

Korea Architectural Accrediting Board

KOREA ARCHITECTURAL ACCREDITING BOARD

KAAB Conditions & Procedures

For Professional Degree Programs in Architecture

2024 Edition



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For Professional Degree Programs in Architecture

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CONDITIONS & PROCEDURES

1. Introduction of the KAAB and an Overview of the Accrediting Procedures
2. Conditions for Accreditation
3. Architecture Program Report (APR)
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1. Introduction of the KAAB and an Overview of the Accrediting Procedures

1.1 Introduction to the Korean Architectural Accrediting Board

(1) Mission of KAAB

The Korea Architectural Accrediting Board (hereinafter referred to as “KAAB”) was established to accredit professional architectural education programs (hereinafter referred to as “architectural programs”) that meet the minimum educational requirements for the licensure of architects as demanded by society. The KAAB provides educational standards and guidelines for architectural programs, coupled with accreditation and consultancy services. The aim is to develop international-level architectural professionals who possess creativity, ethics, and leadership, underpinned by expertise in architectural design and an understanding of the architectural industry’s structure. The ultimate goal of KAAB is to improve the quality of architectural education and enhance the understanding of architecture’s social role. This contributes to the development of the entire architectural industry and strengthens national competitiveness.

(2) Introduction of the Architectural Accreditation

The Korea Architectural Accrediting Board was established in 2004 following extensive preparations led by the Federation of Institutes of Korea Architects (FIKA), a coalition of three key national architectural organizations (Architectural Institute of Korea, the Korean Institute of Registered Architects, and the Korean Institutes of Architects). In 2005, the KAAB received its authorization from the Ministry of Construction and Transportation (now the Ministry of Land, Infrastructure, and Transport) and formally announced its accreditation Conditions and Procedures, commencing its inaugural accreditation project with the acceptance of candidacy applications in the fall of the same year. As the sole accreditation body for architectural education programs in Korea, the KAAB evaluates and accredits programs based on these Conditions and Procedures. It is a global trend to specify graduation from an accredited architectural education program as a prerequisite for registration as a professional architect.

The KAAB maintains its form as an independent private corporation to ensure the autonomy and originality of university education. Furthermore, with the amendment of the relevant domestic Architect Act¹⁾, passing an accredited architectural education program has become a mandatory requirement for the architectural license examination. The KAAB has been designated²⁾ by the Ministry of Education as an evaluation and accreditation body for each academic field under the Higher Education Act, thus establishing a systematic foundation and gaining recognition for its accreditation work.

Accreditation of architectural education is voluntarily sought by individual education programs for the qualitative enhancement and maintenance of educational standards. The KAAB adheres to a peer review process, involving member organizations, to ensure fairness and transparency in accreditation outcomes. In pursuit of educational excellence, fairness in evaluation, and the autonomy of architectural education programs, the KAAB performs accreditation based on the following principles:

- The Korea Architectural Accrediting Board operates within a framework that ensures its independence.
- The member organizations constituting the KAAB are responsible for the body's operation and development, based on continual self-assessment.
- The accreditation review process involves site visits by the KAAB's visit teams to evaluate architectural education programs, with a focus on outcome-based assessment.
- These reviews are conducted impartially by members of the organizations comprising the KAAB, with most accreditation procedures involving participation from the applying architectural education programs.
- The accreditation process is predicated on the understanding and agreement of the applying architectural education programs with the accreditation Conditions and Procedures previously published by the KAAB.

The KAAB encourages the autonomy and specialized evolution of architectural education programs, underpinned by its independent operational and assessment methodologies. This strategy is in harmony with the national paradigm of self-assessment and development for higher education institutions. Moreover, the accreditation conditions, procedures, and guidelines of the KAAB are devised on a level of expertise and fairness

1) Amended on May 30, 2011, and implemented on May 31, 2012

2) First in May 31, 2012

in evaluation that achieves recognition at both the national and international levels. The establishment principles and execution policies of the KAAB's accreditation mirror the educational goals of the Canberra Accord, an international agreement for mutual recognition in professional degree programs of architecture, and the UNESCO-UIA Charter for Architectural Education³⁾. As a body representative of these criteria, the KAAB upholds the responsibilities and powers conferred by these extensive international accords.

1.2 Overview of the Accreditation Process

- **Applying for Candidacy status for Accreditation**

Architecture programs seeking initial accreditation must submit a candidacy status for accreditation application to the KAAB in a prescribed format. This is essential to demonstrate that the program meets the minimum requirements set forth by the KAAB.

- **Submission of Application for Accreditation**

Programs aspiring for accreditation and granted candidacy status must submit an accreditation application to the KAAB in the prescribed format. For programs already accredited and seeking continuing accreditation, reference should be made to “4.1 Application for Accreditation” as outlined in the KAAB's Procedures.

- **Application Receipt and Visit Team Formation**

The KAAB evaluates whether the program applying for accreditation has met the minimum qualifications for granting accreditation, along with addressing the recommendations for improvement identified during the candidacy qualification review. The approved program prepares the Architecture Program Report (APR). The KAAB Accrediting Task Force assembles a five-member accreditation visit team (hereinafter “visit team”) including the visit team chair and, in consultation with the program, determines the schedule for the accreditation visit. The Accrediting Task Force informs the visit team of their responsibilities and duties and conducts the necessary training.

3) The Objectives of Architectural Education, UNESCO-UIA Charter of Architectural Education Rev.2023

- **Submission of the Architecture Program Report (APR)**

The applying program submits the Architecture Program Report (APR) to furnish the necessary materials for the visit team's accreditation evaluation. For details on the contents to be included in the APR, refer to "3. Architecture Program Report."

- **Review of the Architecture Program Report (APR)**

The visit team reviews and evaluates the APR submitted by the applying architecture program. If any sections are insufficiently detailed, the visit team may request additional information. Once the visit team approves the APR, the applying program proceeds to prepare for the accreditation visit.

- **Site Visit of the Program**

Once the accreditation site visit schedule is finalized, the applying program prepares the information and materials needed for the visit team's visit (for information and materials required by the visit team, refer to "4. Accreditation Procedures"). The Visit team conducts the accreditation site visit according to the planned schedule and agenda.

- **Submission of the Visit Team Report**

The visit team prepares the Visit Team Report (VTR) based on the results of the accreditation visit. The drafted VTR undergoes a factual accuracy review process by the applying program. The visit team chair then submits the confidential recommendation on accreditation status and conditions, along with the final VTR agreed upon by both the program and the visit team, to the KAAB. The recommendations regarding accreditation status and term of accreditation are treated as confidential.

- **Evaluation of Visit Team Work**

Programs undergoing the accreditation site visit compile an operational evaluation report to assess the appropriateness of the conducted site visit and submit it to the KAAB.

- **Deliberation of Terms and Conditions of Accreditation**

The Accreditation Committee of the KAAB conducts the final deliberation on the accreditation status and conditions based on the VTR, confidential recommendation, and all materials previously submitted by the program. The results of this deliberation are presented to the Board of Directors, who provide the final endorsement. This decision is then communicated to the applying program.

- **Reconsiderations**

If an applying program has an objection to the accreditation decision, it may appeal to the KAAB Board. Reconsiderations are permissible when a program under continuing accreditation receives a term of accreditation other than six years, such as a four-year accreditation. The Board will notify the applying program of the outcome of the appeal.

- **Annual Report**

All accredited architecture programs are required to compile and submit an annual report by the end of March each year.

- **Continuing Accreditation**

All accredited architecture programs must apply for continuing accreditation within the validity period of their accreditation to maintain their accredited status.

2. Conditions for Accreditation

The aims of this Charter are that it be used, in the first instance, for the creation of a global network of architectural education within which individual achievements can be shared by all, and that it will enhance the understanding that architectural education addresses some of the most significant environmental and professional challenges of the contemporary world.

UNESCO-UIA CHARTER FOR ARCHITECTURAL EDUCATION, 2023 Rev. of the 2021 Edition

The architecture education pursued by KAAB as a professional degree program⁴⁾ is based on the premise that it should be matured within an environment of academic research, going beyond simple knowledge and technical skill education, in close relation with the research and educational functions of universities seeking continuous development. KAAB aims to nurture international-level architectural professionals with creativity, ethics, and leadership based on the professional knowledge of architectural design and understanding of the architectural industry structure. KAAB provides educational standards and guidelines for architecture programs, conducts accreditation reviews, and offers consultation to enhance the development of architectural education and understanding of architecture's social role. It aims to contribute to nurturing architects and professionals in related fields with fundamental knowledge and skills. Furthermore, Completing a KAAB-accredited architecture program grants eligibility for the mandatory practical training required to take the architectural license examination as stipulated by the revised National Architect Act⁵⁾. The professional degree⁶⁾ in architecture obtained through this accredited education will also be recognized equivalently in other countries with similar accreditation systems.

Therefore, any architecture program seeking KAAB accreditation must establish a demand-driven and outcome-based educational system that ensures students acquire the following core competencies by graduation. This must be achieved in a manner that aligns with the academic identity and founding goals of each university, and the program must explicitly state how these objectives are met through its unique methods, without conflicting with its academic mission and goals.

4) In Korean: 전문학위과정

5) [Revised May 30, 2011] [Effective May 31, 2012] [Act No. 10756, May 30, 2011, Partial Amendment]

6) Five-year undergraduate degree programs, combined/integrated bachelor's and master's degree programs, or graduate programs of at least two years.

The following core competencies should be achieved through Part 3, the Learning Outcomes of the architecture program, based on the KAAB Conditions for Accreditation Parts 1 and 2 that all professional degree programs are required to meet.

01. Ability to create architectural designs that satisfy both aesthetic and technical requirements.
 02. Adequate knowledge of the history and theories of architecture and the related arts, technologies and human sciences.
 03. Knowledge of the fine arts as an influence on the quality of architectural design.
 04. Adequate knowledge of urban design, planning and the skills involved in the planning process.
 05. Understanding of the relationship between people and buildings, and between buildings and their environment, and of the need to relate buildings and the spaces between them to human needs and scale.
 06. Understanding of the profession of architecture and the role of the architect in society, in particular in preparing briefs that take account of social factors.
 07. Understanding of the methods of investigation and preparation of the brief for a design project.
 08. Understanding of the structural design, construction and engineering problems associated with building design.
 09. Adequate knowledge of physical problems and technologies and of the function of buildings so as to provide them with internal conditions of comfort and protection against the climate.
 10. Design skills necessary to meet building users' requirements within the constraints imposed by cost factors and building regulations.
 11. Adequate knowledge of the industries, organizations, regulations and procedures involved in translating design concepts into buildings and integrating plans into overall planning.
 12. Understanding of professional and disciplinary responsibilities toward human, social, cultural, urban, architectural, and environmental values as well as architectural heritage --including the health, safety, and welfare of the public; and the physiological and psychological aspects of public health and well-being. These responsibilities also include a commitment to equity, diversity, and inclusivity in both the content and the context of architectural instruction.
 13. Knowledge of the means of achieving ecologically responsible design,
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environmental conservation, and rehabilitation, with a focus on relevant aspects of the 17 United Nations Sustainable Development Goals (Reference:<https://sdgs.un.org/goals>).

14. Ability to demonstrate a creative competence in building techniques, founded on a comprehensive understanding of the disciplines and construction methods related to architecture.
15. Knowledge of project financing, project management, cost control and methods of project delivery.
16. Understanding of research and pedagogical methodologies, including those of transdisciplinary knowledge action and knowledge transferability as inherent parts of architectural learning, for both students and teachers.

Architecture programs seeking accreditation from the KAAB must satisfy detailed criteria structured into three parts (Part I Through III), in alignment with the Architect Act. These programs should be a minimum of five-year full-time professional degree programs, either a five-year undergraduate degree course or a two-year (or longer) master's degree course, linked to the architectural qualification guidelines stipulated in the revised Architect Act.

Part I. KAAB Perspectives on Architectural Education

- 2.1 KAAB Perspectives on Architectural Education
 - 2.1.1 Architectural Education and the Institution
 - 2.1.2 Architecture Education and the Students
 - 2.1.3 Architecture Education and the Architect
 - 2.1.4 Architecture Education and Society

Part II. Educational Program and Resources

- 2.2 Educational Objectives of Architectural Program and Curriculum
- 2.3 Student Information
- 2.4 Research Development and Human Resources
- 2.5 Physical & Information Resources
- 2.6 Financial Resources

Part III. Learning Outcome

- 2.7 Performance Criteria
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2.7.1 Self-Assessment

2.7.2 Criteria of Common Values

2.7.3 Student Performance Criteria

Core Competency	Criteria of Common Values								
	01. Sustainability of the Environment	02. Understanding and Utilization of Future Technologies	04. Fostering Creative Problem-Solving Skills	01. Architecture, Fine Art and Technology	02. History and Culture of Global Architecture	03. History of Korean Architecture and Tradition	04. Architecture and Society	05. Form and Spatial Organization	06. Site and External Space Planning
1. Ability to create architectural designs that satisfy both aesthetic and technical requirements.			■	■				■	
2. Adequate knowledge of the history and theories of architecture and the related arts, technologies and human sciences.				■	■	■	■		
3. Knowledge of the fine arts as an influence on the quality of architectural design.				■				■	
4. Adequate knowledge of urban design, planning and the skills involved in the planning process.									
5. Understanding of the relationship between people and buildings, and between buildings and their environment, and of the need to relate buildings and the spaces between them to human needs and scale.	■						■		
6. Understanding of the profession of architecture and the role of the architect in society, in particular in preparing briefs that take account of social factors.							■		
7. Understanding of the methods of investigation and preparation of the brief for a design project.									■
8. Understanding of the structural design, construction and engineering problems associated with building design.									
9. Adequate knowledge of physical problems and technologies and of the function of buildings so as to provide them with internal conditions of comfort and protection against the climate.		■							
10. Design skills necessary to meet building users' requirements within the constraints imposed by cost factors and building regulations.									
11. Adequate knowledge of the industries, organizations, regulations and procedures involved in translating design concepts into buildings and integrating plans into overall planning.									
12. Understanding of professional and disciplinary responsibilities toward human, social, cultural, urban, architectural, and environmental values as well as architectural heritage --including the health, safety, and welfare of the public; and the physiological and psychological aspects of public health and well-being. These responsibilities also include a commitment to equity, diversity, and inclusivity in both the content and the context of architectural instruction.	■				■	■	■		
13. Knowledge of the means of achieving ecologically responsible design, environmental conservation, and rehabilitation, with a focus on relevant aspects of the 17 United Nations Sustainable Development Goals (<i>Reference:https://sdgs.un.org/goals</i>).	■								
14. Ability to demonstrate a creative competence in building techniques, founded on a comprehensive understanding of the disciplines and construction methods related to architecture.									
15. Knowledge of project financing, project management, cost control and methods of project delivery.									
16. Understanding of research and pedagogical methodologies, including those of transdisciplinary knowledge action and knowledge transferability as inherent parts of architectural learning, for both students and teachers.			■						

Performance Criteria												
Student Performance Criteria												
	07. Life Safety Design	08. Building Materials and Methods	09. Integration of Building Systems in Design	10. Architecture and Urban Planning	11. Research- Embedded Comprehensive Design	12. Principles of Building Structure	13. Structural Systems	14. Environment Control Systems	15. Building Service Systems	16. Building Construction and Construction Management	17. Project Execution and Architectural Firm Management	18. Architect Act, Building Law, and Related Legislation
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	■							■				
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Part I. KAAB Perspectives on Architectural Education

2.1 KAAB Perspectives on Architectural Education

The KAAB encourages architectural programs to seek accreditation to align the program's perspectives with the stated mission and identity of the university to which it belongs. The program must demonstrate how it intends to attain each of the following perspectives.

