring and amending the system itself to verify the effectiveness and make adjustment for improvement. The third is the phase of stabilization for the system to yield its maximum functionality. The fourth stage is a phase of further advancement of the overall system of the Self Assessment operation. The survey results from the students, graduates, adjunct faculty members, and opinions by advisory boards are categorized into levels of urgencies in implementing to ongoing educational program. Among these levels, some items get sorted out to be considered as long-term goal, according to the nature of amendment to the ongoing program. Specially, the Review Board system, which runs every vacation period after regular semester collects findings on areas in need of improvements and reported back to the course coordinator and the person in charge of the course for immediate amendments. Also, the program utilizes the outcomes from 3rd-party program reviewing for materials for long-term strategic planning or assigns them as certain initiatives to be discussed and develop further. The diagram below shows overall relationships and processes.



2.4 Methods of surveying opinions about operation of curriculum, study environments from faculty members, students, and program graduates

2.4.1 Feedback system by survey result from students

Applying the CQI (Continuous Quality Improvement) system for all courses

All students of our program need to go through two stages of course evaluations. The first is to meet the University-level course evaluation and the second is by the department-level. There are varying types of course evaluations accustomed to each course types and outcomes also vary by types. Overall, they are composed of evaluations for course contents, Course materials, course handling, and learning atmosphere. All results are promptly report back to the course instructors and full-time faculty members. The results are used as grounds for adjustments to be made for each course. The full-time faculty members as a committee always review the outcome of the course evaluations by adjunct instructors and review collectively.

Evaluation of Educational Program by Students

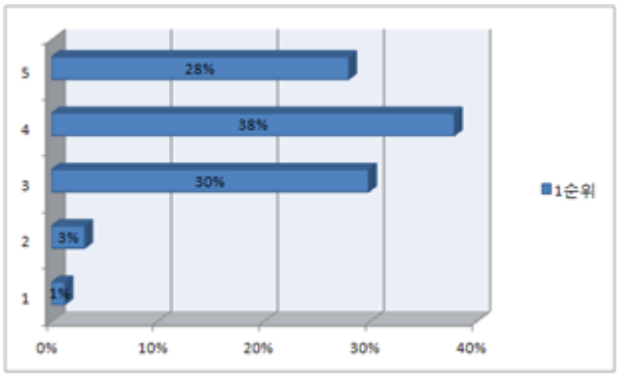
Since 20xx, all students and program graduates are participating comprehensive evaluation for Architecture Program of the department. The results are collected and analyzed, and used as grounds for adjustments of the program. The evaluation by

program students is made up of asking overall satisfaction, and opinions for educational program, and etc. The evaluation by program students is conducted in August 25th thru 30th in 20xx, the survey result is based on 162 participants.

The following is the result abstract.

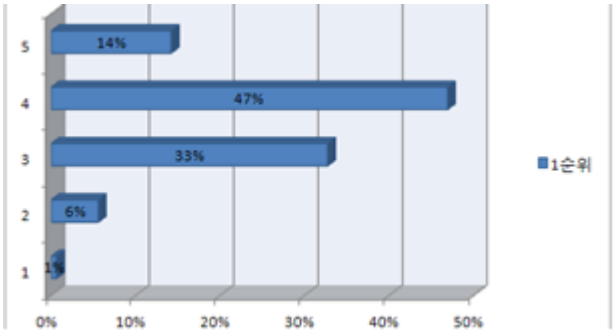
Overall Satisfaction

Students have shown 'very satisfied' 28%, 'satisfied' 38%, 'normal' 30%, 'not satisfied' 3%, 'very not satisfied' 1%. Overall, the level of 'normal' and above are composed of more than 98%, showing that students are generally well are well satisfied with the program.



Awareness of the Educational Goal and the Accreditation System

Students have shown that they are aware of the educational goal of the program by answering 'aware' 47%, 'about normal' 33%, 'very well aware' 14%. Overall, more than 98% of students are positively aware of the issues.

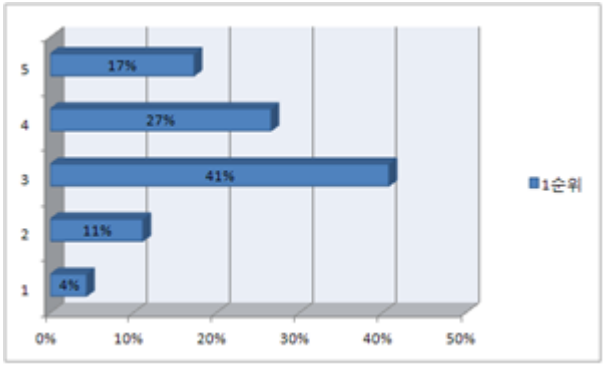


Evaluation on Educational Program

Students have answered satisfaction level as 'normal' 33%, 'very satisfied' 14%. While departmental courses shown slightly higher in satisfaction, on all courses shown 'normal' or above satisfied over 80%.

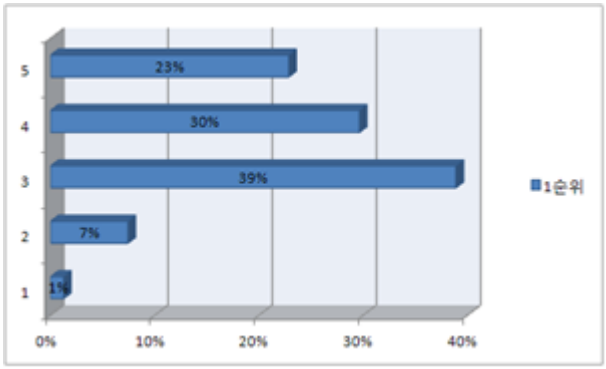
Evaluation on Physical Resources of the program

Normal or above on satisfaction level showed as 87%. 85% or more students felt positively on physical resources within the department as well.



Evaluation on student club activities

92% of the students have expressed that their student club activities are helpful to school works. Number of clubs, quality and contents of the clubs are surveyed as normal or satisfactory by 92% of all answers.

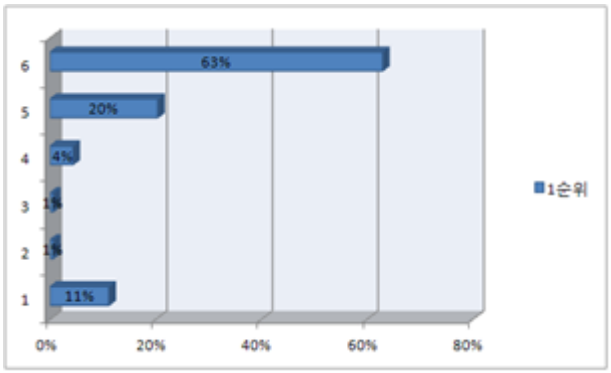


Evaluation of Satisfaction level on Counseling Professors

92% or more students were satisfied with their help and assistance given by assigned Counselling Professors, and less then 8% shown negative reaction.

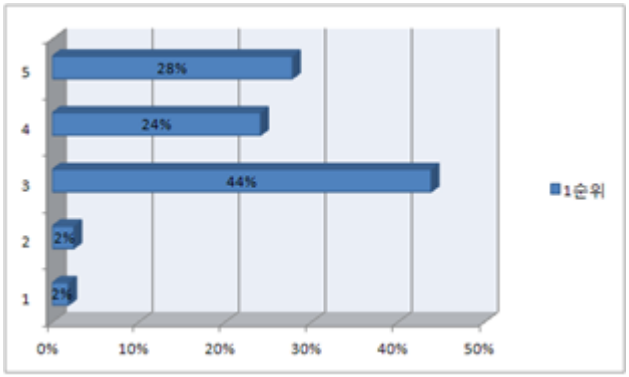
Survey on plans after graduation

The students have shown the results as 'getting a job' 74%, 'serve on military' 9%, 'study abroad' 7%, 'go to graduate program' 5%, 'something else' 4%. The most popular job students wanted was 'architectural firm' 63%, 'construction firm' 20%, 'something else' 11%. Working at architectural firm was by far the most popular to students.



Other issues

The students have shown very positively on having chances with getting in touch with their formal graduates of the program, by 96% of all students. It describes that students are highly active with such activities. Also, 93% or more students have expressed positively on services that they are getting by the administrative staff of school program.



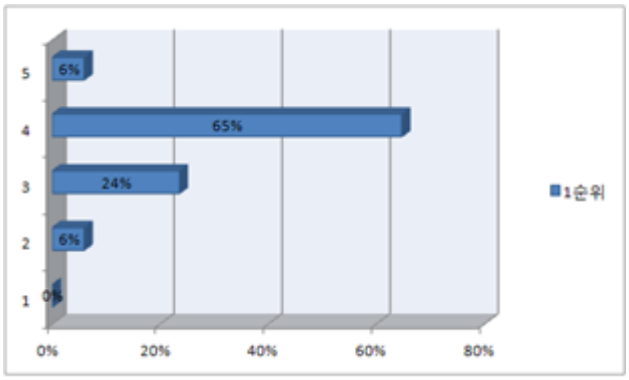
2.4.2 Survey results by program graduates

Survey results on educational program by program graduates

In August of 20xx, survey on evaluating educational program has been made by recent program graduates. There were total of 17 survey results analyzed.

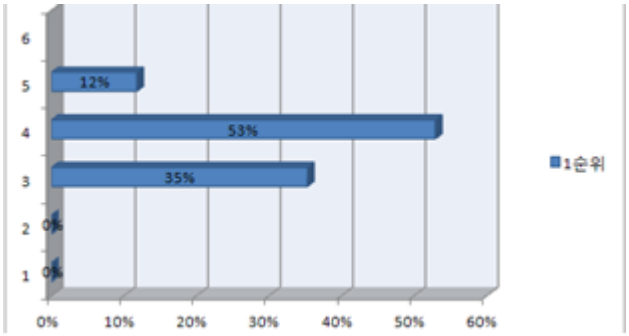
Satisfaction level by program graduates

The 94% of the results were positive on satisfaction level of the program, reflecting high level of satisfaction among graduates.