2.1.1 Architectural Education and the Institution

The architectural program must exist within the context of the various educational and research functions of its affiliated university, contributing to the fulfillment of the university's educational and foundational objectives.

The programs must clearly detail their approaches to the following items in the APR.

- A vision for the development of the program that contributes to the educational and foundational objectives of the affiliated university
- Support system for human and physical resources of the affiliated university's program

2.1.2 Architecture Education and the Students

The program must support and encourage students to continue their research in architecture during their studies and after graduation, and to demonstrate leadership as architectural professionals while practicing. It should also provide an environment that accommodates diverse cultural differences in the era of globalization.

The programs must clearly detail their approaches to the following items in the APR.

-
- Training in decision-making methods based on respect for diverse opinions and mutual cooperation in various decision-making processes
 - Providing detailed information on post-graduation career paths for students and opportunities for participation in domestic and abroad architecture practices
 - Providing an environment that encourages and fosters creativity, confidence, self-development consciousness in students, and a continuous spirit of inquiry in architectural problems

2.1.3 Architecture Education and Architect

The program must provide students with an educational environment that prepares them for the range of experiences from field practice during their studies to post-graduation practical training, architectural licensing examinations, registration, continuing education, and re-registration. It should cultivate flexible thinking that actively responds to diverse social demands and changes in the system, as well as instill in them an understanding of the architect's role and responsibilities towards clients and society, rights and duties, and professional ethics as specialists.

The programs must clearly detail their approaches to the following items in the APR (Architecture Program Report).

- Exchange between architectural education programs and architects and related professionals
 - Awareness of the importance and necessity of various collaborative areas in the practice of architecture
 - Understanding and respect for the role and responsibilities of architects
 - Development of skills to mediate conflicting interests among clients, the public, and corporations
 - Providing opportunities for field practice experience during academic studies
 - Provision of information and appropriate preliminary education regarding the mandatory practical training for the license examination, as well as information on the examination itself, registration, continuing education, and re-registration
 - Education on the code of ethics for architects and social responsibility
 - Proper understanding and guidance on the purpose and effect of accreditation of architectural programs. Continuing accreditation programs
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include promotional sentences written by the KAAB, and disclosure status of information related to the program's accreditation review (Refer to "4.7 Disclosure of Information")

2.1.4 Architecture Education and Society

The program should cultivate individuals capable of contributing to society by imparting a comprehensive understanding of evolving social and environmental challenges, alongside the acumen and expertise necessary to suggest viable solutions through architecture and urban planning.

The programs must clearly detail their approaches to the following items in the APR.

- Understanding of public interest and civic consciousness
- Awareness of social issues based on public interest and civic consciousness
- Fostering awareness for the development of local communities
- Consideration for the socially disadvantaged
- Understanding the interrelationship of various social and environmental factors affecting architecture and cities
- Fostering awareness of environmental conservation and sustainable architectural and urban spaces

Part II. Educational Program and Resources

2.2 Educational Objectives of Architectural Program and Curriculum

The program should clearly articulate the alignment between the desired student profile it aims to nurture, its educational objectives, and the educational structure established to achieve these goals. Furthermore, the program must implement an effective operational and management system for its continuous development.

The professional degree offered by the program must confer a degree that acknowledges the completion of a minimum of five years of full-time university/tertiary education, encompassing major education, elective, and general liberal arts education.⁷⁾

The title of degree must be one of the following.

- Bachelor of Architecture (B. Arch)
- Master of Architecture (M. Arch)

The design courses in the architectural education curriculum must maintain a proportion of over 30% of the total graduation credits. They should be operated as interactive, studio-based learning, based on close mentorship between the instructor and students. The lecture courses must demonstrate a structure that enables the development of application skills and critical thinking abilities through various teaching methods, including the education of principles and knowledge, and discussions.

The program operates on the premise of having its own criteria to verify the equivalence of courses completed by students at previous institutions or other programs with courses offered in the program, based on transfers and changes of major.

The programs must clearly detail their approaches to the following items in the APR.

- Degree awarded and its detailed description
- Educational objectives of the program

7) Canberra Accord Operational Rules and Procedures, 2021, section 7.3h

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- The structure of the curriculum (both academic and extracurricular) for achieving the program's educational objectives
 - Diagrammatic representation of the curriculum completion structure, including electives, liberal arts courses, and mandatory/elective major subjects
 - Description of teaching methods, including design studio and lecture courses
 - Program's regular assessment methods for continuous operation and management
 - Analysis of course evaluations for core courses and the improvements made
 - System for individual academic management of students

2.3 Student Information

The program must admit students suitable for its educational objectives of the program and provide various opportunities for their education.

The programs must clearly detail their approaches to the following items in the APR.

- Criteria and methods for student selection, including transfers and incoming students from different major
 - For graduate programs, evaluations of courses and credits for incoming and transfer students, along with criteria for admitting students
 - Enrollment capacity, registered students, and status of transfers and students from different major for each academic year (semester)
 - Statistics on regular and non-regular design studio courses, such as self-directed majors and exchange student programs
 - Faculty-to-student ratio and the basis for its calculation
 - Statistic on employment and career path of graduates (over the past three years)
 - Outreach and promotion of the accreditation and professional degree program to prospective students and parents through various media
 - Composition and related materials of program's extracurricular activities
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2.4 Research Development and Human Resources

The program must foster an environment that encourages continuous academic and research activities for the development of the field and achievement of educational objectives, and present the outcomes of these efforts. Additionally, it should have qualified human resources and an operational system in place for operating a professional degree curriculum and achieving its educational goals.

The programs must clearly detail their approaches to the following items in the APR.

- Providing an encouraging environment for the faculty's active engagement in academic and research works
- List of research activities conducted by the faculty operating the program
- Ratio of instructors to students in each design studio
- Teaching hours and time per credit for design studio course
- Teaching load of full-time faculty (including undergraduate and graduate courses)
- Information on full-time faculty members in the program
 1. Name, field of specialization, educational background and key career achievements, date of appointment, rank and position
 2. Courses taught (including undergraduate and graduate levels), field of specialization or qualifications for each course
 3. Resume and recent achievements (attached in Appendix)
- Part-time instructor position
 1. Name, field of specialization, educational background and key career achievements
 2. Courses taught, field of specialization or qualifications for each course
- Staff members for the program
 1. Name, date of appointment, rank, and position
 2. Assigned duties

2.5 Physical and Information Resources

The program must possess adequate physical and information resources necessary for operating an professional architectural degree curriculum and achieving the educational objectives it aims to fulfill. The program must specifically present in the APR the followings, including floor plans (including furniture arrangement of design studios), location, floor area, and quantity.

The programs must clearly detail their approaches to the following items in the APR.

- An environment suitable for design studio classes and individual work space
- Space for presentation, discussion, evaluation, and exhibition of design projects
- Facilities and space for model making
- Status of computers, printing facilities, and other equipment operated by the program
- Library and non-book information resources for educational and research activities of the program
- Budget supports for managing and updating information resources
- Other facilities supporting the program

2.6 Financial Resources

The program must receive appropriate financial support from the university for operating a professional degree curriculum in architecture.

The programs must clearly detail their approaches to the following items in the APR.

- Program budget, donations, and scholarships
- Comparative data on the annual expenses per undergraduate and graduate student (applicable only for graduate programs) in relation to other comparable educational programs within the university

Part III. Learning Outcome

2.7 Performance Criteria

Based on the core content of the UNESCO-UIA Charter for Architectural Education, internationally recognized, the Performance Criteria serve as the minimum educational standards necessary for practical training leading to the qualification and registration of architects in Korea. An architecture program that meets these performance criteria should aim to equip students with the ability to explore and resolve architectural problems. This goal is rooted in developing a deep understanding and investigative skills in architectural issues. The program must demonstrate, throughout its unique curriculum, that it fulfills⁸⁾ all performance criteria by the time of student graduation, ensuring that graduates are well-prepared for the practical aspects of the architectural profession.

The performance criteria are broadly composed of Self-Assessment, Criteria of Common Values, and Student Performance Criteria. Self-assessment involves establishing a continuous management system for educational content and outcomes response to Criteria of Common Values refers to the values that an architectural education program, as a professional degree curriculum, must universally pursue. The program presents the content and scope of education in accordance with the specified evaluation items through curricular and extracurricular activities, aligning with the program's designated educational direction and intent, and then submits these for evaluation (refer to "Appendix 1. Evidence for Evaluating Criteria of Common Values").

The Student Performance Criteria, along with the Criteria of Common Values, are a core part of the program's learning outcomes. They encompass foundational knowledge across four areas: Critical Thinking in Architecture, Design, Engineering/Technology, and Practice, ranging from basic knowledge to specialized expertise. The APR must include the following contents:

- A detailed explanation of the establishment of courses according to the Student Performance Criteria and the interrelationship between these courses.
- An explanation of achieving educational objectives through the offered courses.

8) As the revised Architect Act grants professional training qualifications to those who have completed an accredited professional degree program in architecture, the educational program must verify that each student meets all the Performance Criteria upon graduation.

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- A matrix chart that cross-references the required courses and the corresponding Student Performance Criteria.

The types of achievement in the Performance Criteria are categorized into the level of understanding and the level of ability, based on the students' acquired knowledge to solve architectural problems. If necessary, these can be presented with their organic interrelationships. Refer to "Appendix 2. Types of Evidence of Student Work" for types of evidence corresponding to the levels of understanding and ability.

- **Understanding** : Students must acquire and be familiar with the information. They do not need to relate this information to other data or grasp its full implications, but they should be able to accurately paraphrase or summarize it.
- **Ability** : Students must acquire the capability to connect specific information to the completion of tasks. They should accurately select relevant information and apply it to solve specific problems.

All students enrolled in the professional architectural program must meet the Criteria of Common Values and Student Performance Criteria upon graduation. Therefore, students who transfer or switch majors into the program mid-way must achieve learning outcomes equivalent to current students. The program operates on the premise of having its own criteria to verify this achievement.

2.7.1 Self-Assessment

01. Management System for Educational Content of the Program

The program must establish a continuous management system capable of accommodating the characteristics of each performance evaluation criterion for achievable forms of educational outcomes.

2.7.2 Criteria of Common Values

01. Sustainability of the Environment

The program must be able to encompass values of sustainability in architecture and urbanism, grounded in a broad understanding of coexistence between humans and the natural environment and the responsibility of environmental conservation.

02. Understanding and Utilization of Future Technologies

The program should be able to provide the means for the application and adaptation of emerging techniques, grounded in a broad understanding of future technologies that can be utilized for exploring various issues in urban and architectural contexts and producing outcomes.

03. Fostering Creative Problem-Solving Skills

The program must be able to demonstrate nurturing students' ability to creatively and innovatively solve a wide array of potential problems in the field of architecture, encompassing areas such as design, technology, and theory.

2.7.3 Student Performance Criteria

[Critical Thinking in Architecture]

01. Architecture, Fine Art and Technology

Understanding the relationship of architecture to the theories and knowledge of the arts and sciences.

02. History and Culture of Global Architecture

Understanding the diversity of world architectural history and culture.

03. History of Korean Architecture and Tradition

Understanding the unique philosophy, architectural principles, and cultural traditions of Korean architecture.

04. Architecture and Society

Understanding the factors and interrelationships among humans, culture, economy, and policy that influence architecture and urban environments.

[Design]

05. Form and Spatial Organization

Ability to materialize into creative forms and spaces, and to communicate effectively using appropriate tools and media.

06. Site and External Space Planning

Ability to analyze and evaluate the natural and human environment of a site, understand the characteristics of the region, and plan external spaces, site, and site planning based on an understanding of Urban Landscape Planning.

07. Life Safety Design

Ability to design with consideration for safety and evacuation, based on a comprehensive understanding that protects human life and property.

08. Building Materials and Methods

Ability to design based on the exploration and understanding of the selection and composition methods of architectural building materials.

09. Integration of Building Systems in Design

Ability of designing with an understanding of building system principles, integrating elements such as structure, envelope system, materials, and mechanical systems within a building.

10. Architecture and Urban Planning

Ability to understand the basic principles of urban planning, community planning, and District Unit Plan, and to perform town planning.

11. Research-Embedded Comprehensive Design

Ability in research-embedded comprehensive design to conduct creative design that includes problem identification and solutions based on in-depth investigation/analysis and research, and to present the entire design process comprehensively in various formats, such as drawings, papers, reports, and panels.

[Engineering/Technology]**12. Principles of Building Structure**

Ability to understand fundamental theories of structure and mechanical principles, and to apply various structural principles.

13. Structural Systems

Understanding of the application methods of various structural systems, such as reinforced concrete structures, and comprehension of structural documentation.

14. Environment Control Systems

Understanding the characteristics of thermal, light, acoustic, indoor air quality, and energy management, and the basic principles and application methods of sustainable environmental control systems.

15. Building Service Systems

Understanding the fundamental principles and application methods of building service systems including mechanical, electrical, communication, fire safety, and disaster prevention.

16. Building Construction and Construction Management

Understanding the requirements of physical, human, and technical resources, as well as budgeting necessary for construction, and comprehension of various project delivery methods, construction processes, and construction management.

[Practice]**17. Project Execution and Architectural Firm Management**

Understanding the scope of work and related tasks as defined by the Architect Act, and comprehending practical aspects required for the operation of an architectural firm, including business planning, marketing and procurement, organizational management, contractual operations, and financial management.

18. Architect Act, Building Law, and Related Legislation

Understanding the exclusive rights and responsibilities of architects, and the practical application of comprehending the Building Law and related legislation relevant to the architecture sector, which focuses on protecting public safety and citizens' property rights.

3. Architecture Program Report

The Architecture Program Report (APR) describes the overall educational environment, including the program's curriculum, resources, and self-assessment. The APR serves as the fundamental document for preparing for the accreditation visit, with the visit team conducting the accreditation visit based on this report. The program should collaborate with faculty, students, key administrative staff, and practicing architects in the preparation of the report.

KAAB does not specify separate detailed formats or templates for the preparation of the APR; however, it must be creatively prepared following the guidelines below. Failure to adhere to these guidelines will result in non-acceptance by KAAB.

- The report and appendices must each be printed double-sided on A4 size paper and must not exceed 200 pages.
- In the case of digital files, they must be in MS Word format, and the file size, including appendices, must not exceed 100MB in total.
- The cover of the report must only display the title ("Architecture Program Report"), the name of the educational institution, the name of the accredited professional degree in architectural education, the name of the program administrator, and the year of accreditation visit.

The APR must detail the following sections and order, with the possibility of including necessary sub-items within each section as needed.

3.1 Program Overview

3.1.1. History and Description of the Institution

Describe the overview and history of the affiliated university.

3.1.2. Mission of the Institution

Describe the mission of the institution.

3.1.3. Program History

Describe the overview and history of the architectural program.

3.2 Progress Since the Previous Site Visit

3.2.1. The Program Response to Deficiencies

The APR should systematically and objectively describe the responses to the deficiencies pointed out in the last accreditation review. The response to the deficiencies should cite the contents of the annual reports and summarize them in the order of the following items:

- (1) Summary of deficiencies pointed out in the last accreditation review
- (2) Summary of responses to the deficiencies

In case of an initial accreditation, it is necessary to systematically and objectively describe the responses to the deficiencies pointed out and recommended during the accreditation application review.

3.2.2. Program Response to the Change of KAAB C & P

The KAAB Conditions for Accreditation will be regularly revised and developed in accordance with the revision procedures. Therefore, to maintain accreditation, architectural education programs must proactively respond to and prepare for the revised accreditation criteria. It should be detailed how each program is proactively responding to the changes in the accreditation criteria in a systematic manner that takes into account the reality and matches the program's characteristics.

3.3 Program Response to the KAAB Conditions and Procedures

The APR should describe how it addresses the seven criteria presented in “Chapter 2: Conditions for Accreditation” and the detailed items required by each criterion, in connection with the educational program's founding objectives. Additionally, the APR must detail the implementation of the program's founding objectives, the execution of specific plans, and a self-assessment of compliance with the set criteria for each issue.

The contents for the accreditation criteria is as follows, with detailed information available in “2. Conditions for Accreditation” of the KAAB C & P.

Part I. KAAB Perspectives on Architectural Education

1. KAAB Perspectives on Architectural Education

Part II. Educational Program and Resources

2. Educational Objectives of Architectural Program and Curriculum
3. Student Information
4. Research Development and Human Resources
5. Physical & Information Resources
6. Financial Resources

Part III. Learning Outcome

7. Performance Criteria
-

3.4 Appendix

The APR should include key content deemed necessary for a comprehensive description of the program, with objective detailed materials or specific data appended as supplementary reference material to support the content of the main text. Contents that must generally be attached include the following.

- Admission criteria for transfer and incoming students
- University academic regulations
- Course outlines and Syllabus
- Faculty CVs (Including Adjunct Faculty)
- Annual statistical reports
- Other materials deemed necessary

4. Accreditation Procedures

The KAAB accreditation procedure is broadly as follows:

- Application for candidacy status for programs applying for initial accreditation
- Application for accreditation
- Submission of the APR
- Conducting site visit by the visit team
- Submission of the visit team report and confidential recommendation by the visit team
- Final accreditation review and notification of results
- Submission of the program's annual report

4.1 Application for Accreditation

Study programs eligible for accreditation by KAAB include undergraduate degree programs or graduate master's degree programs within a faculty or college (hereafter referred to as "Architecture Programs"). The accreditation application is open to programs where the degree awarded to enrolled students is recognized by a national (domestic or international) higher education institution, requiring a minimum of five years of full-time study. Thus, Architecture Programs eligible for accreditation can be categorized into three types: a five-year full-time undergraduate professional degree or a two-year (or more) full-time graduate professional degree program (a professional master's degree program requiring total of 5 or more years of tertiary education).

1. 5-year Bachelor of Architecture Degree Program
2. Architecture Bachelor/Master Integrated Degree Program
3. Graduate Architecture Degree Programs of Two Years or More

All architecture programs operated by educational institutions under the premise of obtaining or maintaining accreditation must demonstrate that they meet the accreditation conditions presented by KAAB in their own unique way, and all enrolled students in the program must be subject to these conditions.

Programs that are newly established and seeking initial accreditation for their architecture program must obtain accreditation⁹⁾ by the semester immediately preceding the graduation of their first cohort of students. (e.g., if the first cohort graduates in February 2025, accreditation must be obtained by January 2025)

4.1.1 Conditions for Candidacy Status Application

To receive the initial accreditation review by KAAB after establishing an architecture program, the program must demonstrate that it meets the minimum requirements. KAAB will assess this through the candidacy status review. Application for candidacy status is contingent upon prior execution of accreditation consultation with KAAB, and only programs that have passed this review process can apply for accreditation. Obtaining candidacy status simply means that the program is eligible to apply for accreditation and does not imply the benefits of accreditation itself.

The application periods for candidacy status are March and September¹⁰⁾, coinciding with the start of each academic semester. After the establishment of the architecture program, the following timelines apply for candidacy status application: 5-year degree programs must apply by the first semester of the fourth year; integrated bachelor/master degree programs must apply by the first semester of the graduate master's program (or an equivalent semester); graduate degree programs must apply by the first semester of the master's program¹¹⁾.

Accredited programs no longer need to apply for candidacy status. However, if an accredited program fails to apply for continuing accreditation, resulting in accreditation cancellation, or if accreditation is denied during the continuing accreditation review, the program must apply for candidacy status again to regain accreditation.

9) As the transitional provision of the revised Architect Act (May 2012) that grants practical training qualifications to graduates of non-accredited degree programs ends in December 2023, procedures to prevent disadvantages for students graduating before accreditation must be implemented.

10) The latest "Notices" section on the KAAB website should be referred to for the specific application periods.

11) In the case of graduate degree programs that include a 2-year track for undergraduate architecture majors or a 3-year track for non-majors, candidacy status must be applied for by the third semester for non-majors (or the first semester for architecture majors).

4.1.2 Accreditation Application Procedure for Candidacy Status

(1) Accreditation Application Preparation Consultation

Programs planning to establish an architecture professional degree program with the aim of obtaining KAAB accreditation must apply in writing to KAAB for an accreditation application preparation consultation before establishing the degree program. This consultation occurs twice: before the program is established and before applying for candidacy status.

The first consultation involves KAAB representatives visiting the program to review and discuss the curriculum, address any questions related to the accreditation conditions, and provide guidance on the overall preparation for the accreditation application. The second consultation involves program representatives visiting KAAB to seek solutions to any issues or difficulties encountered during the program's operation after its establishment. Both consultations are mandatory, and the associated costs are covered by KAAB.

(2) Submission of Candidacy Status Review Application

Programs seeking accreditation must submit a candidacy status review application to KAAB. The application must include the following contents (refer to the application form on the KAAB website):

- Introduction to the affiliated university and program
- Response to the previous review (for reapplying programs only)
- Overview of the program's organization
- Faculty status
- Student status
- Overview of the curriculum
- Status of the offered courses
- Status of design studio classes
- Status of physical resources
- Status of major books and periodicals
- Appendices

(3) Candidacy Status Application Review

The KAAB Accreditation Committee reviews the submitted candidacy status applications. The review results will be either “Approved” or “Conditionally Approved”, and the approval notification will include recommendations for improvements raised during the review process. Refer to “Appendix 3. Criteria of Evaluation for Applications of Candidacy Status & Accreditation”, for the main review contents of candidacy status and accreditation applications.

(4) Follow-up Actions after Candidacy Status Application Review

KAAB will immediately post the application and approval results of programs that have applied for candidacy status on its website. Programs that receive the review results must prepare a plan to address the recommendations for improvements identified during the candidacy status review and prepare their accreditation application, including the application for accreditation visit participation¹²⁾, within the suggested timeframe.

4.1.3 Accreditation Application Procedures

(1) Submission of Accreditation Application

Only programs that have obtained candidacy status can apply for accreditation. The process is similar to the candidacy status review but more concise.

Programs that have obtained candidacy status must apply for accreditation one year before the graduation of their first cohort (six months after obtaining candidacy status). The application periods for accreditation are April and October each year¹³⁾. After the establishment of the architecture program, the following timelines apply for accreditation application: For 5-year degree programs: by the second semester of the fourth year; for integrated bachelor/master degree programs: by the second semester of the graduate master’s program (or an equivalent semester); for graduate degree programs: by the second semester of the master’s program¹⁴⁾.

Programs applying for initial accreditation must submit an accreditation application to KAAB, and the application must include the following contents (refer to the application form

12) Programs applying for accreditation must participate in an accreditation visit before submitting their application. It is also recommended to observe an accreditation visit before applying for candidacy status.

13) The latest “Notices” section on the KAAB website should be referred to for the specific application periods for accreditation in the respective year.

14) In the case of graduate degree programs that include a 2-year track for undergraduate architecture majors and a 3-year track for non-majors, accreditation must be applied for by the fourth semester for non-majors (or the second semester for architecture majors).

on the KAAB website: www.kaab.or.kr):

- Introduction to the affiliated university and program
- Response to the previous review
- Overview of the program's organization
- Faculty status
- Student status
- Overview of the curriculum
- Status of the offered courses
- Status of design studio classes
- Status of physical resources
- Status of major books and periodicals holdings
- Appendices

Programs applying for continuing accreditation no longer need to undergo the accreditation application review. They only need to submit a separate application form for continuing accreditation (refer to the application form on the KAAB website: www.kaab.or.kr) and follow the subsequent accreditation procedures.

(2) Accreditation Application Review

The accreditation application review is similar to the candidacy status review but focuses on the program's responses to the recommendations for improvements identified during the candidacy status review. The review results will be either "Approved" or "Conditionally Approved," and the approval notification will include any additional recommendations or points of attention raised during the review process.

Refer to the "Appendix 3. Criteria of Evaluation for Applications of Candidacy Status & Accreditation" for the accreditation application review criteria.

(3) Follow-up Actions after Accreditation Application

KAAB will immediately post the application and approval results of programs that have applied for candidacy status on its website. Programs that have been approved for accreditation must pay the accreditation review fee within the specified timeframe and

submit the APR to KAAB within five months¹⁵⁾. The KAAB Accrediting Task Force will review the APR and form a visit team for the accreditation visit, while the applying program will prepare for the visit.

The accreditation approval of a program will be canceled under the following circumstances, and the program must reapply for candidacy status:

- Failure to submit the Architecture Program Report
- Failure or refusal to provide requested supplementary materials for the Architecture Program Report
- Unjustified postponement of the accreditation visit
- Failure to pay the accreditation review fee within the specified timeframe¹⁶⁾

(4) Non-compliance in Submission of the APR

Programs that have been approved for accreditation must submit the APR to KAAB within five months from the date of approval. If it is difficult to submit within the deadline, the program may request an extension of up to one month, stating the reasons. The KAAB Accrediting Task Force will assess the validity of the reasons and approve the extension.

① Initial Accreditation Application Programs

If a program applying for initial accreditation fails to submit the APR within the deadline, KAAB will notify the program that its accreditation application approval may be canceled at KAAB's discretion. If the accreditation application approval is canceled, the program must reapply for accreditation.

Even if the APR is submitted within the deadline, if the requested supplementary documents are not submitted or if it is impossible to proceed with the follow-up procedures for the accreditation visit due to program circumstances, the accreditation application approval will be canceled, and the program must reapply for accreditation. Therefore, careful preparation is necessary.

② Continuing Accreditation Application Programs

If an accredited program fails to submit the APR for continuing accreditation within the

15) After the accreditation application review, refer to "Appendix 5. Accreditation Review Checklist" for details on overall preparation for the accreditation review.

16) Payment of the accreditation review fee must be made within one month from the date of accreditation application approval.

deadline, KAAB will notify the program that its accreditation may be withdrawn at KAAB's discretion. However, if sufficient and valid evidence is provided for the failure to submit the APR and the facts are verified, KAAB will coordinate with the program to ensure that the accreditation review is conducted within the granted accreditation term. If the APR is submitted after the accreditation term, KAAB may apply an accreditation deferral.

If failure to submit the APR is confirmed, the KAAB Accrediting Task Force will inform the Accreditation Committee of the failure and the reasons provided by the program. The Accreditation Committee will review the details and finalize the decision, which will then be communicated to the program.

Graduates from programs whose accreditation application is canceled, accreditation is withdrawn, or deferred, must obtain individual accreditation through KAAB's KAAB Education Evaluation Service for Architects to acquire practical training eligibility¹⁷⁾.

(5) Non-Payment of Accreditation Review Fees and Refund Policy

If a program approved for accreditation fails to pay the accreditation review fee within the specified timeframe, KAAB will notify the program that its accreditation application approval may be canceled at KAAB's discretion.

If a program is required to reapply for accreditation due to failure to submit the APR or an extension of the accreditation visit, KAAB will refund the accreditation review fee paid in advance, excluding the costs incurred for the preparation of the accreditation visit, upon the program's request.

4.2 Review of Architecture Program Report

4.2.1 Receipt of the Architecture Program Report

Programs approved for accreditation application must submit the APR to KAAB within 5 months from the date of approval. KAAB will forward the received APR and review forms to the visit team, which must send the review results report back to KAAB within 1 month of receiving the APR.

¹⁷⁾ Refer to "KAAB Architectural Education Evaluation Service for Architects Process" at www.kaab.or.kr

(1) Extension of Submission Deadline

KAAB may grant an extension for submitting the APR if a valid reason is presented.

Programs wishing to extend their submission deadline must submit an extension request form to KAAB at least 15 days before the due date, and the extension cannot exceed 30 days. If a program is requested to submit supplementary materials following the review and approval of the APR, these materials must be submitted within the given deadline.

Requests for extending the deadline for supplementary materials will be decided by KAAB in consultation with the visit team chair, considering the future schedule, and the program will be notified of the new deadline.

(2) Failure to Submit Supplementary Materials

If a program fails to submit the required supplementary materials within the deadline without a valid reason, KAAB may apply regulations equivalent to the non-submission of the APR at its discretion.

4.2.2 Review of the Architecture Program Report

The primary purpose of reviewing the APR prior to the accreditation visit is for the visit team to fully understand and identify the characteristics of the application program, not to assess the quality of the program. Therefore, the visit team reviews the APR and requests supplementation for any inadequate or missing items, and the program must enhance the completeness of the report through supplementation.

The items in the APR are reviewed as “Sufficient Data,” “Insufficient Data, Request for Supplementation,” and “No Data, Request for Information.” The review results of the APR are classified as “Approved,” “Approved with Request for Supplementation,” “Provisional Approval with Request for Supplementation,” and “Denied.”

(1) Approved:

If the APR is determined as “Approved,” the visit team notifies KAAB, and any necessary additional information is requested during the accreditation visit. KAAB coordinates the accreditation visit schedule in consultation with the visit team and the application program.