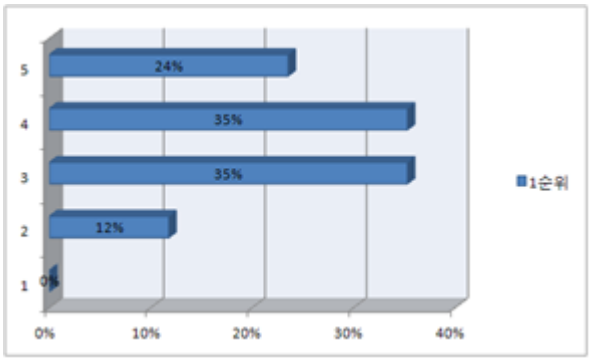
Awareness of the Educational Goal and the Accreditation System

The survey result shows almost all of graduates were aware of the program goal and the system of accreditation, reflecting very positive result.



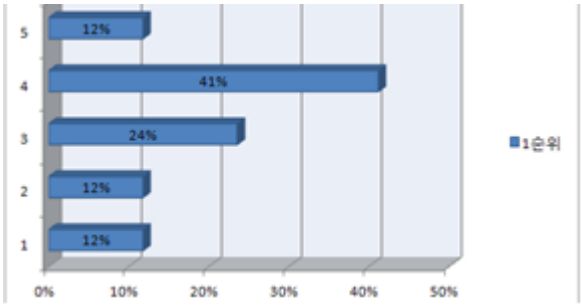
Evaluation on Educational Program

Positive survey results were near 88%, reflecting very satisfied with the program's educational contents.



Evaluation on Physical Resources of the program

Overall, the result was positive, although 12% of graduates expressed 'not satisfied'.



Evaluation on student club activities

Graduates have expressed that student club activities are helpful to school works. Only 18% has expressed negatively.

Survey results on continuing education and school program

About continuing education
Survey on continuing education from program graduates is made from January to February 20xx. The most of the graduates wanted to see much more and better ways to maintain networking with enrolled students. Also, they wanted to have much improved ways to get connected with other graduates.

On improving quality of education of the program
The first area of needing improvement was to equipping with much systematic ways to give 'internship' experience for students, and better networking with enterprises and firms. The next area was to giving better help on participating student competitions while in school, augmenting much better contents for degree projects in general, and the final item that graduates wanted to see much needed improvements were giving much effective student counselling. Giving more chances for overseas travel, more chance for international joint studio program were pointed out as well.

On improving design studio education
About design studio class, program graduates wanted most was augmenting much practical skills to be trained at school, more education in design fundamentals, and widening design project chances in terms of types and usage of the building programs. The following areas needing more improvements were better site visit chances, much correlated relationship between studio and lecture/theory courses. Also, eco-friendly design issues, CAD education, and visual training for design were areas that need more attention.

About better preparing students for getting jobs after school
The first area in need for improvements were building tight networking relation between program graduates and enroll students, better chances for internships during school, and training more on foreign language skills. The next areas pointed out was building better relationship with firms and enterprises, in depth counselling, giving

hands on resumes and practical helps, and helping participating student competitions. Others such as inviting practitioners as special lecturers, improving club activities, and student workshops and traveling followed. All of above findings were carefully reviewed at committees composed by full-time faculty members. All results are getting implemented in various levels of strategic planning for program improvement.

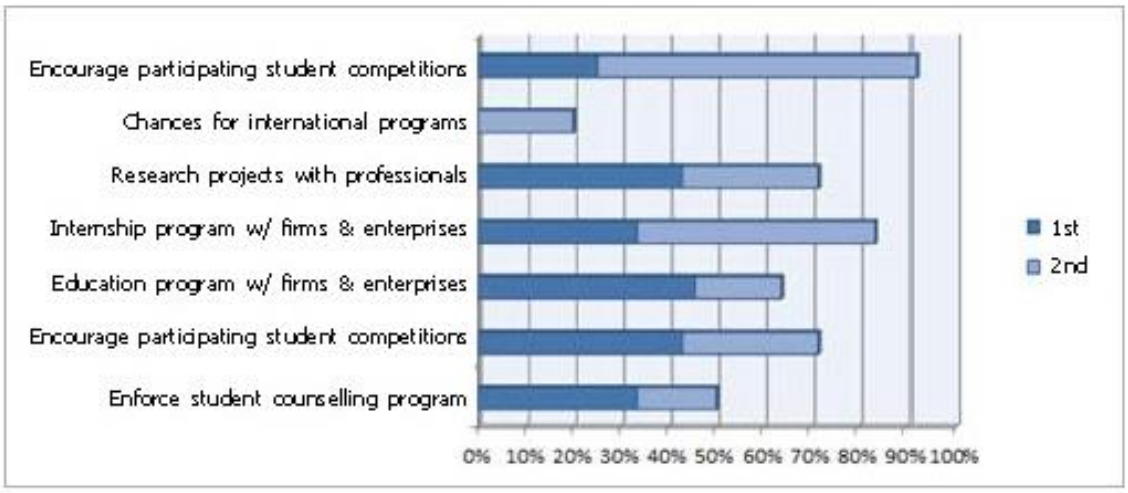
2.4.3 Survey results by adjunct faculty members and feedbacks

Survey on educational program by adjunct faculty members

Survey was asked for a week from 20xx Dec. 10th. In addition, every first week of the semester, a meeting is hosted by full-time faculty members with adjunct members for collecting ideas and opinions by adjunct faculty members on educational program in general. The survey was answered by 20 members, briefed as bellow.

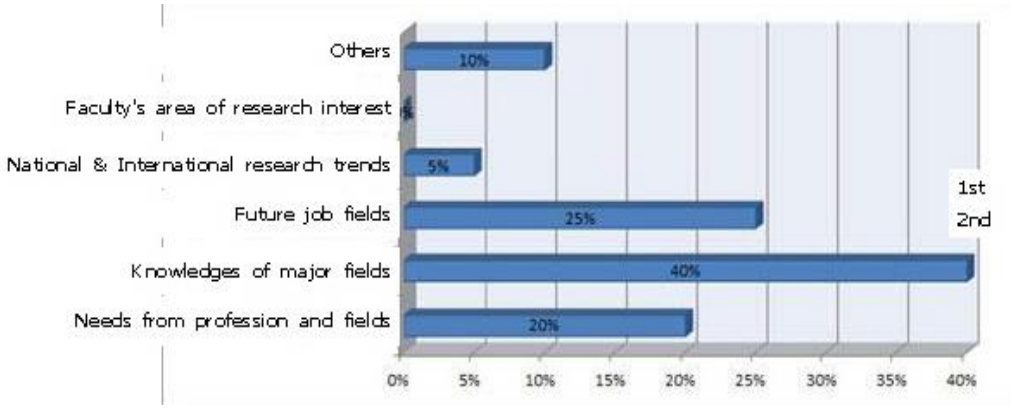
Items need attention for improving education quality

- The first item that needed further attention was to improve current 'intern experience' for students while in school (25%). Followed by more attention on student counseling (20%), improvement needed in Graduate Degree Project (15%), need more participation for student competitions (15%), develop more relationship with firms & enterprises for students (15%).
- According to the results above, the school needs to augment areas of Internship program, student counseling program, Improvement on Graduate degree projects. Improvements on these areas will be continuously monitored assessed.



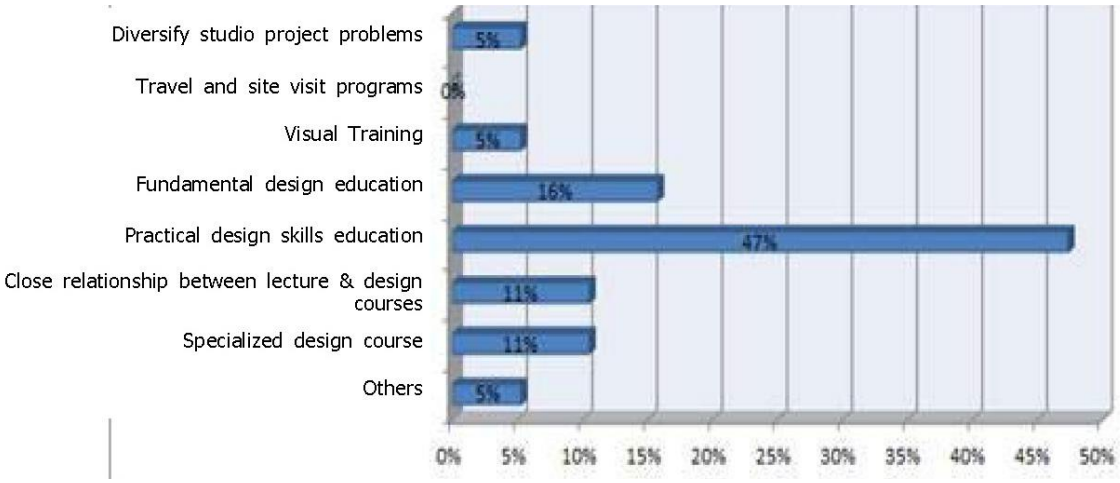
Items to be considered for next updates for curriculum

- The first ranked was Excellence for core studies (40%), considerations for preparation of future job fields (25%), reflecting needs from professions (20%).
- According to the results above, maintaining quality for core courses, monitoring closely on needs of professional field's needs are items of importance.



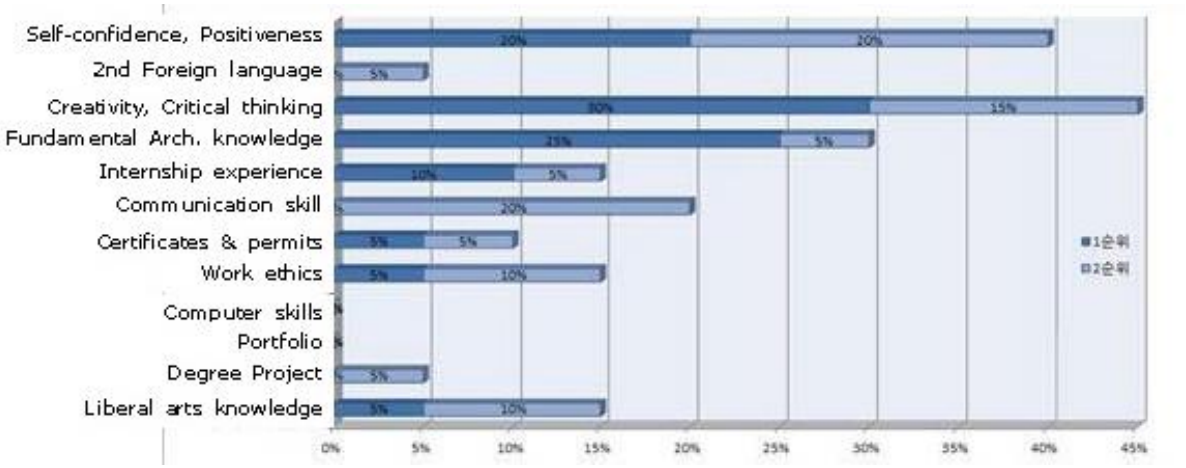
Items to be considered for next updates for Design Studio courses

- The first ranked as 'more emphasis on practical design skills' (47%), followed by 'strengthen fundamental design skills' (16%), 'more relationship between lecture courses and studios' (11%), 'strengthen specialized design course' (11%), and 'visual training' (5%).
- According to the results above, continued effort in strengthening practical skills needed in design were important. Also, strengthening fundamental design education at the same time.



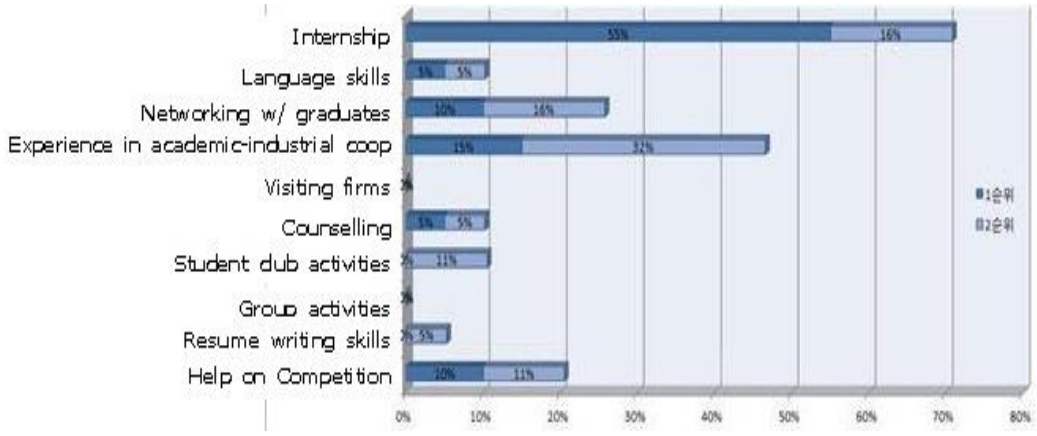
Needed items in relation with student counseling for improved job search

- The first ranked was to 'Increase creativity and problem solving skills' (30%), followed by 'solid education on major fields' (25%), 'Self-confidence and positive attitude' (20%), 'Practical experience' (10%), 'Liberal arts & common knowledge' (5%).
- With the results above, the school is having a one to one counseling as a credited course. Also, studio and lecture courses are administered to deliver creative, problem solving skills at all times. Courses required to take outside the department also plays key role to improve students' ability. The department also runs reading club lead by faculty members to help students to widen their views.



Extracurricular program that needs improvements

- The most needed was 'more internship opportunity' (55%), followed by 'Involvement and earning practical experience through academic-industrial cooperation' (15%), 'Networking with graduates' (10%), 'Assistance in participating competition' (10%), 'Strengthening language skills' (5%), 'Counseling' (5%).
- With the results above, the school is having programs for continuing education for graduates, special lecture series by graduates, meeting with graduate events in various student club activities, and etc. Also school supports and help student who want to participate in competitions.



Workshop meeting hosted by full-time faculty with adjunct faculty members

The program hosts workshop meeting with adjunct faculty members to gather ideas and opinions on improvement of the various aspects of school program. It serves as chance to deliver school's decision on particular plans and issues and chance to get better ideas on various items that in need of further consideration.

2.4.4 Assessment of student work outcome by the Review Board

The school is regularly monitors each subject areas of student work outcome and discuss the quality, performance and also the appropriateness by full-time faculty in charge of subjected area. The outcome of the discussion and meeting are recorded and serves as items to be considered for continuing discussion for next round of strategic planning of the program. At time to time, not only the full-time faculty but also adjunct faculty members participate in review and discussion. The most recent comprehensive assessment of the program was held on July of 20xx.

2.5 Direction of Future Advancements Identified by the Self Assessment

After previous Site Visit by the KAAB in 20xx, all participating agents of the school program has involved in program's Self Assessment System. The results were analyzed and categorized so that results of various levels are to be administered to appropriate process of planning for short to long term strategic planning of the program. Followings are general outcome that outlines overall direction of future advancements that identified.

2.5.1 The Strengths of XX U. Architecture Program

A. The Role of Leading Architecture Education Program for Local Architecture Society

The XX U. Architecture program has the longest history of educating professional architects in the area. The program has experience and achievements in research grants and projects, has been known as the 'center' of think tank of area's unique architectural challenges. This reputation is not only known to area profession and academic society, but also to local governments and general publics through various participation in campaigns and projects that has known to local general public.

B. Architecture Program That has Emphasis on Architectural Design and Design Practice

Unlike traditional architectural programs in Korea, XX university's architecture program has established and has used title of 'Architectural Design Major' from the very beginning of the school. At then, it was identified as unique program among schools and that tradition has never been diluted by various challenges faced by the university. Also, first in the region, the school has established 5-year professional program that marked as leading program. The curriculum is centered by design studio classes and all 10 semesters are carefully embraced by theory/lecture courses that ties the link with design studios. The school's special Colloquium which marked 100th by 20xx, The Professional Internship Program, Counseling Program for Job Search, and etc. are among few of many efforts in the program which strengthen its integrity.

C. Emphasis on Urban Design Awareness and Digital Technology

The XX U. architecture program has traditionally put emphasis on urban design as integral part of architectural design studios. At 2nd year studios are paired with lecture courses available to introduce urban issues. At higher level, much in-depth studies and research options are paired with architectural design studios as well. At first semester of 4th year, the classes such as Issues of Formal Identity in Urban Condition, Eco-friendly Design, Eco-Urbanism are assigned for this intention. Tutors of these classes are also dedicated for studio courses of 4th and 5th year level, so that integration of the issues is naturally supported.

The emphasis on digital technology is set up in two stages, 1-2 years and 3-5 years stage. The first stage is responsible for firmly educating the basics while the second stage curriculum trains student with much advance skills of CAD in classes such as Digital Design Lab 1, 2. Digital Design Lab 1 covers the overall characteristics of digital media in general to integration methods for various means. The Digital Design Lab 2 deals in-depth discussion on application for architectural design and planning works, including structural, environmental and building systems.

D. Close-up Counseling program for students and student performance management system

The school has operated one to one counseling program for students. For 1st year students, all students are subjected to MBTI test and general counseling, the academic and aptitude counseling are administered in 2nd year. In 3rd year, career path counseling is performed and 4, 5th year students get job search counseling by the school. Specially, the school is running customized management and assessment of each student's design skills, keeping the record of all students. This data is used at each student's academic and general counseling by the program. For 5th year students, job search counseling is done based on a system of students' self-assessment for own performance level and aptitude. The program's most of counseling effort is concentrated for graduating 5th year students.

F. Practice Oriented, Academic-Industrial Cooperated Education Program

The XX U. has achieved project grants from the government such as 'BK21', 'NURI', 'Model Academic-Industrial Cooperated Program', 'Leadership in Local Economic Development Program' and etc. These achievements prove that the program is operated in optimal context of professional, 'practice-oriented' educational environment of the institute for the aspect of architectural education. Specially the project called 'LINC', our architecture program played a major role of the project, supplying program of customized educational program for the industry's latest needs. The architecture program's such achievements are highly regarded within the university, as a model program for supplying University graduates who meet industry's latest trend of needs.

2.5.2 The Direction of Development for the XX U. Architecture Program

A. The Characterization of the Program with Effective contents

Based on tradition of leading excellence in architectural program in the region, the XX architecture program has next challenge of identifying and achieving a goal of unique characterization in architecture education. Furthermore, all facets of operating programs must achieve next stage of improvement simultaneously, collectively becoming much effective program in meeting educational goal of the school.

B. Continuing Emphasis on Urban Design Awareness and Strengthening Digital Technology Education

With the basis of 'Practice Based Architecture Education', the program would like to characterize itself by putting emphasis on architectural design in the basis of urban design with digital technology. For this goal, the school will further augment urban design studio educations with developing relationships with neighboring fields, exploring opportunities of academic-industrial cooperation in the region, pioneering research development in relating fields with local agencies and enterprises. Also for enhancing the digital technology, the school has plans such as developing new educational programs, exploring involvements in competitions, forming and hosting of joint workshop programs with neighboring school programs and etc.

C. Exploring Academic-Industrial Cooperation Reflecting Regional Needs

While maintaining the strength of the school's past achievements, the future plan also relies on its distinguished heritage and past experience. The educational program needs to develop in coherence with the outcome of the main research activities of the school. Therefore, the school must further develop detail elements which will seamlessly integrate the school's role in the region with maintaining the educational goals for the students as well. Due to its unique regional characteristics, the school must actively aware of local needs in research and development, by regional research groups, design firms, or local government.

D. Global Exposure for the Program and International Exchange

The school valued greatly of inviting internationally renowned architects or scholars as visiting faculty members for the program. It is eminent fact that the education goal of the program includes preparing and widening students' perspective in global scale. That is part of the reason that the program continuously carried designated courses to be conducted in English regularly. Number of travel and site visit programs of overseas has been carried out for students, but it needs to expand further. For this effort, in 20xx the school signed an academic exchange agreement (MOU) with Beijing Architecture School, and Yenben Institute of Technology. In 20xx our students have participated in Rome Workshop program and the school is preparing locating a Regular Design Studio Class in the United States. Also, such as encouraging participation of international competitions by providing subsidy to participating students is another venture that school has initiated recently.

2.6 Other Supplements of Self Assessment System

Design Studio Assessment Workshop

The design studio course per each year is operated by independently from other year's, and each year level's design studio curriculum is set up by each year's design studio coordinator. Each year's design studio coordinator is positioned by one of the full-time faculty members. Within each year, all studio classes' works are assessed together, by studio instructors collectively. This is done so to prevent any unfair evaluation of grades. While all instructors of the same year level are gathered, assessments for each studio works naturally occur, and total evaluation of teaching and grading for each student groups are chaired by year level coordinator. At the end of each semester, this assessment and evaluation work occur for 1 to 2 weeks, while it is being conducted, all works are displayed in public area, letting all members of the school to see the process, exchange ideas and opinions. The school believes this event is highly critical and effective process within the array of Self Assessment System of the program.