(2) Approved with Request for Supplementation:

If the APR is determined as “Approved with Request for Supplementation,” the visit team requests supplementation before the accreditation visit for parts that are unclear or lacking in the report or requests evidence during the visit and notifies KAAB of this. The application program must submit the supplementary material within 1 month, and KAAB coordinates the accreditation visit schedule in consultation with the visit team and the application program.

(3) Provisional Approval and Request for Supplementation:

If many parts of the APR are unclear or lack sufficient data, the visit team determines it as “Provisional Approval and Request for Supplementation” and notifies KAAB. In this case, the application program must submit supplementary material within 1 month. If the supplementary material is satisfactory, the visit team notifies KAAB of “Approval,” and KAAB coordinates the accreditation visit schedule in consultation with the visit team and the application program. If the submitted supplementary material is not satisfactory, the visit team notifies of “Provisional Approval” again, indicating that the program is responsible for the outcomes of the accreditation visit due to insufficient supplementary material and coordinates the visit schedule.

(4) Denied:

If the content of the APR does not convincingly demonstrate compliance with the accreditation standards or lacks persuasive evidence, it will not pass. The visit team conveys the “Denied” decision to KAAB, which then notifies the application program of the reasons for denial and requests a new report by a specified deadline. If a satisfactory new APR is submitted within the deadline, the visit team notifies KAAB of “Approval,” and KAAB coordinates the accreditation visit schedule in consultation with the visit team and the application program. If the new report is also “Denied,” the program must reapply after 1 year, following the regulations for non-compliance with APR submission.

4.3 Accreditation Visit Team

Once a program's application for accreditation is approved, The KAAB Accrediting Task Force forms a visit team. The visit team is responsible for pre-reviewing the APR of the applying program, conducting on-site accreditation visits, and preparing and submitting the visit team report and a confidential recommendation regarding accreditation status.

4.3.1 Formation of the Visit Team

(1) Visit Team Member Candidates

The KAAB Accrediting Task Force must secure a list of candidates for the visit team to form it. The list of visit team member candidates is obtained through recommendations of candidates who can represent each member organization of the KAAB, such as the Architectural Institute of Korea, the Korea Institute of Registered Architects, and the Korean Institute of Architects. In addition to the recommended candidates from member organizations, the KAAB can self-nominate candidates deemed as accreditation experts. Candidates must be available to serve on the visit team for at least five years, and each member organization has the right to immediately remove a candidate if they are no longer considered a representative of that organization.

(2) Composition of the Visit Team

The visit team is formed by selecting suitable members from the list of visit team member candidates by the KAAB Accrediting Task Force, and the President of KAAB appoints them. The visit team consists of a total of five members, including the visit team chair, two practicing architects, and two educators in architecture or related fields. The visit team chair is appointed from among the members with ample experience and qualifications. To accumulate experience in accreditation processes and maintain professionalism and consistency, at least three members of the team must have previous accreditation site visit participation. The Accrediting Task Force considers the following factors when forming the visit team:

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- Availability for the accreditation visit schedule
 - Conflict of interest with the applying program
 - Compatibility with the applying program (degree types, program size, educational goals and focus, discipline, etc.)
 - Having undergone specific KAAB training
 - Experience in accreditation visits (including observation)

The final decision on the composition of the visit team is made in agreement with the applying program, and the program can object within the scope presented in section “(5) Objection by the Program.” Once all procedures for forming the visit team are completed with the program’s consent, the team’s composition is considered finally approved, and all responsibilities regarding the composition rest with the applying program. If the program disagrees with the visit team despite the objection procedure in section (5), it is considered a refusal of the accreditation visit.

(3) Election of the Visit Team Chair

The visit team chair is recommended by the KAAB Accrediting Task Force and appointed by the President of KAAB. KAAB must prepare by securing a list of educators in the field of architecture and practicing architects with accreditation visit experience. The elected visit team chair must have participated as a visit team member at least twice, including as an observer, and those with only one experience must undergo a separate evaluation to serve as the chair¹⁸⁾. The elected chair’s role begins after the program’s consent process, and if the program wishes to change the chair, it follows section “(5) Objection by the Program.”

(4) Conflict of Interest

The KAAB Accrediting Task Force must consider the following to avoid conflicts of interest during the accreditation process and confirm the following for visit team members constituted earlier:

- Individuals currently or previously affiliated with the applying program¹⁹⁾ cannot be included in the visit team.

¹⁸⁾ This can include the experience of an observer. A first-time participant must undergo a separate review to serve as a visit team chair.

¹⁹⁾ The experience includes undergraduate and graduate degree admissions, enrollment, graduation, and educational roles (both full-time and adjunct faculty) within the architecture program.

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- Must possess sufficient professional qualifications recognized by the applying program.
 - Need not share the architectural perspective of the applying program but must be capable of understanding such perspectives.
 - Should represent a balanced and diverse perspective on architectural practice and education.
 - Architects must have participated in architectural education.

(5) Objection by the Program

Once the visit team is formed, the KAAB Accrediting Task Force delivers the list of visit team members along with their resumes to the applying program. The program has the opportunity to object to any conflicts of interest once and can request the replacement of up to two members, including the visit team chair. If the request for replacement is deemed valid, the Accrediting Task Force will replace the visit team member(s). Refer to the KAAB Site Visit Guideline for matters related to the reasons for replacement requests.

(6) Finalization of the Visit Team

After the objection process by the applying program, the Accrediting Task Force finalizes the visit team, including the selection of the visit team chair. The finalized list of the visit team is delivered to the applying program, and the visit team members are notified of their finalization.

The comprehensive details of the accreditation tasks following the appointment of the visit team chair and members (including observer members) can be referred to in “Appendix 5. Accreditation Review Checklist.”

4.3.2 Visit Team Responsibilities

KAAB’s architectural program accreditation visitation is distinct from universal review and evaluation methods, as it cannot conclude solely with unilateral opinions of the visit team. It necessitates ongoing communication with the program’s administrators and faculty during the accreditation visit, ensuring the process is participatory (Refer to “1.1 Introduction to the Korean Architectural Accrediting Board”). Moreover, accreditation aims to suggest developmental measures for the program. Visit team members must digest complex

and voluminous accreditation visit topics promptly, and individual assessments must be integrated into the visit team's consensus, requiring an active and proactive approach to the accreditation visit with diligent discussions and communication.

Visit team members must strictly adhere to the following, and KAAB holds the responsibility to notify both the visit team chair and members of their duties:

- It is crucial for each visit team member to thoroughly understand current KAAB's accreditation conditions and procedures and to review the APR submitted by the program in advance. Reviewing KAAB Site Visit Guideline, visit team report template, and fellow visit team members' profiles before commencing the accreditation visit is essential.
- The visit team must maintain strict confidentiality regarding the internal information of the program. This includes not disclosing any internal or evaluation-related information of the program from the review of the APR through to the site visit and any follow-up actions.
- The accreditation site visit is based on the KAAB Conditions and Procedures, where each visit team member represents their organization and relies on subjective judgments based on professionalism. Yet, all members must always be aware of their role in the team, and the accreditation visit outcome must be a consensus under the visit team chair's responsibility and reflected in the visit team report.
- The site visit encompasses a variety of topics, and visit team members must be aware of and perform their roles for each topic (Refer to KAAB Site Visit Guideline).
- Visit team members must verify the queries raised during their review of the APR in the site visit, striving for substantial exchanges and communication with the program's faculty or administrative staff.

4.3.3 Visit Team Chair's Role

From the moment appointed as the visit team chair, the chair begin representing KAAB and the visit team, leading the accreditation visit duties, integrating opinions into the visit team report, and holding the responsibility for its completion. The chair also must perform the following:

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- Responsible for the preliminary review of the APR submitted by the program.
 - Consults with the visit team members and KAAB to decide on the proposed accreditation visit schedule (at least two alternative dates).
 - Agrees on the agenda progression with the program before the accreditation visit. If the agreement on the agenda is insufficient, the program could challenge the accreditation visit outcome based on procedural errors.
 - Approximately 1-2 weeks before the scheduled accreditation visit, the chair pre-visits the program to check the visit team room. The composition and content of the team room are to be decided in consultation with the program.
 - Determines the participation of observers recommended by KAAB and the program in the site visit and their role and extent of participation within the visit team.
 - Routinely checks during the accreditation visit if the visit team members (including observers) comply with KAAB's conditions, procedures, and the KAAB Site Visit Guideline's accreditation visit protocols. Should a visit team member significantly disrupt operations or continually violate the visit protocol, the chair has the authority to disqualify the member (including observers) from the team.
 - Communicates the purpose and objectives of KAAB and the architectural program accreditation to the university administrators and the entire program team.
 - Ensures completion and signature of the visit team report and confidential recommendation by all team members, and submits the final visit team report to KAAB within the specified period after the site visit concludes.
 - Represents the visit team in post-visit follow-up actions, including requests for corrections to the visit team report from the program.
 - After the accreditation visit, the chair represents the visit team in performing post-visit actions as specified in section "4.4 Follow-up Procedures of the Visit."

4.3.4 Observers

KAAB may recommend observers for the purpose of nurturing prospective visit team members, allowing participation in all accreditation visit duties except for the final decision-making visit team meeting. Observers' role and scope of participation are determined by the visit team chair. Observers typically include the following individuals:

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- Intended for future visit team candidates or those preparing for accreditation application from an educational standpoint.
 - Recommendations from KAAB member organizations and cooperative institutions.
 - International visitors and representatives of international consortia.
 - Government officials or KAAB representatives.

The accreditation-seeking program may recommend one observer²⁰⁾, if necessary, to ensure transparency in the accreditation visit process and to provide useful information related to the program. If the program plans to recommend an observer, it must contact the visit team chair before the visit to obtain approval. The visit team chair will make a decision considering potential conflicts of interest and will notify KAAB of the approved list.

If a foreign institution wishes to participate as an observer in the accreditation visit, KAAB will prioritize the wishes of the accreditation-seeking program²¹⁾. However, if a request arises from international mutual recognition agreements or if the allocation of related observers is necessary, KAAB may assign a separate observer in consultation with the program.

The observer's resume must be provided to KAAB, the visit team chair, and the accreditation-seeking program. All observers are recommended by mutual agreement with the program and are ultimately approved by the visit team chair. Observers are considered part of the official accreditation visit process, participating in all accreditation visit activities alongside the visit team. This includes attending pre-visit training and orientation for the accreditation visit. During the accreditation visit, observers must not engage in personal activities or actions that could disrupt the work of the visit team. Observers may express opinions and provide input to the visit team chair and members but do not have the authority to make official decisions regarding the fulfillment of accreditation conditions.

The visit team chair must inform the observer of their role, duties, and level of participation at the entrance meeting. If the observer violates accreditation visit protocols, such as advocating unilaterally for the program or disclosing confidential information, the visit team chair can immediately restrict the observer's participation.

20) All expenses related to the observer recommended by the accreditation-seeking program (accommodation, meals, fees, etc.) must be borne by the program.

21) If the accreditation-seeking program objects, a foreign observer cannot be designated.

Observers are not eligible to participate if:

- They have been appointed as a member or observer for another accreditation visit team within the same academic term.
- They have a contractual relationship with the accreditation-seeking program or plan to have one in the future.
- They have previously served as a KAAB visit team chair.
- They fall under conflicts of interest as defined in Section 4.3.1 Formation of the Visit Team, (4) Conflict of Interest.

4.3.5 Site Visit Preparation

(1) KAAB's Provision of Information

Once the composition of the visit team is confirmed, KAAB must provide the following information to all members of the visit team. Additionally, visit team members may request further documents such as APRs and visit team reports from other educational programs as needed from KAAB:

- Contact information of visit team members
- The most recent KAAB C & P
- The APR and supplementary materials of the accreditation-seeking program
- Previous visit team reports and annual reports of the applying program (applicable for continuing accreditation)
- Visit team report template
- Confidential recommendation template

(2) Submission of the APR and Response to the Evaluation Report

- This follows the procedures described in "4.2 Review of the APR"

(3) Decision on the Site Visit Schedule

The schedule for the site visit is determined through discussions among the visit team,

KAAB, and the applying program. The applying program is encouraged to propose at least two alternative dates to accommodate the site visit, allowing the visit team to select the most suitable option. The duration of the site visit is planned for 3 nights and 4 days²²⁾ and must take place during the academic semester. The team chair, in consultation with the applying program, is responsible for setting the detailed schedule of the site visit and informing the visit team members.

(4) Decision on the Site Visit Agenda

The standard mandatory agenda for a site visit includes:

- Visit team entrance meeting and orientation for the visit team's accreditation duties²³⁾
- Meetings with program representatives and full-time faculty members
- Entrance meeting with president and other executive officers of the university²⁴⁾
- Meeting with adjunct faculty of the program²⁵⁾
- Meeting with Students
- Tours of facilities
- Review of program documents and evaluation of student work exhibitions
- Meeting with alumni
- Observations of design studios, lectures, and other classes (If deemed necessary)
- Preparation of the visit team report and confidential recommendation
- Exit meeting with the program faculty, the president and other executive officers of the university
- Exit Meeting with the students and all members of the program

While there are typical agenda items for a site visit, the specific issues that need to be reviewed can vary based on the circumstances of each applying program. Therefore, the team chair should flexibly determine the site visit agenda in consultation with the applying

22) A pilot project for the continuing accreditation program's visit will be conducted over three days and two nights in the second half of 2024. Subsequent decisions and announcements will be made based on the results.

23) Refer to "Appendix 6. Orientation for Accreditation Site Visit Team"

24) When applying schedule adjustment measures for the accreditation visit, it will be replaced with an exit meeting.

25) When applying schedule adjustment measures for the accreditation visit, it will be removed.

program, keeping in mind the following considerations:

- Maintaining adaptability according to the unique environment and context of the applying program
- Ensuring there is enough time for the visit team to perform their evaluation work
- Providing opportunities for the visit team to discuss the findings among themselves
- Allowing the applying program time to present additional documents and clarifications
- Allocating sufficient time for the composition of the visit team report and the confidential recommendation

4.3.6 Responsibility of the Program for the Site Visit

The method of effectively displaying course information and student work depends on the unique capabilities of the program. The program must present and convince the visit team that its educational content meets the accreditation criteria and that students' learning outcomes satisfy the conditions for accreditation, through efficient methods. Participation in workshops organized by KAAB is highly encouraged in this regard. (Refer to "4.8 KAAB Workshops and Visit Team Member Education")

Displaying course materials according to the progression of the program's curriculum can be useful for the visit team to understand the entire curriculum and the relationships between design studio courses and lecture courses.