Degree Project Assessment Meeting

The school's graduation degree project is openly reviewed at the first semester of 5th year student. All full-time faculty members need to participate and total of 3 reviews area conducted. The product of review includes joint team work achievement which is a work of each team composed of 3rd, 4th and 5th year students. At 2nd semester, the degree project show is hosted by the school at designated prominent public space. An open design critique is also conducted by invited reputed practicing architects and critiques. At this event, usually not only students and instructors, but student's parents and family members become spectators of the event. Also, it is important to note that all full-time faculty members of the school must endorse the quality of the student work in order to give right to participate in yearly degree project show of the school.

3. Degree and Curriculum

3.1 Degree

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), and C & P of the KAAB, a "Professional Degree Program" is an undergraduate program of five years or longer, or a graduate degree program required to obtain an advanced degree in architecture. The Department of Architecture under the College of Architecture at XX 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 XX University first opened to incoming students in 20XX. As of Fall 20XX, 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 20XX. 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).

3.2 Framework of the Curriculum

<table>
<tr><td rowspan="6">Credits Required for Graduation 165(175)</td><td rowspan="2">Major Course Credits
112, 116*</td><td colspan="2">Required Major Courses 85, 91*</td></tr>
<tr><td colspan="2">Elective Major Courses 27, 25*</td></tr>
<tr><td rowspan="4">General Studies Course Credits
48</td><td colspan="2">Comprehensive General Studies 18</td></tr>
<tr><td rowspan="3">Department-level General Studies 30</td><td>Department-level Required Courses 9</td></tr>
<tr><td>Department-level Elective Courses 12</td></tr>
<tr><td>Other Elective Courses 9</td></tr>
<tr><td colspan="3">General Elective Courses 5, 1* (15, 11*)</td></tr>
</table>

( ) applies to incoming students between 20XX and 20XX.
* applies to those taking Architectural Design Practice course.

3.2.1 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 200X through 200X 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.

3.2.2 Structure of Curriculum for Major Courses

To qualify for 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 XX U. Architectural 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.

The course completion model offers a systematic framework which includes required major courses assigned to each year and semester, credits allotted to each Study Field 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 the 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).

Program Year	Design		Computer Application	History/Theory	Behavior/ Culture Area	Structure	Environmental Science	Materials & Methods	Professional
1	**Basic Design & Architectural Graphics 1,2** **Idea & Presentation**			**History of Korean Architecture 1** Contemporary Architecture		**Design & Structure in Architecture**			
2	**Architectural Design 1,2** **Site Planning & Design**	Architecture Seminar 1,2	Architecture CAD Computer Aided Architectural Design	**History of Western Architecture** Architectural Analysis	**Architecture as a Cultural System** Housing Design	**Architectural Structure 1** Architectural Structure 2	**Environmental Systems 1**	**Architectural Materials & Methods 1** Architectural Materials & Methods 2	
3	**Architectural Design 3,4**	Design Workshop 1,2		History of Korean Architecture 2 History of Architectural Production	Housing Typology Urban Planning & Design	Architectural Structure 3 **Reinforced Concrete Structure 1**	**Environmental Systems 2**	**Building Construction 1** Building Construction 2	
4	**Architectural Design 5,6**	Professional Practice		History of Oriental Architecture 1,2 Architectural Aesthetics	Environment & Behavior Architectural Planning & Programming	Reinforced Concrete Structure 2 **Steel structure 1**	Environmentally Friendly Architecture Building Service Systems	Building Estimation construction Management	**Professional Practice 1** Professional Practice 2
5	**Architectural Design 7,8s,8**			Architecture in the Modern Era		Steel structure 2 Timber Structure1, 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***

Underlined 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

<Credits & Courses for Study Fields in Architecture>

3.2.3 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, XX University.

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 XX 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).

3.2.4 Interrelationship between Architectural Design & Lecture Courses

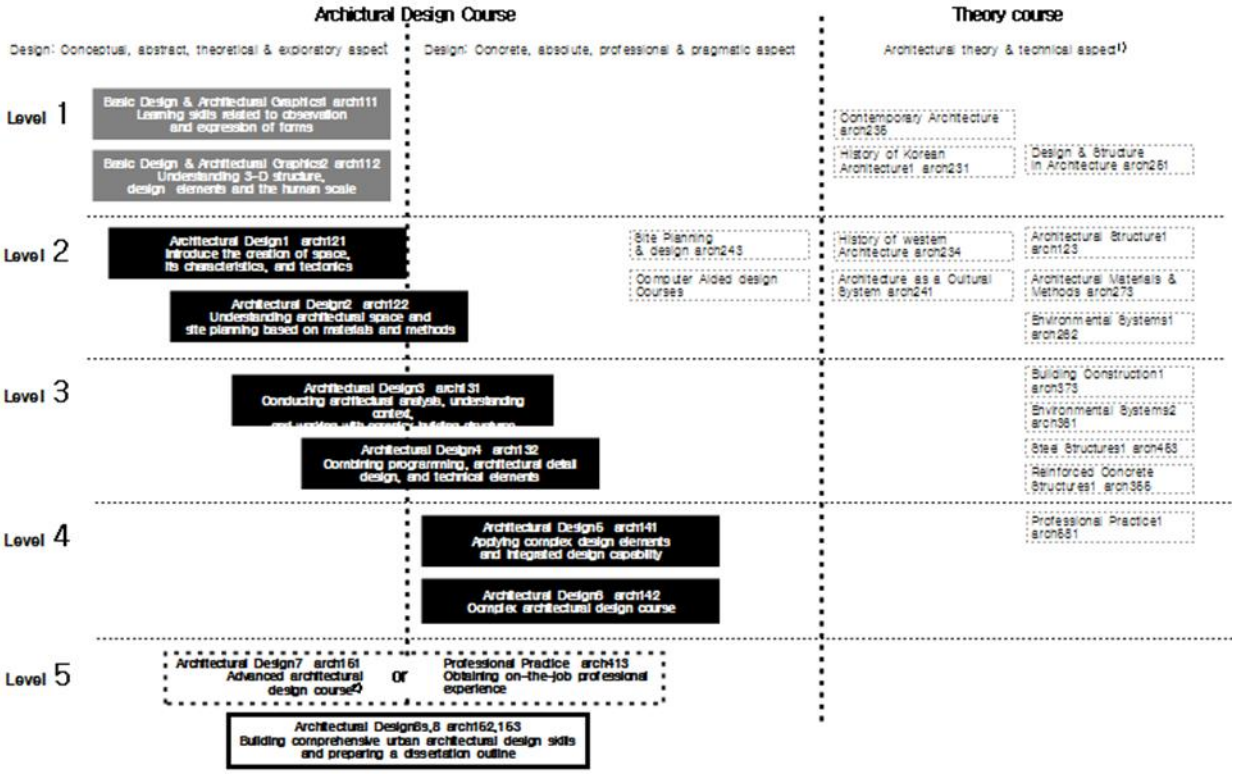
The design education at the Department of Architecture begins with design studio training to nurture basic design skills, study conceptual exploration and identify student creativity. As students advance to a higher level the program introduces them to not only historical/theoretical aspects of architecture 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.

<Relationship between Design & Theory Courses>



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 "Relationship" showing layout that harmonizes the design courses and theory courses.

3.2.5 Elective Courses 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).

3.2.6 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 XX 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.

< General Studies 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

3.2.7 Department Course Model

1st Semester	17
Basic Design & Architectural Graphics 1	3
Idea & Presentation	1
History of Korean Architecture or Choose from history/theory section	3
Design & Structure in Architecture or choose from Department-level Required Courses	3
Comprehensive General Studies	4
Department-level Required Courses	3

2st Semester	19
Basic Design & Architectural Graphics 2	4
History of Korean Architecture or Choose from history/theory section	3
Design & Structure in Architecture or choose from Department-level Required Courses	3
Comprehensive General Studies	6
Department-level Required Courses	3

3st Semester	19
Architectural Design 1	4
Choose 2 from Architecture as a Cultural System, Computer Application Section, or History of Western Architecture	6
Architectural Structures 1	2
Architectural Materials & Methods 1 or site Planning & Design	3
Comprehensive General Studies	4

4st Semester	19
Architectural Design 2	4
Choose 1 from Architecture as a Cultural System, computer Application Section, or History of Western Architecture	3
Environmental System 1	3
Architectural Materials & Methods 1 or Site Planning & Design	3
Department-level Required Courses	6

5st Semester	17
Architectural Design 3	6
Steel Structures 1 or Reinforced Concrete Structures 1	3
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

7st Semester	18(17)	17	18(17)
Architectural Design 5	6	6	6
Professional Practice 1	3	3	3
History/Theory or Behavior/Culture	3	3	3
Choose from structure Section or Professional Section	3(2)	2 structure	2(0) structure
Department-level Required Courses	3	3	4(5)

8st Semester	14(15)	15	14(15)
Architectural Design 6	6		6
Professional Practice		12	
Behavior/Culture Section	3		3
Choose from Structure Section or Professional Section	2(3)		0(2) structure
Department-level Required Courses	3	3	5(4)

9st Semester	14	15(13)	15
Architectural Design 7	6	6	
Architectural Design 8s	3	3	3
Professional Practice			12
Behavior/Culture Section		3(0)	
Department-level Required Courses	3	3	
General Elective Courses	2	0(1)	

10st Semester	11	10(12)	10
Architectural Design 8	6	6	6
Behavior/Culture Section		0(3)	
Department-level Required Courses	3	3	3
General Elective Courses	2	1(0)	1

Total Minimum Required Credits	165		
When Architectural Design 6 is replaced by Professional Practice		165	
When Architectural Design 6 is replaced by Professional Practice			165

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

3.3 Course Grade Criteria and Course Summary

3.3.1 Course Grade Criteria

A. Design Studio Course Grade Criteria

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.

B. Lecture Course Grade Crietria

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 facility, 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.

3.3.2 Course Syllabus

See Appendix part of the APR.

3.4 Curriculum Objectives by Year Level

3.4.1 1st Year Level

The first year of the program consists of required major courses at the basic level and

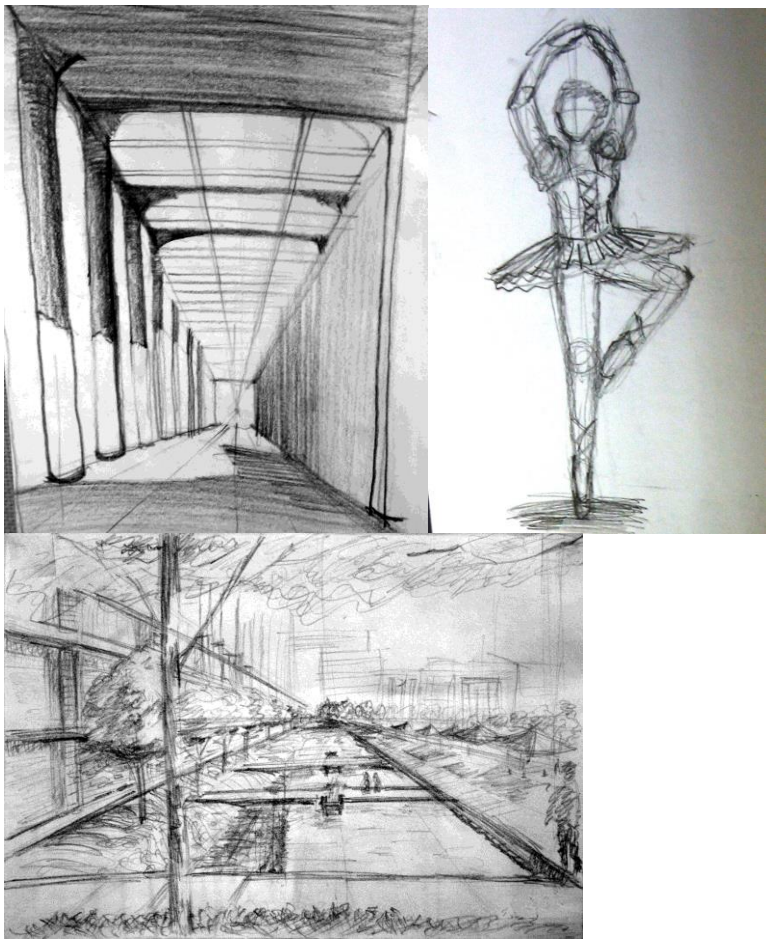
other general studies courses required by the university.

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.

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.

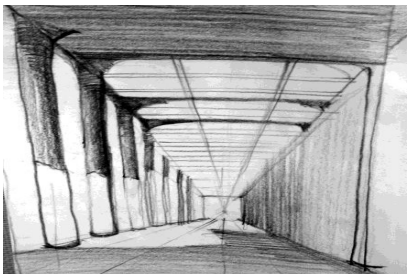
Level 1-2 Basic Design and Architectural Graphics 2

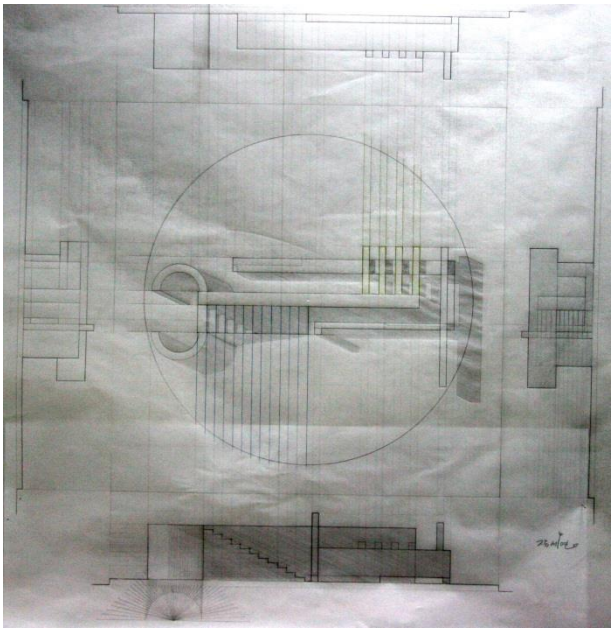
Design Project #1 - Architectural Wall Composition

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.



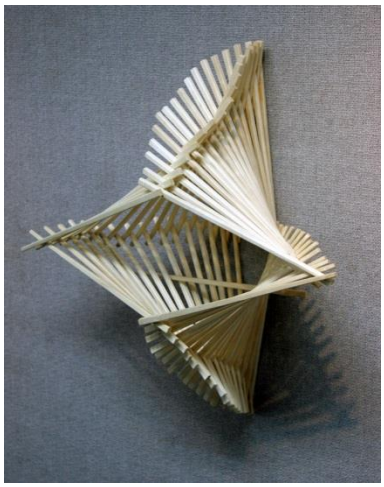


Design Project #2 - Wildlife Shelter Design

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.

3.4.2 2nd Year Level

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.

Level 2-1 Architectural Design 1

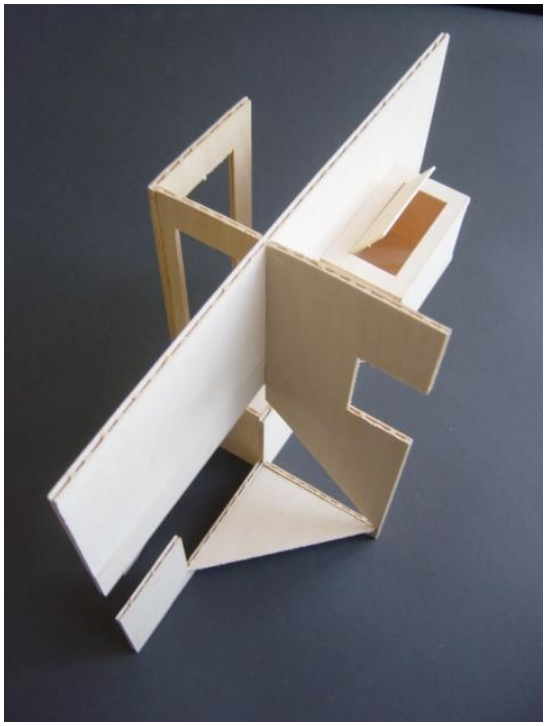
Design Project #1 - Wall House

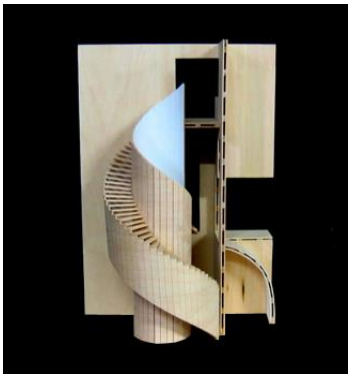
Project Objective:

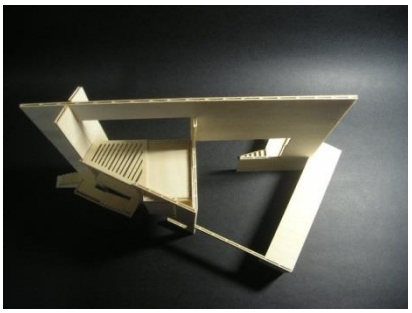
As a continuation of the three-dimensional composition and design training segments of the first year of the program, this assignment is a preparatory course taken prior to the study of full scale architectural design. The basic elements of creative architectural design - ratio, symmetry, asymmetry, 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:

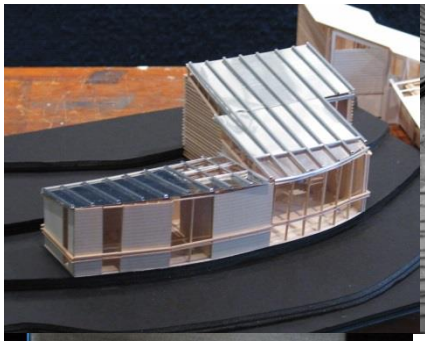
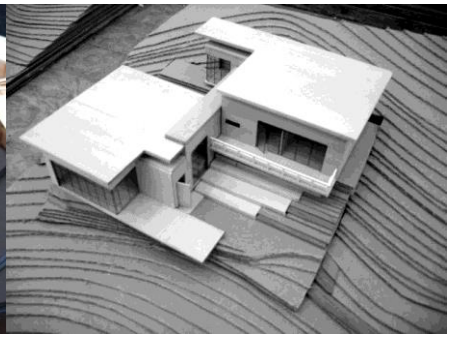
This is the first full scale housing project in which students are to use a program to align complex spatial arrangement, and analyze the environment of a given site and context. The idea of assembly should be reflected in the design concept. To ensure an in-depth understanding and application of the 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 choices 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 accessability 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 programed 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)

3.4.3 3rd Year Level

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.

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.

- Samples -

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

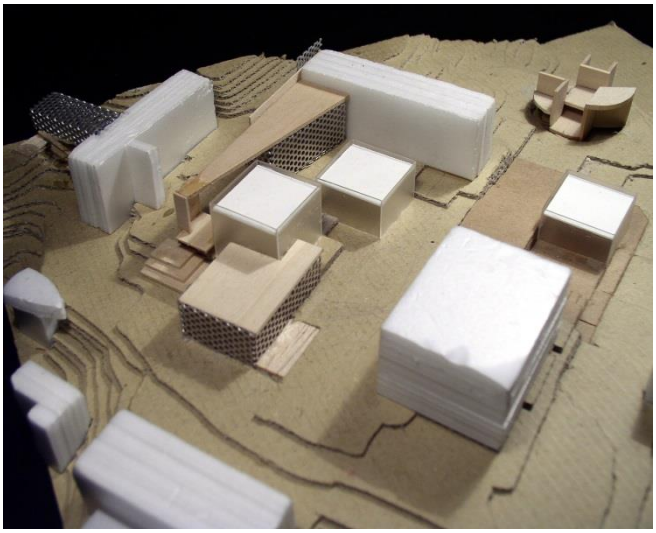
Project Objective:

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)

3.4.4 4th Year Level

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 an 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.

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 XX 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

3.4.5 5th Year Level

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.

Level 5-1 Architectural Design 7

Students may chose 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 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 a 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 arch413

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.