(1) Visit Team Room

A visit team room must be established within the school being evaluated, inside or adjacent to the program. All student work and related course materials should be displayed in the visit team room, where the visit team conducts its work during the site visit. The team chair must check for the availability of all necessary materials in the visit team room immediately after the start of the accreditation visit, inspect the working environment of the visit team, and request adjustments if necessary. To ensure transparency in the accreditation review, the accreditation visit agenda and the resumes of visit team members and observers will be posted (or placed) outside the visit team workspace.

The visit team room must be equipped with the following, and no additional equipment may be added beyond these items:

- A meeting table for visit team work, where student work and review materials must be placed, should be in the same area
- Controlled access of the team room by the team chair for reviewing confidential documents, writing, and free discussion
- Adequate soundproofing and ventilation
- Chairs and a meeting table sufficient for all visit team members and observers
- Separate chairs for meetings with program faculty and visiting faculty, which should take place in the visit team room
- A desktop computer for reviewing digital student work, a printer, a projector and screen for meetings, and Wi-Fi/internet facilities for personal laptops brought by visit team members
- Enough electrical sockets or power strips for personal laptops and heating/cooling facilities if needed
- A document shredder
- Supplies for the visit team (stationery, slippers, etc.) can be additionally provided after consultation with the team chair

(2) Course Materials

The program must display all mandatory and elective course materials it offers in the visit team room. It's useful to arrange course display materials according to the curriculum flow, distinguishing between general and design studio courses, to provide a comprehensive understanding of the curriculum.

The displayed materials must correspond to the year immediately preceding the accreditation visit (e.g., for an accreditation visit in Fall 2025, the materials should be from Fall 2024 and Spring 2025). Student work for each course should be presented as physical samples, divided into two categories: highest level of achievement and lowest level of achievement, with an appropriate number of samples exhibited and available.

Common items for course material display include:

- Placement of the course within the overall curriculum and its relationship to the student performance criteria
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- Syllabus (refer to “Appendix 7. Required Contents of Syllabus for Accreditation Site Visit Review”)
 - Lecture materials, reference books, distributed materials
 - Documents related to student attendance
 - Digital records of student presentations (if necessary)
 - Documents related to field trips with stated objectives
 - Grading outcomes and distribution for the courses offered

(3) Student Work

Along with course information, educational materials, quizzes, exams, and final results of the students as learning outcomes should be included.

Common requirements and considerations include:

- Display of teaching materials, references, learning materials, etc.
- For field trips aimed at educational purposes, the syllabus must specify educational objectives and schedules to be recognized as outcomes.
- The number of student work samples displayed should be determined by the program, considering the size of the overall team room display area, the number of courses displayed, and their importance.
- Sampling should display actual items with student names²⁶⁾ and distinguish between the highest and lowest levels of achievement.
- Displays focusing on the highest level of achievement should use vertical surfaces, with all prepared lowest level samples stored within the visit team room.
- All displayed and stored student work materials must show grading outcomes, with overall grade distribution available for each course.
- During the recent accreditation period (within the last three years), major student performance artifacts from courses offered must be retained as digital files or physical samples. Digital files should be in an appropriate resolution image file format (jpg or pdf), and a separate computer and program must be available to verify these files.

26) After the completion of the accreditation site visit, follow-up measures must be taken to ensure that the names of the students are not disclosed when conducting internal or external exhibitions.

General lecture course displays should note:

- Major exam papers, answer sheets, reports, etc., can be sampled and displayed as physical materials without creating individual panels for display; a chart showing the course framework and performance criteria may be displayed.
- Presentation materials should be printed and displayed.
- Digital outcomes not printable should be displayed using digital equipment, in consultation with the team chair.
- Collaborative works should clearly distinguish contributors.
- After the recent accreditation visit (within the last three years), student performance materials (such as exams and reports) must be retained in digital file format or as physical samples.

Design studio course display considerations include:

- Only actual works presented or reviewed during the semester may be displayed, with the balance of drawings, models, and other types of work adjusted according to the content and nature of the work.
 - Re-working or reprinting past design works for the purpose of accreditation site visit display, and artificial paneling or standardization of outcomes are prohibited. Reprinting for display is only permitted if the original has been damaged, with proof required.
 - All displayed work, including digital outcomes, must be presented in the format used during semester presentations or reviews, with digital equipment available if needed.
 - For multiple design sections within the same grade level with identical educational objectives and content, the program may aim for efficient and meaningful display with an appropriate number of samples, as agreed upon in consultation with the team chair. Display of intermediate design process materials (individual course portfolios, etc.) is encouraged, with attention to not overcrowding the visit team room or meeting space with excessive student work.
 - Collaborative works should clearly distinguish contributors.
 - All studio outcomes (drawings, panels, models, etc.) conducted since the last site visit (within the last three years) must be stored as digital files or physical samples, with computers available for viewing digital files in appropriate formats (jpeg or pdf).
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(4) Faculty Work

The program should display works or research outcomes of the faculty within the visit team room or nearby, without creating individual panels, for works or publications produced within the last three years, to aid the visit team's understanding of the program faculty. This includes design achievements, papers, and books by individual faculty members.

4.3.7 Accreditation Site Visit

Through the accreditation site visit, the visit team directly visits and observes the applying program to verify and supplement the content of the architecture program report, enhancing understanding of aspects of the program that are not visible. The visit team conducts document reviews on the program's conditions within the institution, assesses student work, conducts random interviews, observes classes, and inspects related support facilities to confirm aspects that cannot be verified through the APR alone.

The progression of the accreditation site visit agenda is based on prior agreement on the specifics of the visit's conduct between the team chair, representing the visit team, and the program representatives, to prevent objections from the program side regarding procedural errors during the site visit period. Should there be a need to change the agenda's progression after the start of the accreditation visit, this also must be decided upon in agreement between the team chair and the program. Moreover, the applying program must closely monitor during the accreditation visit period whether the progression of the visit team's agenda is as agreed and whether there are any procedural questions, which should be clarified through the team chair if any doubts arise. The team chair is responsible for resolving procedural questions raised by the program during the accreditation period, and any responsibilities arising from procedural errors not raised by the program during the site visit period lie with the program, not the team chair.

(1) Accreditation Site Visit Agenda

The agendas listed below for the accreditation site visit are mandatory, though they can be organized differently depending on the situation. Refer to further detail described in KAAB Site Visit Guideline.

- **Visit Team Entrance Meeting**
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The Entrance meeting is the first official procedure of the accreditation agenda, encompassing the review of accreditation conditions and procedures, discussion on interview procedures and content with various members of the program, and deciding on general matters of the visit team's teamwork. The team members exchange opinions on matters needing verification from the APR and derive questions to be asked during the accreditation visit, prioritizing them. Based on this meeting, the team chair specifies the tasks of the visit team, adjusting the details of the accreditation agenda.

- **Meeting with Program Representative and Full-Time Faculty and Visiting Faculty²⁷⁾**

The meeting with the program representative involves queries on issues raised by the visit team from reviewing the APR, listening to the program's strategic development plan, changes since the last accreditation visit, adjustment of the accreditation agenda, and requests for additional information demanded by the visit team. Meetings with the faculty must include all major faculty members involved in the program's curriculum and may include faculty from other programs involved.

- **Meeting with President and Executive Officers²⁸⁾**

The entrance meeting with the university's president, faculty, and students is held as separate meetings to observe differences in perspectives. Especially through the meeting with the university's administrative head, it is possible to explore the university's mid to long-term plan supporting the program, the status of the architecture education program within the university, and understanding of the accreditation system.

- **Meeting with Enrolled Students**

A meeting in the format of a briefing session is held with the participation of as many current students as possible, excluding administrative staff and faculty. The visit team explains the founding purpose of the KAAB and the necessity of the accreditation site visit, exploring and verifying various aspects of the education program from the students' perspectives and listening to their suggestions.

- **Tour of the Facilities**

The tour includes the program's facilities (buildings used by the architecture program,

27) When applying schedule adjustment measures for the accreditation visit, it will be removed.

28) When applying schedule adjustment measures for the accreditation visit, it could be replaced by Exit Meeting.

campus buildings, and community facilities) and may include meetings with staff responsible for media centers, workshops, and laboratories.

- **Review of Display Materials and Student Works**

The visit team conducts evaluations based on the APR's performance criteria items. Since the visit team spends most of its time in the visit team room, the evaluation of student work continues throughout the accreditation visit. Visit team members may request supplementation and explanations for the displayed work or additional materials if necessary.

- **Meeting with Alumni**

Through natural contact with practicing alumni²⁹⁾ (limited to graduates of the accredited program), the visit team gains insight into the current status of the program from their perspective. The team explains the founding purpose of KAAB and the necessity of the accreditation visit.

- **Observation of Design Studios, Lectures, and Seminars**

Visit team members divide roles among themselves to observe various forms of class activities and the educational environment.

- **Review of Program Materials**

The visit team reviews various records of the program and any additional materials requested. Documents that can be requested include but are not limited to:

- Semester or specific course grade reports
- Lecture evaluation forms filled out by students for specific courses
- Recent graduates' transcripts
- Evidence of operational, management procedures, and actual handling during curriculum revisions
- Administrative standards and procedures related to faculty evaluation, reappointment, and promotion, as well as documents and materials concerning faculty evaluation

29) Limited to graduates within the last five years, and may include individuals working in architecture-related fields other than architectural firms.

- Various documents related to program operation and enrolled student management strategies
- Documents concerning student selection, leave of absence, and graduation
- Work items and minutes from various committees involving the program's faculty
- Additional budget information

- **Debriefing and Evaluation Meetings**

Every evening, the visit team exchanges opinions on the day's progress, adjusting tasks or discussing the need for additional information.

- **Visit Team Report and Confidential Recommendation Writing**

On the evening before the last day of the visit³⁰⁾, the visit team reaches a consensus on the program's fulfillment of each accreditation criterion and drafts a VTR. Consensus is sought wherever possible, and for controversial evaluation items among members, the principle of majority may apply. The confidential recommendation is then composed, excluding observers, and signed upon agreement by all members.

- **Exit Meeting with Program Representative and Faculty**

The visit team summarizes and communicates both the positive and negative aspects of the program observed during the visit period, summarizing the evaluation content.

To ensure³¹⁾ transparency until the completion of the visit team report post-visit, the first summary page of the visit team report is printed and handed to the program. Since the site visit has concluded, the visit team is no longer obligated to respond to queries from the program representative and faculty, proceeding with the remaining accreditation follow-up actions in accordance with standards and procedures.

- **Exit meeting with the program faculty, the president and other executive officers of the university, and Briefing for All Members of the Program³²⁾**

The visit team expresses appreciation for the university's support towards a successful

30) When applying schedule adjustment measures for the accreditation visit, it will be Monday evening.

31) Procedures to prevent the visit team from arbitrarily modifying or overturning the evaluation results of individual items after the completion of the accreditation visit when the program is unable to respond.

32) When applying schedule adjustment measures for the accreditation visit, include an explanation of the role of KAAB and the necessity and effectiveness of the accreditation system.

accreditation visit and explains the outcomes derived. It is unnecessary to report the details of the visit team report but rather focus on improvements at the university level during the exit meeting. Questions may be received, or discussions may be avoided as much as possible. After concluding all exit meetings, leave the university promptly. Meetings or lunches with faculty or school officials post-exit meetings are strictly prohibited.

(2) Early Termination of the Accreditation Visit

Should the need arise to terminate the visit early, due to a lack of response or severe issues from the program, the visit team chair will decide on early termination after consulting with the entire team. Scenarios warranting consideration for early termination include:

1. Severe lack of preparation by the applying program, making a proper evaluation difficult
2. Lack of or significantly insufficient response (Participation in meetings and response to additional material requests, etc.) from the program after the visit has started
3. Aggressive words or actions from the program during the visit, making further proper evaluation difficult
4. Natural disasters, illness or other unforeseen events making further evaluation difficult

The decision for early termination should be communicated after discussions with the applying program, the university's administrative executive (or representative), and the KAAB president. If the visit team decides on an early termination, the visit team chair must immediately arrange a meeting with the program's representative and the academic operation manager to explain the options provided by KAAB due to early termination.

Options include:

1. Terminating the visit and conducting another visit at an appropriate later date, outlining conditions to be met by the program until the team's return.
2. Continuing the visit, but with the understanding that the final visit team report may include negative findings.

If the program's lack of preparation necessitates a rescheduling of the visit, KAAB

may apply an accreditation deferral at its discretion, and any additional costs for early termination and revisits are borne by the program.

4.4 Follow-up Procedures of the Visit

4.4.1 Writing the Visit Team Report

The Visit Team Report (VTR), a qualitative evaluation of the program's educational outcomes, is to be concise and consistent. It serves as essential documentation for the KAAB Accreditation Committee's final deliberation on accreditation and may be used to address weaknesses in the application program or to strengthen the program's stature within the university. It also provides current and future students with information about the program's characteristics and the strengths and weaknesses of its education. Alongside the VTR, the visit team submits a confidential recommendation to the Accreditation Committee.

The draft of the VTR is prepared during the site visit using the format provided by KAAB. Within a minimum of 10 days after the completion of the site visit, the visit team chair distributes a second draft to the visit team members. The members are required to suggest revisions within a minimum of 10 days upon receiving the second draft, and the chair is to submit the final manuscript to KAAB within the deadline. The final VTR must be delivered to KAAB within 30 days from the site visit completion. The VTR should include:

(1) Summary of the Visit Outcomes

- **Visit Team Comments**

The visit team articulates a comprehensive evaluation of the program, summarizing how the program's educational objectives align with the university's founding goals and how it achieves those through detailed planning. The visit team outlines the program's major strengths and areas of improvement identified during the visit, concluding with suggestions for enhancing the noted strengths and addressing the areas for improvement.

- **Items of 'Well Met' and 'Not Met'**

The visit team specifies the accreditation criteria items as decided by consensus. The reasons for these decisions are not described but rather, the criteria items and their content

according to the conditions for accreditation are listed. The reasons are detailed in the review of each item in the VTR.

Positive items are identified comprehensively considering what aligns with the university and program's educational objectives and characteristics that need highlighting as strengths through individual evaluations according to each criterion. These items can be utilized as promotional material internally and externally to enhance the program's stature. Similarly, the visit team specifies the items requiring improvement as negative items, providing clear and concise reasons based on facts. The program must address the improvements for the specified items.

Determining an item as negative is a highly sensitive matter for the program, thus, appropriate procedures must precede the final decision. (Refer to the KAAB Site Visit Guideline, 'Evaluation of Detailed Items under Conditions for Accreditation').

- **Items of 'Requiring Improvement'**

For the evaluation of each criterion, no distinction is made for nearly "Met" or nearly "Not Met." Thus, the visit team categorizes the compliance with each criterion as either "Met" or "Not Met." However, even for items deemed "Met," if the current standard of maintenance and operation persists, there's a significant risk of deteriorating into "Not Met" over time due to the inherent complexity and characteristics of each criterion. In such cases, if there is a potential for improvement to ensure adequate educational opportunities for students and to enhance the quality and development of the program, the visit team designates these items as "Requiring Improvement." This categorization is based on a clear and concise rationale in the detailed evaluation of the item.

"Requiring Improvement" items, though not categorized as "Not Met," must still present plans for improvement and outcomes in the annual report (refer to "4.5 Annual Report"), alongside items marked as "Not Met."

(2) Response to the Previous Site Visit

Programs undergoing continuing accreditation must satisfactorily address negative items identified in the previous site visit. Through the annual report submitted each year, the program presents improvement plans and outcomes as a response to the visit team's opinion, items of Not Met, Requiring Improvement, and areas requiring further attentions detailed in each evaluation item from the VTR. The comprehensive content related to the response to the previous site visit must be summarized in the APR for the next site visit. The visit team reviews the response to the previous site visit, documenting the evaluation results.

For initial accreditation, improvement recommendations raised during the pre-document review (candidacy qualification and application review) must be presented as a response to the previous site visit items, showing improvement outcomes. The visit team evaluates these improvement results.

Items from (3) to (9) are evaluated according to the contents of the “Chapter 2. Conditions for Accreditation” of KAAB Conditions and Procedures, detailing each item.

(3) Program Response to the KAAB Perspectives of Architectural Education Accreditation

(4) Educational Objectives of Architectural Program and Curriculum

(5) Student Information

(6) Research Development and Human Resources

(7) Physical & Information Resources

(8) Financial Resources

(9) Performance Criteria

Evaluate and detail each item according to the conditions for accreditation and refer to the accreditation KAAB Site Visit Guideline, “1.2 Evaluation of Detailed Items under Conditions for Accreditation” in the KAAB Site Visit Guideline.

(10) Appendix

Summarize the content of the Architecture Program Report submitted to KAAB.

(11) VTR Signature

The visit team chair collects handwritten signatures from the team members upon completing the draft of the VTR during the site visit and submits it along with the final VTR to KAAB.

4.4.2 Confidential Recommendations

The visit team completes the draft of the VTR by the evening before the last day of the

accreditation visit and prepares a confidential recommendation on the accreditation type (duration) for the program. The Team Chair oversees the meeting to draft this confidential recommendation, ensuring confidentiality in the decision-making process and outcome by excluding observers. This recommendation is treated as confidential and submitted to the KAAB Accreditation Committee.

The Team Chair discusses with each visit team member to determine the term of accreditation, reaching a consensus and drafting a rationale for the recommendation. The consensus process for deciding the term of accreditation mirrors the adjudication process for evaluation items and requires the visit team's agreement and consent, not dominated by unilateral assertions or opinions from individual members. The visit team performs a comprehensive assessment based on the outcomes of individual evaluation items within the accreditation conditions. Team members present their views, persuading each other with objective and clear evidence in case of disagreements. If opinions are divided, the Team Chair mediates to reach a decision, possibly applying a majority vote if necessary.

Should difficulties arise from differing opinions during the consensus process, the visit team may document the consensus process and these differences in the confidential recommendation. The visit team signs the completed confidential recommendation.

The confidential recommendation by the visit team, along with the VTR, is regarded as critical during the final decision-making process by the Accreditation Committee and is strictly managed as a confidential document. This procedure ensures the visit team can freely make recommendations on the accreditation duration without influence from any conflicts of interest or fear of negative outcomes, considering the authority of the visit team and the powers of the Accreditation Committee.

4.4.3 Evaluation of Visit Team Work

(1) Program's Evaluation of Accreditation Visit Team Work

Following the conclusion of the accreditation visit, the program submits an evaluation of the accreditation visit team work to KAAB. This evaluation is considered confidential to ensure free expression of opinions and may be referenced by the Accreditation Committee for their final decision, depending on the significance and content of the issues raised.

The accreditation site visit evaluation includes the following points:

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- ◎ Comments on the execution of the accreditation site visit by the team:
 - Communication with the program before the visit
 - Reliability of document review
 - Appropriateness of accreditation procedure implementation
 - Response to originality of educational program
 - Fairness towards various members of the program
 - The level of the completeness of the closing meeting
 - The overall quality of the accreditation site visit
 - ◎ Communication with the KAAB
 - ◎ Positive and Negative Outcomes of the Accreditation Review and Preparation Process

This evaluation by the program assesses and comments on the visit team's performance, communication with KAAB, and highlights both positive and negative aspects observed from the accreditation preparation phase through to the site visit. KAAB uses the evaluation submitted by the program to enhance overall accreditation work.

(2) Visit Team's Opinion Statement

After the accreditation visit concludes, each members of the visit team submits a comprehensive opinion on the performance of the program, the visit team, and KAAB, utilized by KAAB and the Accrediting Task Force for improvements in subsequent accreditation projects. The work opinion statement is anonymously written to guarantee free expression of opinions by visit team members and observers, including sensitive issues not addressed in the VTR. The content and severity of the issues outlined may lead the Accrediting Task Force to relay these opinions to the Accreditation Committee, which can be considered in the final decision.

Team opinion reports are created separately for the Team Chair, members, and observers and are utilized for the following improvement activities:

- The expertise, operational ability, and tendencies of the Team Chair and team members are analyzed to influence the composition of team members for future Accrediting Task Force projects.
 - The satisfaction level with team-related education is evaluated to inform improvements to the educational system.
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- Immediate amendments that can be applied to the next accreditation visit are identified for improvements related to the accreditation procedure. Items requiring systemic improvements serve as valuable reference material for the KAAB's internal evaluation to develop proposals for amending conditions for accreditation.

4.4.4 Expense Claims

(1) Visit Team's Travel and Accommodation

During the accreditation site visit, all travel expenses, including accommodation and other travel costs for the visit team members, are covered by the KAAB. If air travel to another city is required, economy class must be used, and for train travel, high-speed trains (KTX) may be used. Other transportation costs follow the latest "Government Employee Travel Expense Regulations." However, transportation for official schedules during the site visit is provided by the applying program.

For the travel expenses incurred by observers, including accommodation, meals, and transportation costs, the applying program is responsible for all expenses related to the observers recommended by the program. The KAAB covers the expenses for the observers it recommends. Additionally, if more than one program's accreditation review is conducted during a single site visit, the KAAB is responsible for the expenses of any extra visit team members attending.

(2) Reimbursement Claims by the Visit Team

Immediately after the accreditation visit concludes, visit team members submit reimbursement claims for personal expenses incurred, using the form provided by KAAB, along with receipts. These claims should be submitted within 30 days following the visit, together with the work opinion statement.

KAAB aims to process these reimbursement claims within 15 days of receipt, adhering to standard protocol.

If the KAAB advances the expenses (such as accommodation and meal costs) for the observers recommended by the applying program, the KAAB will submit a reimbursement request form with attached receipts to the applying program within 30 days after the conclusion of the site visit.

4.4.5 Review and Appeal of the Visit Team Report

To finalize the matters presented in the Visit Team Report (VTR), the KAAB Accrediting Task Force sends the VTR to the applying program, which must respond within 15 days of receiving the report. The program can only request corrections to factual inaccuracies in the VTR.

The program cannot appeal the evaluation results of the detailed assessment items in the VTR. This restriction is based on the premise that the visit team completes the evaluation during the site visit by reviewing the materials presented by the program and, if necessary, requesting additional materials and explanations. The judgments and decisions made after giving the program an opportunity to explain are the exclusive authority of the visit team, and any additional materials not presented during the site visit will not be considered. For additional information, refer to Section 1.2.2 of the KAAB Site Visit Guideline.

If no response is received within the specified period, it is assumed that the program accepts the contents of the VTR. If the program requests significant corrections, the relevant information must be distributed to all visit team members.

4.4.6 Accreditation Decision

(1) Final Accreditation Deliberation

In the accreditation decision process, KAAB's Accreditation Committee considers the VTR, the confidential recommendation, and all related information provided by the program in advance.

The decision on the accreditation type (duration) integrates comprehensive consideration of KAAB's accreditation conditions and the following factors:

- The program has a self-assessment system and performs reasonable improvement work to establish the program and achieve educational goals.
- The program has reasonable procedures and presents improvement results to address deficiencies identified in the last accreditation visit (for new accreditation applicants, the accreditation application review).
- The program provides an overall learning environment that aligns with the

professional degree curriculum and accreditation conditions.

- The program graduates who meet the Performance Criteria.
- The program has the resources to maintain an appropriate level of achievement.
- The accreditation results for the program are appropriate in terms of equity and consistency with the results of other accredited programs.
- Whether there were any procedural issues raised through the contents of the evaluation of the visit team work submitted by the applicant program and opinions submitted by the Accrediting Task Force.

The Accreditation Committee submits the results of the final accreditation deliberation to the Board of Directors, which approves the committee's decisions. If there's a discrepancy between the recommended accreditation outcome by the visit team and the committee's decision, the reasons are specified, and mediation is requested from the Board of Directors. The mediation process follows the "(4) Accreditation Mediation" outlined below.

(2) Types and Duration of Accreditation

Accreditation types and durations are applied distinctively between continuing accreditation programs and initial accreditation programs.

① Initial Accreditation Programs

- **Conditional 3-Year Accreditation³³⁾**

The accreditation is valid for three years on a conditional basis. The conditions include the improvement of identified deficiencies and the thorough implementation of the final semester education during the accreditation visit period. The program must secure at least a four-year or six-year accreditation in the subsequent accreditation application review, failing which the accreditation will be revoked.

- **Accreditation Deferral³⁴⁾**

33) Previously, accreditation reviews for the KAAB could only be conducted after the first graduates (unaccredited graduates) emerged, that is, once the entire curriculum was completed. However, due to the expiration of the transitional provisions of the Architect Act in 2023, which allowed unaccredited graduates to obtain practical training qualifications, there is a systemic issue where the first graduates of programs applying for initial accreditation cannot obtain practical training qualifications regardless of their intentions. To address this issue, the KAAB will conduct an accreditation site visit in the final semester when the entire curriculum is completed for programs applying for initial accreditation, and grant a blanket 3-year accreditation, enabling the first graduates to obtain practical training qualifications.

34) Students graduating during the accreditation deferral period must obtain individual accreditation through the KAAB Architectural Education Evaluation Service for Architects Process to acquire practical training qualifications.

If it is determined that a proper accreditation site visit cannot be conducted due to severe lack of preparation by the applying program, or if there is no evident determination or capability to address the identified deficiencies, the accreditation site visit will be deferred to a later suitable time. The conditions to be met until the revisit by the visit team will be specified, and an accreditation deferral will be granted. An accreditation deferral cannot exceed one year.

Additionally, if it is deemed physically difficult to conduct the accreditation review due to national disasters or equivalent natural disasters, illness, or fire during the semester scheduled for the accreditation site visit or during the accreditation site visit period, the program will receive an accreditation deferral. This type of accreditation deferral cannot exceed two years³⁵⁾, and the program must obtain initial accreditation within the granted deferral period.

② Continuing Accreditation Programs

• 6-Year Accreditation

The accreditation is valid for six years. If deficiencies are minor and there is evident determination to address these deficiencies, the program will receive a 6-year accreditation.

• 4-Year Accreditation

The accreditation is valid for four years. If significant deficiencies that could degrade the quality of the program are identified, yet there is a clear intention and capacity to rectify these issues, the program will receive a 4-year accreditation. If a program receives 4-year accreditation³⁶⁾ consecutively two times, it must achieve 6-year accreditation in the next evaluation; otherwise, the accreditation will be revoked. For critical deficiencies that can lead to a 4-year accreditation decision, refer to the KAAB Site Visit Guideline.

• Conditional 3-Year Accreditation

The accreditation is valid for three years. In addition to the reasons for the 4-year accreditation determination, if severe critical deficiencies that could degrade the quality of the program are identified and there is no clear will or capability to address these deficiencies, the program will receive a conditional 3-year accreditation. The visit team

³⁵⁾ However, depending on the improvement of the issue, a one-time extension request can be made for up to one additional year.

³⁶⁾ This applies to programs that initially received a three-year conditional accreditation and subsequently obtained a four-year accreditation for both initial and continuing accreditation.

will specify the conditions to be met before their revisit in three years and grant a 3-year accreditation. In the next review, the program must obtain at least a 4-year or 6-year accreditation; otherwise, the accreditation will be withdrawn. For the critical deficiencies that can lead to a conditional 3-year accreditation, refer to the KAAB Site Visit Guideline.

If it is deemed physically difficult to conduct the accreditation review due to national disasters or equivalent natural disasters, illness, or fire during the semester scheduled for the accreditation site visit or during the accreditation site visit period, the KAAB can grant the program a conditional 3-year accreditation³⁷⁾ regardless of the program's intent. The program must undergo the continuing accreditation review within the granted accreditation term.

- **Accreditation Deferral (Temporary Suspension of Accreditation)³⁸⁾**

When it is determined that a program's severe lack of preparation prevents a proper accreditation visit from being conducted, a re-visit for accreditation will be scheduled for a suitable future date. During this time, the conditions that must be met before the visit team's return are specified, and an accreditation deferral is granted. This deferral cannot exceed one year.

- **Accreditation Denial/Withdrawal**

In the evaluation of continuing accreditation, if the visit team discovers major and irreparable issues during the accreditation visit period that do not meet the accreditation conditions, the program will receive accreditation denial. Additionally, if a program granted conditional 3-year or 4-year accreditation meets the conditions for withdrawal specified for each accreditation period, the granted accreditation will be revoked. For continuing accreditation evaluations, in cases of denial or Withdrawal, reapplication can be made no sooner than two years from that point.

(3) Rectification of the Terms of Accreditation by the Board of Directors

The KAAB Board of Directors rectifies the final review results submitted by the Accreditation Committee and notifies the respective programs of the accreditation results. Notification dates are the end of January and July each year based on business days, and the KAAB Secretariat posts the accreditation results on the KAAB website.

³⁷⁾ The conditional accreditation period is included in the accreditation term granted by the subsequent continuing accreditation review.

³⁸⁾ The period corresponding to the accreditation deferment is included in the term of accreditation granted by the continuing accreditation review. Individuals seeking practical training qualifications during the deferment period must obtain individual accreditation through the KAAB Education Evaluation Service for Architects.

(4) Accreditation Mediation

The Accreditation Committee makes the final accreditation decision by respecting the accreditation visit results evaluated by the visit team for each program. However, the final accreditation decision by the Accreditation Committee may differ from the results proposed by the visit team, considering equity and fairness with the overall cases of the accreditation review.

If there is a discrepancy between the accreditation results proposed by the visit team and the Accreditation Committee, it is treated as a review requiring accreditation mediation. The Accreditation Committee specifies the reasons and requests mediation from the Board.