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.

3.5 Operation of Design Studios

3.5.1 Criteria for Studio Session Division and Operations

As of spring 20XX, 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 XX 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.

3.5.2 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 20xx, 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.

3.6 Opportunity for Second Major

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 XX 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 20XX 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 20XX, 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 20XX.

3.7 Special Education Programs

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

3.7.1 Design Workshop Exchange Programs

The academic exchange agreement with XX U. in Italy in August, 20XX 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 XXX 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 XX University and XXX faculty. The annual workshop, which commenced in the summer of 20XX, 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.

3.7.2 Overseas Field Trip Programs

The Field Trip Program which started in the winter of 20XX, 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.

3.7.3 CAMU Architecture & Culture Festival

This festival, which was first held in 20XX, 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.

3.7.4 XX U. 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 20XX, and the 3rd annual competition was held in September 20XX.

3.7.5 Internship Program

Internship in the areas of architectural design, construction, etc. internships receive course credit. Students participating in internship 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 20xx, and four students and five students participated in 20xx and 20xx, respectively.

4. Student Information

4.1 Overview & Regional Distribution of Students

The Department of Architecture at XX University has a yearly quota for the admission of 100 students. In this first semester of 20XX, 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 20XX 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 20XX. According to the regular admission statistics for 20XX, 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 20xx 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 20xx. 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.

<Breakdown of Freshmen by Regional Characteristics>

	200x			200x			200x			200x		
	E	R	Total	E	R	Total	E	R	Total	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

4.2 Analysis of Behavioral Traits in Students

The MBTI test conducted by xx University helps to determine the behavioral traits of each freshman studying architecture. The 20xx, 20xx and 20xx tests show that a lot of students fall under two distinct categories. These are, respectively: ESTJ[1] (12.7%) and ISTJ[2] (12.0%). Both types have a strong sense of reality, are admirably patient and thus capable of doggedly pushing ahead with their work.

<Breakdown of Freshmen by MBTI (Myers-Briggs Type Indicator)>

Type	20xx	20xx	20xx	20xx
ENFJ	-		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	n/a	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

[1] 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.

[2] 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 recognized.

4.3 The Rates of Admission, Average Years of Study

The rate of admissions to applications in 20xx 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 20xx 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.

<Percentage of Admissions to Applications by Year>

		20xx	**20xx**	**20xx**	**20xx**	**20xx**
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		-	-	-	-	-

4.3 Promotion Materials of the Program

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 xx University was published in March, 20xx, 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 20xx, the department plans to update and publish the handbook biennially.

<Cover Page Image of the Catalogues (above)>

4.4 Admission and Transfer Rules; Its Relevance to Program Goals

4.4.1 Admission

The Department of Architecture selects students according to the rules and regulations of xx 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 20xx, 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.

<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

<Selection and Scoring of Students for Early Admission in Spring & Autumn in 20xx>

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.

<Selection and Scoring of Students for Regular Admission in 20xx>

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%)

4.4.2 Transfers

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 XX 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)

The XX 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.)

■ 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

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					100% (100 pts.)		100% (100 pts.)
Special admission for foreigners							

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 XX 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, 20xx).

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, 20xx).

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, 20xx).

④ The average credit requirements for graduation shall be ascertained through those gained at XX 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 20xx. 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 20xx, 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 20xx, 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

4.5 Number of Registered Students, Transfers, Graduates, and Drop-outs

4.5.1 Students by Program Year

The table below summarizes students by year in the spring semester in 20xx. 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 forth 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.

<No. of Students in year 20xx>

			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	-

Above table lists students semester by semester, from 20xx, when the five-year program was launched. Accurate analysis will be possible after 20xx when the first group of the new curriculum graduate. Of the 501 students enrolled in spring semester 20xx, 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 20xx. It is a noticeable fact that the number of five-year program students who enrolled in 20xx shows a remarkable increase. This is because those students who began the new program in 20xx joined the army soon after. Most transferees start in third year. Thus, prior to 20xx, 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 20xx. 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 20xx 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 20xx will follow the four-year programs.

<No. of Students per Semester>

Category		2002		2003		2004		2005		2006	
		S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
5-year course	Quota	100	100	200	200	300	300	400	400	500	500
	E nrolled	102	92	195	168	248	229	298	276	378	
	Transfer	-	-	-	-	4	14	6	7	7	
	Transfer in	0	-	11	-	3	-	14	-	5	
	D ropout	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
	E nrolled	430	456	326	335	233	238	180	180	123	
	Transfer	18	13	6	12	-	-	-	-	-	-
	Transfer in	8	-	-	-	-	-	-	-	-	-
	D ropout	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
	E nrolled	532	548	521	503	481	467	509	456	501	
	Transfer	18	13	6	12	4	14	6	7	7	
	Transer in	8	-	11	-	3	-	14	-	5	
	D ropout	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		

5. Human Resources

5.1 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, 20xx	111 students/8classes	85 students/8classes	79 students/classes	23 students/2classes	-	298 students/25 classes	11.92
1st semester, 20xx	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 20xx and 16 students from one class in the first semester of 20xx. These individuals were excluded from the total above.

5.2 Educational Hours per Design Credit

Until the second semester of 20xx, 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 20xx, 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 20xx, 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 teaching hours per student>

Year	2nd semester – 20xx			1st semester – 20xx		
	Average Number of Students Per Design Class	Teaching Hours per Week (Hours)	Teaching Hours per Student (Minutes)	Average Number of Students per Design Class	Teaching Hours Week (Hours)	Teaching 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.

5.3 Teaching Workload of the Faculty

The teaching workload of full-time professors, in accordance with the regulations of xx 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-20xx	1st semester-20xx		
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
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 Leave)	(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

5.4 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 20xx, 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 20xx, there are 32 design classes and the number of faculty members coordinating these classes is 34, eight of whom are full-time professors.

5.4.1 List 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.	Luvin 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)

5.5 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 20xx, 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 20xx, 25 are lecturers (17 adjunct professors and 8 part-time lecturers), and all of them hold licenses on registered architect.

5.5.1 List Lecturers

Following pages list detail information of lecturers of the program.

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 Arhitectural 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, Daeryoong 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

5.5.2 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 20xx are as follows:

<List of lectures and critiques for design studios in 20xx>

Semester	Year	Date	Professor of the design course	Invited lecturers	Contents
1st semester, 20[redacted]	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
		May12	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, 20[redacted]	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

5.6 Administrative and 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 20xx, there are six teaching assistants and ten research assistants.

<Status staff for 20xx>

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

6. 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 20xx with a total area of 3,012㎡, 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 20xx 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.

6.1 Design Studios

All of the design studios are 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 20xx, 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 studio space.

6.2 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.

6.3 Library (Information Resource Center)

Access to architecture-related materials is possible through the Information Resource

Center located on the 2nd floor of the newly built College of Architecture building, and at the Central Library. The Information Resource Center, for exclusive use by the College of Architecture, is 86.40㎡ 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.

6.4 Review and Exhibition Space

The Department of Architecture has an exhibition hall (298.97㎡) used jointly by the Division of Design. Other areas for exhibition include the Open Design Room (93.78㎡) on the first floor of the main building and the Lobby Exhibition Room (70.06㎡). 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.

6.5 Lecture Halls

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 257.04㎡, 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 (310.28㎡, 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.

6.4 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 36.72㎡ 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.

6.5 Computer and Printing Facilities

The Department of Architecture has a computer center (95.04㎡ area) and a printing center (49.68㎡) 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.

6.6 Model Workshop, Photo Lab

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 73.44㎡. Prior to using the Model Workshop, students must undergo safety training related to the use of the equipment.

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 20xx, and is planning activities related to the photography of architecture and production, with the backing of the Department of Architecture.

6.7 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 (84.10㎡) 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.

6.7 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 73.44㎡. 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 (36.72㎡) 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 20xx 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.

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.

Following pages shows detail lists and floor layouts.

<Exclusive facilities for the Department of Architecture>

Name of the room		Location	Exclusive Area (㎡)			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, 3nd, 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		**4114.01㎡**						

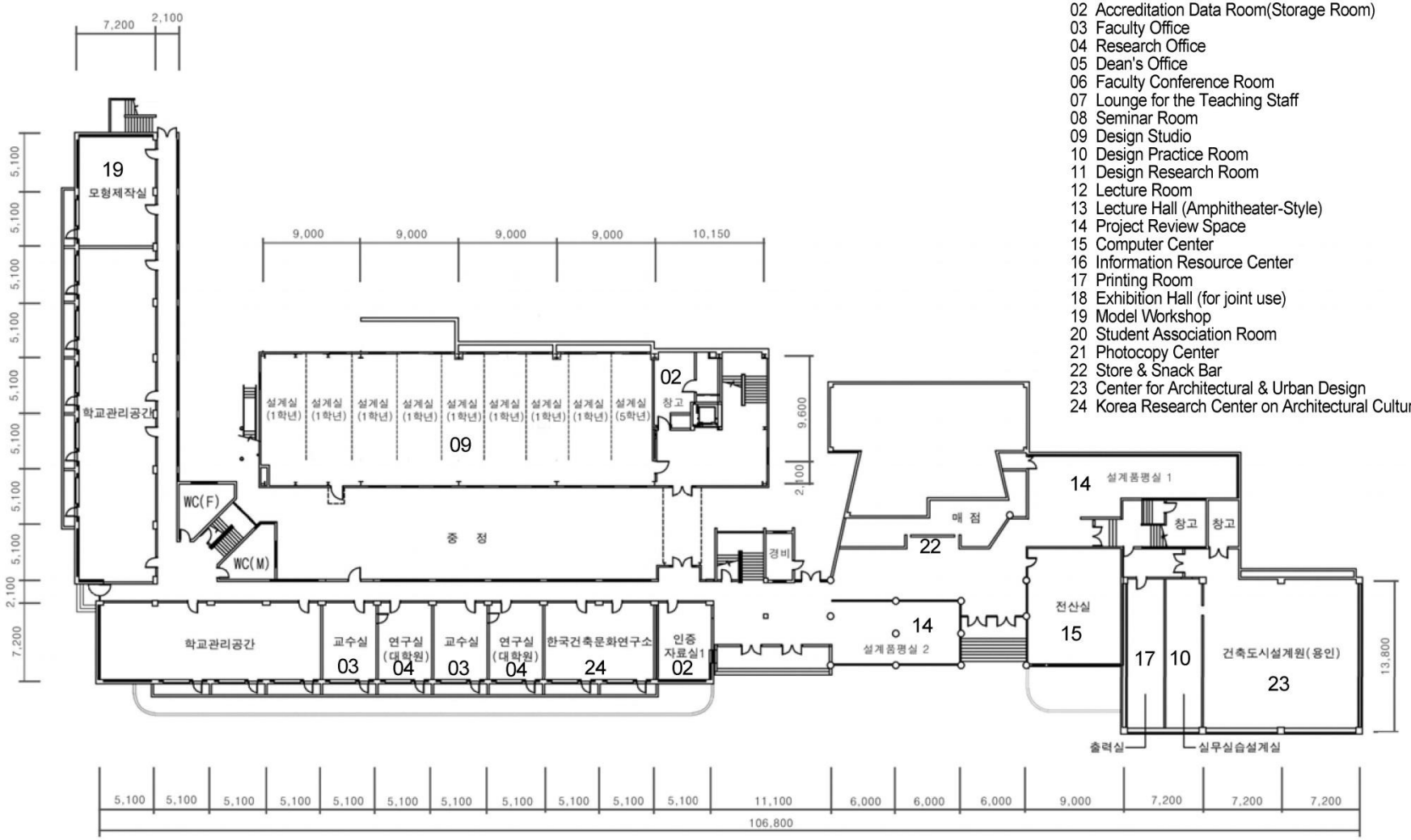
<Number of facilities and equipment per room>