The Board's mediation procedure is as follows:

- Upon receiving the mediation request from the Accreditation Committee, the Board selects three board members (one chair and two members) as mediators, and the mediation committee convenes a meeting for mediation.
- The mediation meeting is attended by representatives of the Accreditation Committee and the respective visit team chair, and the mediation committee presides over the meeting.
- The mediation committee drafts a report of the meeting results and submits it to the Board, which conducts a review for the final decision.
- The mediation by the Board is completed within 20 days from the date of the mediation request.

The mediation conclusion by the Board is final and has equal binding force on both the visit team and the Accreditation Committee.

4.4.7 Reconsideration

If there is an objection to the accreditation decision, the applicant program may request a reconsideration from the KAAB Board within 10 days from the date the accreditation decision is made. Within 30 days, they must submit the documentation to the Board and explain the reasons for the reconsideration request. Reconsideration requests are allowed for continuing accreditation programs that received a 4-year accreditation, conditional 3-year accreditation, deferral, or denial of accreditation; it does not apply to initial accreditation applicant programs. The failure of the applicant program to provide

information to the KAAB or the visit team in a timely and appropriate manner during the accreditation review process cannot be grounds for a reconsideration request.

Upon receipt of a reconsideration request, the KAAB Board of Directors forms a Reconsideration Committee for the reconsideration process. The formation and deliberation process of the Reconsideration Committee are as follows:

- Upon receipt of a reconsideration request, the Chairperson of the KAAB Board of Directors selects 3 members from the Board (1 chairperson and 2 members) as Reconsideration Committee members, who then carry out the tasks for reconsideration.
- For the reconsideration meeting, the applying program and the Accreditation Committee each send maximum of 2 representatives to attend. The Reconsideration Committee may require a separate meeting with the respective accreditation visit team chair or their attendance at the reconsideration meeting if deemed necessary³⁹⁾.
- The Reconsideration Committee prepares a report on the reconsideration results and submits it to the Board, which then deliberates for a reconsideration decision.
- The reconsideration process must be concluded within 60 days from the receipt of the reconsideration application, and the Board delivers the reconsideration results and reasons in writing to both the applying program and the Accreditation Committee.

The Board of Directors' reconsideration conclusion is final and has equal binding power on both the applying program and the Accreditation Committee. The applying program bears the reasonable direct costs related to the reconsideration, such as expenses for the meeting, travel expenses, meal costs, and accommodation costs (if necessary).

4.4.8 Accreditation Maintenance Consultation

Applicant programs⁴⁰⁾ that received an accreditation term other than the 6-year accreditation must apply for an accreditation consultation with the KAAB in writing within one year from the date of receiving the accreditation review results. For detailed content and procedures of the accreditation consultation, refer to the KAAB Site Visit Guideline.

39) The Reconsideration Committee may, if deemed necessary, conduct separate meetings with the respective visit team chair and the program representative.

40) This includes programs applying for initial accreditation.

4.5 Annual Reports

4.5.1 Purpose of the Annual Report

All KAAB accredited programs must submit an annual report within the accreditation term to maintain their accreditation. Through the annual report, accredited programs must promote continuous improvement and qualitative development in response to deficiencies noted in the Visit Team Report. The KAAB reviews the program's self-improvement efforts and the degree of improvement to ensure the maintenance of high-quality education. Additionally, the KAAB can provide various useful information about domestic architecture professional degree programs through the accumulation and statistical analysis of the submitted data.

4.5.2 Contents and Procedures of the Annual Report

The annual report must mandatorily include the following contents:

- Summary of major responses
- Response to the visit team opinions
- Response to items of Not Met
- Response to items of Requiring Improvement
- Human and physical resources statistics
- Application for focused evaluation (if applicable to the program)

KAAB stores the submitted annual reports for consideration in the next accreditation visit and final deliberation. Within two months after the receipt of the annual report, KAAB reviews the report and responds to each program with a letter of opinion.

The contents of the annual report letter of opinion by the KAAB Accreditation Committee include:

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1. Submission status of the mandatory items in the annual report
 2. The Accreditation Committee's opinion on the educational program's response to negative and attention-requiring items noted in the previous visit team report
 3. The necessity of additional information beyond the mandatory items for the next annual report, as determined by the Accreditation Committee

The deadline for submitting the annual report, along with the accreditation maintenance fee, is the end of March each year, based on business days. Programs seeking an extension of the submission deadline due to unavoidable reasons must submit a written request to KAAB two weeks before the deadline. Extensions can be granted for up to two weeks for valid reasons, and beyond the extended deadline, non-submission will be considered as a lack of intention to submit. The annual report submission applies from March of the year accreditation was granted and affects the year in which the continuing accreditation visit is scheduled.

If the Accreditation Committee deems the annual report to be insufficient, it may request supplementary information. If the annual report is not submitted by the deadline or the additional submitted materials are still insufficient, the Accreditation Committee may notify the program of the review results and the decision for a site visit evaluation to verify the facts. They can then request a Mid-term Evaluation from the Accrediting Task Force (see 4.6.1 Focused Evaluation Targets and (6) Mid-term Evaluation). The Accrediting Task Force will determine the size of the visit team based on the issue and coordinate the site visit schedule with the program. The methods and procedures for the site visit follow "4.6.2 Focused Evaluation Procedures." Based on the results of the site visit and with the approval of the Board, the KAAB may impose an accreditation deferment on the program.

4.6 Focused Evaluation

4.6.1 Focused Evaluation Targets

Focused evaluation is a method of evaluation designed to efficiently address significant

changes and deficiencies related to the accreditation within the accreditation period of the accredited program, aiming to reduce the excessive human and physical costs associated with preparing for a formal accreditation visit and to minimize potential harm to students.

Focused evaluations are classified as follows:

(1) Extension of the Accreditation Period

Continuing accreditation programs that have received a 4-year accreditation or conditional 3-year accreditation as a result of the accreditation review can extend their accreditation to 6 years through the focused evaluation application and review. Additionally, universities operating multiple accredited programs within the same institution that have received different accreditation terms can extend the accreditation terms to align them through the focused evaluation application and review⁴¹⁾.

Programs apply for focused evaluation within the granted accreditation validity period after self-assessing and reviewing the improvement of the noted deficiencies.

(2) Degree Change

If an accredited program changes from a 5-year bachelor's degree program to a combined (or integrated) bachelor-master program or vice versa, altering the degree process and degree name, the program can maintain the remaining accreditation term granted through a focused evaluation. In the case of a simple name change of the affiliated university or department, a focused evaluation is not required, but an application must be submitted to change the program name specified on the accreditation certificate.

(3) Additional Accreditation Program Establishment

If a university with an already accredited program seeks to apply for accreditation by adding an equivalent or similar program, the newly established program can receive an accreditation period corresponding to the remaining period of the already accredited program through focused evaluation. However, the applying program must substantiate its equivalence or similarity to the already accredited program's educational content and submit a focused evaluation application. If a separate graduate degree program is established apart from the 5-year degree program, or vice versa, it is not subject to focused evaluation and must apply for separate accreditation.

41) Based on the application content and scope, the decision can be made through document review alone.

(4) Changes Due to University Mergers

If, during the merger of multiple universities, an accredited program integrates with a non-accredited 4-year architectural-related program, the credit transfer and academic completion system equivalent to transfer or admission must be presented through a focused evaluation. If there is no need to integrate a non-accredited 4-year architectural-related program and the curriculum of the accredited program remains unchanged, a focused evaluation is not required.

In the process of merging universities, if each university has accredited programs that are to be consolidated into a single program, the integrated curriculum and changes in human and physical resources must be documented and submitted for a focused evaluation. The program can apply the most favorable accreditation term among the remaining accreditation terms of the previously accredited programs through the focused evaluation.

During the university merger process, if there are changes to the names of the affiliated university or department specified on the previously granted accreditation certificates, an application for program's name change must be submitted.

(5) Special Focused Evaluation

When it is deemed necessary to swiftly address changes due to the Architect Act, Higher Education Act, or other related regulations, focused evaluation can maintain the remaining accreditation period of the program. Special focused evaluations are conducted under the auspices of KAAB, which must announce the evaluation scope, method, and duration to the accredited programs in advance.

(6) Mid-term Evaluation

If there is no evidence of effort to maintain accreditation or a significant risk of deterioration in the quality of education, such as non-submission of the annual report or significantly inadequate response to the past review, KAAB can request a mid-term evaluation corresponding to focused evaluation for the program under its authority. All costs incurred for the site visit required for the Mid-term Evaluation are borne by the program.

4.6.2 Focused Evaluation Procedures

Each focused evaluation, whether by application approval or mandated by KAAB, is completed within 100 days from the confirmation of the visit evaluation to the final result notification, including the visit review.

(1) Application for Focused Evaluation

Accredited programs can apply for focused evaluation⁴²⁾ within the granted accreditation period for the evaluation of significant changes or deficiencies to maintain or extend the remaining accreditation period. Upon receipt of a focused evaluation application, KAAB reviews the significant change content or the extent of improvement in deficiencies through the application and annual reports. If approved, the result is communicated to the program, and the Accrediting Task Force is instructed to conduct a focused evaluation on the applying program. Programs whose application is rejected must proceed with the accreditation application process for continuing accreditation within the accreditation validity period.

(2) Composition of the Focused Evaluation Visit Team

For a Focused Evaluation that requires a site visit, the Accrediting Task Force forms a visit team according to each type. The visit team consists of up to three members: one educator and one practicing architect, in addition to the visit team chair, all of whom must have experience as visit team members. The Accrediting Task Force may assign one observer who previously participated as a visit team member in the last accreditation visit, but no observer recommended by the program will be assigned. The Accrediting Task Force appoints one of the visit team members as the visit team chair, and the program administrator may raise an objection to one visit team member on grounds of conflict of interest. The roles and responsibilities of the Focused Evaluation visit team chair and members are the same as those of a regular visit team.

(3) Focused Evaluation Site Visit

The accreditation visit period is based on one day and cannot exceed one night and two days, with the method and scale of the evaluation items and the visit agenda determined in advance agreement between the visit team chair and the applying program.

42) The Accrediting Committee may request a Focused Evaluation on its own authority

(4) Accreditation Decision

The visit team must submit a visit team report and a confidential recommendation as a result of the accreditation visit, and the subsequent procedures for making an accreditation decision are the same as those for formal accreditation.

(5) Cost of Focused Evaluation

All costs incurred for the site visit required for a Focused Evaluation will be borne by KAAB. However, all costs incurred for the “(6) Mid-term Evaluation” under 4.6.1 Focused Evaluation Targets will be borne by the program. After the Mid-term Evaluation is completed, KAAB will invoice the program, attaching the relevant costs and receipts.

4.6.3 Focused Evaluation Results

The final deliberation and decision process for the accreditation period is the same as the general accreditation decision process, and the results of the focused evaluation can vary according to the type as follows:

(1) Extension of Accreditation Term

- **Approval**

If the improvements in response to issues identified in the previous review are deemed appropriate, the initially granted accreditation term for the program will be extended to a six-year term. If multiple accreditation programs seek to align their accreditation terms, the extension will be adjusted to favor the remaining term of the applying program.

- **Rejection**

If the response to deficiencies is inadequate and the Focused Evaluation is deemed ineffective, the extension of accreditation will be rejected. The program must proceed with the accreditation application procedures for continuing accreditation within the granted accreditation term.

(2) Degree Change

- **Approval**

The remaining term of the program's granted accreditation will be maintained.

- **Rejection**

If the Focused Evaluation is deemed ineffective, the maintenance of accreditation will be rejected. The program must proceed with the accreditation application procedures for continuing accreditation within the accreditation validity term.

(3) Addition of Accredited Program

- **Approval**

If the newly added program is deemed to be at the same or a similar level as the already accredited program, the remaining term of the accredited program will be granted to the new program.

- **Rejection**

If the newly added program is not deemed to be at the same or a similar level as the already accredited program, the Focused Evaluation for the addition of the accredited program will be rejected. The applying program must follow the accreditation procedures to apply for candidacy status and initial accreditation.

(4) Changes Due to University Mergers

- **Approval**

The program will be granted the remaining accreditation term that is most favorable among the previously granted terms before merger. Rejection of the application does not apply.

(5) Special Focused Evaluation

- **Maintenance of Accreditation**

The remaining term of the program's granted accreditation will be maintained.

(6) Mid-term Evaluation

- **Maintenance of Accreditation**

If the improvements in response to issues identified in the previous review are deemed appropriate, the remaining term of the program's granted accreditation will be maintained.

- **Rejection of Maintenance of Accreditation**

If the efforts and achievements to address the issues identified in the previous review are significantly lacking, leading to a deterioration in the program's quality, and there is no evident will to improve, the previously granted accreditation term will be deemed deferred. The program must proceed with the accreditation application procedures for continuing accreditation within one year from the point of being deemed deferred.

4.7 Disclosure of Information

4.7.1 Promotion of Professional Accredited Architectural Programs

Programs that have been accredited through the KAAB accreditation review process are obligated to concurrently conduct proper education and promotion regarding the purpose of architectural program accreditation. This is a duty of the educational institutions operating accredited degree programs, and it is also necessary to use consistent information for the recruitment of new students and the promotion of educational programs to the general public. The accredited professional degrees of all educational programs by KAAB should be recognized and exchanged on an equal footing with the accredited degrees of international mutual agreement institutions, and therefore, it is imperative that all KAAB accredited programs publicly disclose consistent information formalizing this.

For this purpose, a statement prepared by KAAB regarding the purpose and effect of architectural program accreditation must be included at the beginning of all printed and online materials related to the architectural professional degree programs published and posted by the educational institutions. The statement to be included is as follows:

The (Bachelor of Architecture or Master of Architecture) degree program at (Educational Institution Name) complies with the accreditation conditions and procedures presented by the Korea Architectural Accrediting Board (KAAB) and has acquired professional architectural education accreditation. It is a professional degree program recognized simultaneously by the member accrediting bodies of the Canberra Accord and the UNESCO-UIA Validation Council for Architectural Education (UVCAE). Specifying the acquisition of an accredited professional architectural degree as a mandatory qualification for registration with the registration board is an international trend (refer to www.kaab.or.kr). Domestic professional architectural degree programs are operated at the discretion of the educational institution, either as a 5-year undergraduate degree program, an integrated bachelor-master's degree program, or a graduate degree program of 2 years or more, and must undergo regular accreditation reviews for the continuous maintenance of accreditation. The Korea Architectural Accrediting Board conducts accreditation reviews based on accreditation standards and procedures, and each educational program can receive a 6-year accreditation (5 years for initial accreditation), 4-year accreditation (3 years for initial accreditation), conditional 3-year accreditation (2 years for initial conditional accreditation), accreditation Deferral, and Denial/Withdrawal. The next accreditation review for the (Bachelor of Architecture or Master of Architecture) degree education program at (Educational Institution Name) is scheduled to be conducted in year XXXX.