Category		Location	Floor Area (㎡)			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 (h1.7.5m); 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 Plans (multiple pages)>

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: 1st floor, College of Architecture

7. Information Resources

7.1 Types of Available Libraries

There are many information resources available to students in the Department of Architecture at XX University. The Central Library is located in the Sciences Campus (XX) of XX 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.

7.2 Collections in Each Library

7.2.1 Books and Periodicals

1) University Collections (as of Dec. 1, 20xx)

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 of Each Library (all as of Dec. 1, 20xx)

As of December 20xx, 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.

<The Central Library>

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

<The Seoul Library>

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

<The College of Architecture Library>

Books					Periodicals				
Dewey Decimal Numbers		Subject	Volumes	Titles	Dewey Decimal Numbers		Subject	Volumes	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

7.2.2 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 20xx, 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. (following are all as of Dec. 1, 20xx)

<The Central Library>

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

<The Seoul Library>

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

<The College of Architecture Library>

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.

7.3 Library Operations

7.3.1 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 20xx, 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.

7.3.2 Search Systems 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.

7.3.3 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 20xx, and according to xx University's publicly released budget for 20xx, announced on the website, is □1,876,049 in 20xx. 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 20xx, 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 20xx, 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	20xx school year	20xx 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 20xx to 20xx 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 20xx, □38,976,370 was used for the purchase of 781 volumes from within and out of Korea. In 20xx, 1,281 volumes (worth □56,533,030 used) were purchased, and in 20xx, 207 volumes (worth □5,281,000) were purchased. The book list to be purchased in 20xx has been finalized, and □52,000,000 has been appropriated for the purchase of books, which will be completed by the end of the first semester of 20xx.

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 20xx) has been signed with a Korean import agency.

8. Financial Resources

8.1 The Operating Budget

The Head Office of xx 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. XX'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 or 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 20xx, 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 Subsidy for the Department of Architecture
in the first semester of 20xx>

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 20xx)	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

8.2 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 XX 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".

XX U. 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 20xx to 20xx. In September of 20xx, 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 XX University and the University of Venice.

XX 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 20xx to 20xx. 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.

8.3 Scholarships

Students within the Department of Architecture are eligible for consideration for scholarships administered by XX 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:

8.3.1 Types of Scholarships Available at XX 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: ☐550,000 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) XX 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)

8.3.2 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 20xx, for outstanding students selected according to specific criteria. Since 20xx, assistance has been granted to students participating in the joint design workshop sponsored by XX Univeristy and the University of Venice.

Scholarship recipients	Number of Scholarship Recipients at XX 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 - 20xx	5	5	27	2	1	11	2	-	-
Semester 2 - 20xx	6	6	18	2	0	15	2	33	-
Semester 1 - 20xx	4	4	18	2	0	9	2	15	12
Semester 2 - 20xx	7	7	29	2	1	9	2	28	-
Semester 1 - 20xx	7	7	23	2	1	17	2	20	10
Semester 2 - 20xx	10	10	28	2	1	72	-	20	-
Semester 1 - 20xx	8	7	23	2	undecided	68	-	undecided	undecided

8.4 Comparative Data of Annual Expenses per Student with 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 XX University), laboratory expenses are provided at a higher proportion per-student to the Department of Architecture.

<Comparison of the Budget Usage compared with other departments>

Category		Department of Architecture	Department of Civil and Environmental Engineering	Division of Design
2nd semester - 20xx	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 - 20xx	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

9. Research Development

9.1 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 (20xx-20xx).

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	20xx	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	20xx	Construction Management	②	
Architecture Education Program Development for International Accreditation	Young-soo Chung	Commissioned Research	20xx	Architectural Design	①	Center for Architectural & Urban Design
Construction Input System and Construction management System	Young-soo Chung	Commissioned Research	20xx	Construction Management	②	
Architectural Planning and Architectural Economics Education at US Architecture Graduate Schools	Junsuk Lee	Commissioned Research	20xx	Architectural Design	①	
Discussions on Architectural Planning for Health Clinics	Myeong-joo Lee	Commissioned Research	20xx	Architectural Design	③	
Automatic Assessment System for Design Plans to Be Used for Architect Qualification Exam	Sang-hyun Lee	Commissioned Research	20xx	Architectural CAD	①	
Research Proposal for the Development Plan of Jeongdongjin Station Area	Sang-hyun Lee	Commissioned Research	20xx	Architectural Design	①	
Research on Automatic Checking System Development on Architectural Regulation	Sang-hyun Lee	Commissioned Research	20xx	Architectural CAD	①	
[Center for Architectural & Urban Design] Development and Establishment of Design Information DB System	Sang-hyun Lee	Commissioned Research	20xx	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	20xx	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	20xx	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	20xx	Architectural Design	②	The Institutes of Korean Architectural Culture
Mac, Kyunggi-do Siwon	Hong-sik Kim	Commissioned Research	20xx	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	20xx	Architectural Design	②	The Institutes of Korean Architectural Culture
Design Project for Traditional Green Tea Ceremony Experience Hall	Hong-sik Kim	Commissioned Research	20xx	Architectural Design	②	The Institutes of Korean Architectural Culture
Design Change of Exposed Exhibition at Dae-Seong Dong	Hong-sik Kim	Commissioned Research	20xx	Architectural Design	②	The Institutes of Korean Architectural Culture
Excavation Research on 의릉 Restoration Project	Hong-sik Kim	Commissioned Research	20xx	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	20xx	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	20xx	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	20xx	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	20xx	History of Korean Architecture	②	The Institutes of Korean Architectural Culture
Basic Design Plans for Cheon-An Folk Museum	Hong-sik Kim	Commissioned Research	20xx	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	20xx	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	20xx	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	20xx	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	20xx	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	20xx	Architectural Design	③	The Institutes of Korean Architectural Culture
Excavation Investigation Project on Jeolla Usuyoung Site and Bukmun Site	Hong-sik Kim	Commissioned Research	20xx	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	20xx	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	20xx	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	20xx	Architectural Design	③	
Design and Planning Project for the Noryangjin Wholesale Produce Market	Seok-cheol Kim	Commissioned Research	20xx	Architectural Design	③	
Development Plan and Preliminary Feasibility Investigation for the 00 New Town in Gangwon Province	Seok-cheol Kim	Commissioned Research	20xx	Urban Design Theory	①	

8.2 The Relationship between Research Activities and The Program

1) Collaboration between Research Projects and Curriculum

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.

8.3 Relationships 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, refers to the strategy outlined in 'Strategic Plan' Chapter. 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.

Part III. Educational Outcome

10. Student Performance Criteria (SPC)

10.1 Course Distribution and Their Interrelationships

10.1.1 Overview of Curricular Goals and Content

In conformance with its academic mission, the Architecture Department's curricula seek to support 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 latest KAAB's 30 required performance criteria (italic) and a 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 below are courses indicated in the matrix for the Student Performance Criteria.)

> ***01. Oral and Literal Communication***
> *Ability to communicate architectural ideas in writing and speech, and the ability to communicate in a foreign language.*

Developing speaking and writing, critical thinking skills are fostered by Required General Electives such as Thinking & Expressing, and English. Also, Introduction to Architecture course train such skill sets by oral presentation and written reports of subject area. All Design courses generally supports this criterion while the end sequence at 5th level, the outcome of student work heavily rely on student's acquired ability of this criterion throughout past 5 years.

> ***02. Various means of expression***
> *Ability to express architectural ideas appropriately by means of various media such*

as sketch, model, drawing, writing, and digital drawing.

The program considers this skill and ability as fundamental to architectural students, therefore it is trained throughout the all design studio sequences in all year level.

03. Architecture, Science, Technology, and Fine Art
Understanding of the relationship among architecture, science, technology, and fine art.

This criterion is covered by East Asian Art and Aesthetics at the beginning year of study, by discussing outside realm of Architecture. Afterwards, students will get exposed to much intense learning of related issues through Western Architecture, Korean Architecture, and Modern Architecture. For the relations to science and technology, Understanding of Structure, Structural System classes expose students with related topics. Also, studio class such as Architectural Forms provide on-hand experience of creativity and Architectural CAD course foster students with technical and application aspect of design exercise in Architecture.

04. World History of Architecture and Tradition
Understanding of architectural history of the world and the diversity of tradition.

This criterion is covered mainly by history/theory compulsory courses such as Western Architecture, Korean Architecture, and Modern Architecture. Also, at the design studio course of Architectural Design Studio 3 deals with design precedent studies with short design exercise, which give emphasis on importance of modern development of architectural tradition and vocabulary of forms.

05. History of Korean Architecture and Tradition
Understanding of the unique philosophy of Korean architecture and cultural tradition.

The knowledge and related issues of this criterion is covered by compulsory course of Korean Architecture.

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

This criterion requires variety of relating knowledge and exposure of applying knowledge in various social circumstances. The program foster base knowledge for students by courses of Western Architecture, Korean Architecture, Modern Architecture and Architecture and Culture courses, and at Urban Housing Planning raises issues of challenging and complex social circumstances usually borne surrounding urban developments.

07. Human behavior

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

The Primary knowledge and fundamental theory is learned at Architecture and Culture, and issues on basic design application of human characteristics are exercised at Design and Expression 2, Architectural Design Studio 1 & 2.

08. Sustainable City and Architecture

Understanding of the sustainability of city and architecture.

The Primary knowledge and fundamental theory is learned at Environmental System 1, and Site Planning. At Urban Housing Planning, students get exposed to much complex and issues relating to large scale urban developments. Also much practical design issues are exercised at comprehensive designs of Architectural Design Studio 6.

09. Form and Spatial Organization

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

Fundamental related theories are introduced at Understanding of Architectural Space. Also, the program considers this criterion as part of basic exercise of all Architectural Design Studio classes.

10. Analysis and Programing

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

Since this criterion is considered as part of basic design skills, Architectural Design Studio 3 and 7 most heavily deal with analysis of designs and programing exercises among other design studio classes.

11. Historical and Cultural Context of a Site

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

At Architectural Design Studio 3, the given site is studies in variety of aspects, including context & historical substances within the city. Likewise in Architectural Design Studio 6, similar issues are studies for much larger scale site for the project. Also, Architectural Design Studio 4 and 5 includes related issues at the beginning stage of the design project.

12. Site Preparation

Ability to formulate a design concept based on the understanding of the cultural and historical context of a site, systematically analyze and assess the acquired data and information acquired, and implement the findings into the design resolution.

The Primary knowledge and fundamental theory is learned at Site Planning. Since the program considers this criterion to be repeatedly exercised, Architectural Design Studio 2, 3, 4, 5, 6, 7 courses includes related issues in each design project.

13. Barrier Free Design

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

The Primary knowledge is discussed at Building Codes, while design project exercise is dealt at Architectural Design Studio 4. Also, Architectural Design Studio 2 and 5 includes this exercise as part of the design outcome. Also at the Site Planning course discuss relating issues as part of outdoor space planning.

14. Safety, Fire Protection and Emergency Egress

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

Technical issues of this criterion is covered and introduced at Environmental System 2. Also, overall requirement concepts are dealt at Building Codes. At Architectural Design Studio 5, design exercise includes complex issues of this criterion. Also, at the end of Architectural Design Studio 8, in depth analysis of issues of this criterion is performed and exercised.

15. Integration of Building Systems in Design

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

The primary exercise and exposure to complex problem solving skills in design are dealt at Architectural Design Studio 5. At Architectural Design Studio 4, students are exposed by forming a complete wall section of their design project to get prepared for the in-depth exercise of following year. In addition, fundamental base knowledge relating this criterion is learned at Structural System, Materials and Methods, Environmental System 1 and 2.

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

Ability to assess and make changes or maintain the form or functions of existing

buildings to renovate, rebuild, remodel and/or repair.

While basic concepts and knowledge relating to this issue is learned at Materials and Methods, at Architectural Design Studio 3 and 4 deal this issue in each students' project design problems.

17. Design of Architecture and City

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

The Primary knowledge and theories relating this criterion are dealt and discussed at Urban Housing Planning. The issues at design challenge and solving into project design are covered at Architectural Design Studio 6 and partially at 7.

18. Integrated Design

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

The integrating exercise of complex design issues are mainly dealt at Architectural Design Studio 7, while composing a degree project of each student. However, at Architectural Design Studio 5 primarily covers design issues of this criterion beforehand. Also, at Architectural Design Studio 8 covers overall integration into a design report.

19. Principles of Building Structural Engineering

Understanding of the basic theories and principles of forces and building structure.

Basic concepts and knowledge of this criterion are covered by Understanding of Structure, emphasizing main principles. Also Structural System course provide further knowledge and skill sets.

20. Structural System

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

Basic concepts and knowledge is covered by Structural System emphasizing principles. Also Understanding of Structure course provide surrounding base knowledge.

21. Sustainable Means of Environment Control

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

Overall and fundamental concepts are discussed and learned at Environmental System

1, while in depth application and practical issues are discussed at Environmental System 2.

22. Environment Control Systems

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

Overall and fundamental concepts are discussed and learned at Environmental System 1, while in depth application and practical issues are discussed at Environmental System 2.

23. Building Service Systems

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

Basic concepts and knowledge is covered by Environmental System 2. Also Environmental System 1 course provide supporting foundation knowledge of the criterion.

24. Application of Computer Technology

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

Basic concepts and knowledge, and practical usage of major sets of CAD software are covered by Architectural CAD. Also at Understanding Structure, Materials and Methods, and Building Construction discuss usage or application of computer information technology in practices of each field.

25. Building Materials and Recycling

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

The primary concept and knowledge are learned at Materials and Methods, and related issues are covered at Building Construction class. Also exercises by design projects are handled at Architectural Design Studio 5.

26. Construction Procedure and Construction Management

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

Basic concepts and knowledge are covered mainly by Building Construction. Also Materials and Methods course provide surrounding foundation knowledge.

27. Ethics of Architects and Professional Obligation

Understanding of the ethics, responsibility and professional obligations to client and society.

The Professional Practice course mainly covers basic knowledge and concepts for this criterion. Also, at Architecture and Culture and Building Codes courses discuss surrounding issues in related topics.

28. Project Carry out and Role of Architects

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

The Professional Practice 1 course discusses variety of precedent studies as well as covering basic knowledge and concepts for this criterion. Also, at Building Codes course discusses surrounding issues in related topic.

29. Building Code and Regulation

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

The Building Codes mainly covers basic knowledge and concepts for this criterion. While at Architectural Design Studio 5, students gain actual application of the knowledge through design exercises of own project. Also at Architectural Design Studio 7, code application is verified at each degree design project.

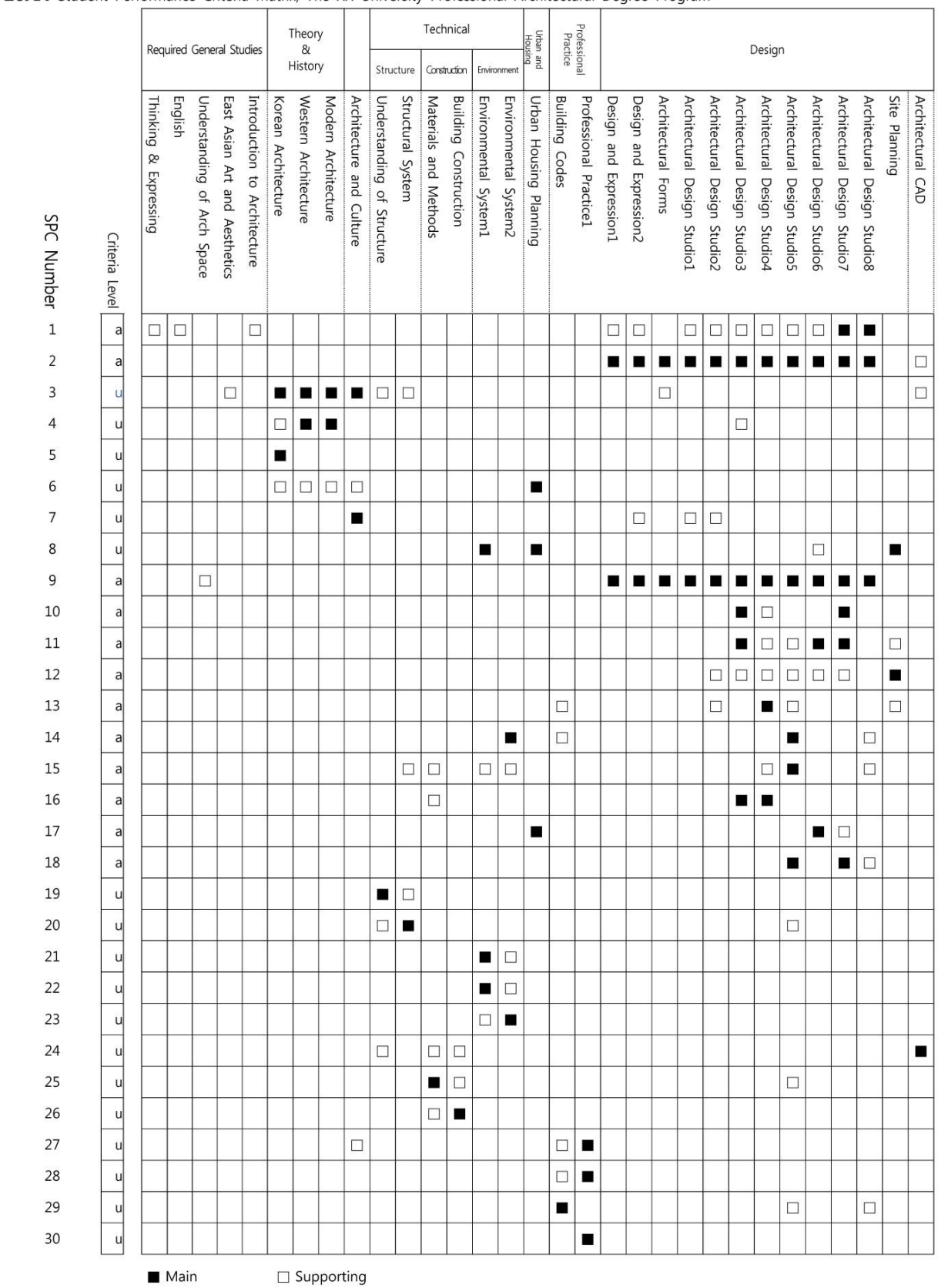
30. Operation and Management of Architectural Practice

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

Exercise includes owning and operating own business by each student, the student has to resolve related issues and present with resolutions and discussions at Professional Practice 1 course. Students are given a task of forming an enterprise of architectural design; various issues at variety of stages are discussed and dealt with.

10.2 Matrix of Student Performance Criteria (Compulsory Courses)

20XX Student Performance Criteria Matrix, The XX University Professional Architectural Degree Program



10.3 Matrix of Student Performance Criteria (Elective Courses)

(Same format as previous page, listing elective or optional courses of the program.)