Additionally, educational institutions must use a consistent designation when referring to accredited education programs and apply the designations listed below in all official documents within the educational institution:

- Degree Name: Bachelor of Architecture (B. Arch) or Master of Architecture (M. Arch).
- The program name must always include “(Accredited by KAAB).”
- The KAAB logo must be affixed to the web homepage of each accredited program, and a link to the KAAB website (www.kaab.or.kr) must be included.

4.7.2 Information Related to Accreditation Review

(1) Announcement of KAAB Conditions and Procedures

All members of the accredited program, including students and their parents, should be

aware of the latest conditions for accreditation and procedures set by KAAB. It is the program's obligation to regularly announce this information through appropriate methods. Additionally, students in the program should be familiar with this information upon admission, as it significantly impacts curriculum operation and student participation in the program.

(2) Disclosure of Accreditation Review Result Information

Accredited programs have the duty to disclose their accreditation review-related information to the public to facilitate a correct understanding of the architectural program's status and to ensure transparency of the review content based on KAAB Conditions and Procedures. The following documents must be made available within the university for public access:

- The most recent APR
- The most recent VTR
- The most recent official KAAB accreditation decision letter
- All annual reports and KAAB opinion letters following accreditation

However, upon the program's request and with KAAB's agreement, a public version of the APR may omit certain sensitive information (e.g., some financial resources data, histories). Also, KAAB stores all APRs and the above documents at the secretariat for public access, but external transmission of documents and lending of reports are not allowed.

4.8 KAAB Workshops and Visit Team Member Education

The KAAB accreditation review method is based on site visits considering the uniqueness of architectural education, aiming for qualitative evaluation, and requires the active participation of visit team members as a form of community service. The review method is not a one-sided evaluation by reviewers but a process of convincing the visit team with active participation from the applying program, based on understanding and preparing for the KAAB Conditions and Procedures. As inexperienced individuals may find it challenging to verify the contents of the APR distributed in advance along with complex visit agenda items during the accreditation visit period, KAAB operates the following workshops and training:

KAAB does not have separate communication beyond published conditions and procedures for efficient functioning of the visit team, nor does it have an obligation to conduct education for schools and KAAB constituent groups. However, the following events can serve as useful references for preparing for the accreditation review.

4.8.1 Workshops for Educational Programs

KAAB hosts annual workshops to support the preparation of Architecture Program Reports (APR) and successful accreditation site visits. These workshops, conducted in collaboration with architectural education organizations, focus on APR preparation and sharing best practices. The KAAB Accrediting Task Force must send workshop invitation letters to the deans or program administrators of all programs preparing for accreditation. These letters must be sent at least two weeks before the workshop date.

Participation in the workshops is encouraged not only for those involved in architectural education programs but also for potential members of the visit team pool.

4.8.2 Workshops and Training for Visit Team Members

There are workshops and training courses for individuals who will serve as visit team members, as follows:

(1) Visit Team Workshops and Training

KAAB regularly conducts visit team workshops and training for candidate members selected for the visit team pool. Finalized members and observers must participate in separate practical training for accreditation visits before the visit. Members who do not attend the practical training may be replaced at the discretion of the Accrediting Task Force, and those who complete the training will have their training completion and accreditation visit experience registered by the Accrediting Task Force for career management.

Training programs for the accreditation visit team are categorized into Basic Training, Practical Training, and Special Training, and are further divided into Retraining, Nonscheduled

Education, and Refresher Training for members not appointed for a long time.

- **Basic Training:** Basic education conducted for all members recommended as visit team candidate pool by member organizations, covering general understanding of the accreditation system and basic education for accreditation visits.
- **Practical Training:** Specialized education on all aspects of accreditation visit tasks for members appointed to the accreditation visit team.
- **Special Training:** Conducted for all members utilizing opportunities such as invitations to international experts, especially including KAAB personnel.
- **Refresher Training:** Education for all members when accreditation conditions are updated to apply revised conditions for accreditation.
- **Retraining:** Training conducted for members recommended as candidates but not appointed for a long time. It can be substituted with Practical Training.
- **Nonscheduled Education:** Education conducted for members who could not attend the scheduled training due to personal circumstances. It can be substituted with online educational materials.

(2) Workshops for Building Consensus among Visit Team Chairs

KAAB holds annual workshops to achieve consensus among visit team chairs, hosted by the Accrediting Task Force. All visit team chairs are required to attend these workshops, and those who do not may be replaced at KAAB's discretion. The purpose of the workshop is as follows:

- Discuss important issues and potential problems raised during the last accreditation visit in preparation for the next accreditation visit.
- Reach agreement on how to interpret and apply KAAB's conditions for accreditation and procedures to ensure consistency and fairness in the evaluation process.
- Establish consistency and professionalism in the tasks related to accreditation visits, program evaluations, and VTR.

(3) Workshops and Training Hosted by KAAB Constituent Member Organizations

In line with the purpose of KAAB's establishment, member organizations that form the core of KAAB operations must participate in the crucial accreditation process, namely the site visits, by assigning experts. Therefore, each member organization is obligated to recommend visit team members to participate in the accreditation visits and to conduct training for these members from their respective organizational perspectives to ensure the successful execution of accreditation tasks.

4.9 Procedures for Revision of Accreditation Conditions and Procedures and Annual Review of Accreditation Activities

4.9.1 Revision of Accreditation Conditions and Procedures

KAAB conditions for accreditation are revised once every 6 years based on 2018 to reflect social changes and demands at home and abroad related to architectural education, and procedures for accreditation may be revised as necessary. The revision process for conditions for accreditation is as follows:

(1) Principles for Revising Accreditation Conditions and Procedures

- KAAB Conditions and Procedures are revised separately, with the conditions for accreditation updated every six years on a regular basis, and the procedures for accreditation revised as needed.
- The revision of KAAB conditions must proceed with the joint consensus of member organizations constituting KAAB.
- The revision of KAAB conditions must be transparently disclosed throughout the process, adhering to the principle of transparency and following the revision procedures for conditions for accreditation.
- All items for revising accreditation conditions must pass through public hearings that allow participation from KAAB member organizations, educational programs, and the general public, receiving final approval from the KAAB Board of Directors.

(2) Public Forums for Revising KAAB Conditions

- Regularly revised conditions for accreditation are announced in the fifth year after publication, forming a Revision Committee for KAAB Conditions involving KAAB member organizations and representatives, and holding public forums for revising conditions for accreditation. Issues raised in the public forums are disclosed on the KAAB website.
- The public forums are organized by the Revision Committee for KAAB Conditions, presenting evaluation and proposed items for current conditions for accreditation when there are reasons for revision and gathering opinions.
- The announcement and conduct of public forums should be notified in advance to educational programs and proceed publicly.
- Issues organized in public forums will be dealt with as items for the Revision Committee for KAAB Conditions.

(3) Entities for the Revision Work of KAAB Conditions

- KAAB forms a Revision Committee for KAAB Conditions for the revision work. Committee members comprise 2-3 experts from KAAB member organizations and two recommended by KAAB, totaling up to 11 members. The final list is disclosed to the public.
- The chairperson of the Revision Committee for KAAB Conditions is the chairperson of the KAAB Accreditation Committee.

(4) Revision Procedures for KAAB Conditions

- For revising conditions for accreditation, the President of KAAB forms the Revision Committee for KAAB Conditions composed of KAAB and member organization experts about 10 months before the announcement of the revision proposal and holds the first meeting of the committee.
 - The KAAB Secretariat gathers and organizes major issues raised in the public forums for revising conditions for accreditation and the demand for revision from past accreditation activities, delivering them to the Revision Committee for KAAB Conditions.
 - The Revision Committee for KAAB Conditions can conduct revision work divided into small groups for each revision item under the chairperson's guidance.
 - The Revision Committee for KAAB conducts a survey to gather feedback from stakeholders in the accreditation system, including faculty, students (graduates), and architects, in addition to holding public forums. The committee reviews and incorporates this feedback to draft the revised conditions for accreditation.
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- Once the draft for revising conditions for accreditation is prepared, the KAAB Secretariat prepares for the public hearing for revising conditions for accreditation, allowing participation from KAAB member organizations, educational institutions nationwide, and the general public.
 - Issues raised through the public hearing should be organized by KAAB and disclosed to the public.
 - The Revision Committee for KAAB Conditions reviews and incorporates issues raised in the public hearing to prepare the final draft for revision.
 - The final revised draft is submitted to the Ministry of Education for prior review and approval.
 - The final revised draft must be approved by the KAAB Board of Directors and then made publicly available on the KAAB website.
 - The revised conditions for accreditation are published and announced online at the time of the revision announcement.

(5) Revision of Accreditation Procedures

- KAAB, through the annual review of accreditation activities, must present evaluation and proposed items for the current accreditation procedures and gather opinions if there are reasons for revising accreditation procedures.
- For revising accreditation procedures, the President of KAAB presents the reasons for revision and proposals through the annual workshops for educational programs, gathering and organizing content raised in opinion gathering, and delivering it to the Accreditation Committee.
- Once the draft for revising accreditation procedures is completed, the final revision draft must be approved as an item on the agenda of the KAAB Board of Directors and disclosed to the public through the KAAB website.

(6) Special Revision of KAAB Conditions

- KAAB conditions are revised regularly every 6 years. However, if there are urgent issues for revision due to changes in domestic and foreign related systems (laws, regulations, etc.), a special partial revision of conditions for accreditation can be initiated by the President of KAAB.
 - Special partial revision proposals, depending on the issue's significance, must go through a public hearing (opinion gathering) hosted by KAAB and be enacted following the Board of Directors' approval.
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- Revised proposals approved by the KAAB Board of Directors are individually notified to the programs and posted on the KAAB website.

4.9.2 Annual Review of Accreditation Activities

KAAB, under the direction of the Board of Directors, holds an annual review meeting to collectively examine accreditation decisions and major accreditation tasks carried out over the past year. This meeting is intended to organize items to be reflected in future accreditation work. This practice serves to institutionalize the opportunity to review and enhance KAAB's accreditation activities annually.

- The annual review of accreditation activities involves the Board of Directors, President, Accreditation Committee, Accrediting Task Force, and candidate pool of visit team chairs, reviewing all accreditation and accreditation-related activities of the year.
- Issues resolved in the annual review meeting of accreditation activities are immediately reflected in the work, and if necessary, incorporated into the revision of KAAB conditions through the Accreditation Committee for the next revision.
- The annual review of accreditation activities is held yearly, and the approved annual review report is posted on the KAAB website.

Appendix

1. Evidence for Evaluating Criteria of Common Values
2. Types of Student Work Evidence
3. Criteria of Evaluation for Applications of Candidacy Status & Accreditation
4. Typical Agenda for Accreditation Site Visit
5. Accreditation Review Checklist
6. Orientation for Accreditation Site Visit Team
7. Required Contents of Syllabus for Accreditation Site Visit Review
8. Glossary

Appendix 1. Evidence for Evaluating Criteria of Common Values

Overview and Characteristics

The architecture education program, as a professional degree curriculum, must pursue values that are common in training architecture professionals. For each item, the program should present the intended educational methods and content through both curricular and extracurricular activities along with the corresponding educational outcomes.

1. Evidence should be centered on selected curricular courses according to the educational goals and characteristics that the program aims to achieve, and extracurricular activities can also be utilized.
2. Based on the unique operational system of the related curriculum, the direction and intent of the education pursued by the program for each evaluation item should be presented.

Preparation and Evidence for valuation

1. Description of the unique approach and curriculum operation structure of the educational program to address each evaluation item.
2. Explanation of the educational content and scope that includes the direction and intent of education for each evaluation item.
3. Evidence of education reflected in the curricular courses should be in the same manner as the existing "Student Performance Criteria" evidence. Prepare a chart (Matrix) that cross-references the courses and the corresponding evaluation items.
4. Evidence of education through extracurricular activities should be presented with an explanation of the purpose and outcomes of the respective extracurricular programs, including the operational methods, regulations, and performance records.

Appendix 2. Types of Student Work Evidence

Types of Evidence to be Provided in the Visit Team Room	Recognized as evidence of achievement level if it corresponds to one or more of the items listed for each achievement level below.	
	Understanding	Ability
Various exam papers and answer sheets, student reports (if the form of the deliverable is specified in the syllabus)	●	●
Records of oral presentations, various types of models, drawings, installations, design study processes, video materials containing students' presentation content, and other forms of student-produced work (if the form of the deliverable is specified in the syllabus)	●	●
	Evidence of achievement levels of Understanding and Ability should be sampled in appropriate quantities, representing both the highest and lowest levels of achievement. For example, if work is graded as A, B, C, D, F (fail), samples should include examples of 'A' and 'D' work. If there is no 'D' work, the next lowest level, 'C', should be sampled instead.	

Appendix 3. Criteria of Evaluation for Applications of Candidacy Status & Accreditation

	Accreditation Criteria	
	Application for Candidacy Status for Accreditation	Application for Accreditation
Key Evaluation Items	<ul style="list-style-type: none"> - Curriculum operation appropriate to the program's establishment goals and educational objectives - Academic management system for individual students (systematic completion of curriculum) - Appropriateness of credit recognition standards for courses and credits completed at previous universities or departments for transfer, change of major, and transition students - Appropriateness of the correlation between course content and performance criteria - Appropriateness of student information - Appropriateness of human resources and operational systems - Appropriateness of physical resources - Appropriateness of information resources - Other areas deemed necessary for improvement - Response to reasons for previous rejection of candidacy status application (for reapplying programs only) 	<ul style="list-style-type: none"> - Appropriateness of the response plan and improvement results for the items requiring improvement identified in the candidacy review - Response to reasons for previous rejection of accreditation application (for reapplying programs only)

Appendix 4. Typical Agenda for Accreditation Site Visit⁴³⁾

Day	Time	Agenda
1st Sat.	PM	Team Meeting w/ Orientation
		Team Dinner
2nd Sun.	AM	Arrival to School, Team Rm Orientation
		Initial Meeting w/ Faculty members
		Meeting w/ Program Alumni
	PM	Visit Site Resources & Lib.(if needed)
		Review of Exhibits & Materials
		Team Meeting & Summary
		Team Dinner w/ Meeting
3rd Mon.	AM	Team Meeting
		Review Exhibits & Add. Materials
		Meeting w/ all program students
	PM	Meeting with Faculty Members
		Final Review of Exhibits & Draft VTR
		Team Dinner w/ Meeting & Deliberation
		Draft Confidential Recommendation
4th Tue.	AM	Team Meeting
		Exit Meeting w/ Faculty Members
		Exit Meeting w/ Head of University
		Team Room Tidying up
		Exit Meeting w/ all program students
		Exit School

⁴³⁾ The above schedule and agenda will be offered as an option to the applying programs and will be conducted as a pilot project for the accreditation site visits in the second semester of 2024. It will not be applied to initial accreditation application site visits. After the pilot project implementation and subsequent analysis, it will be decided and announced whether some adjustments will be implemented or the existing 4-day schedule will be maintained (subject to further review) starting from the 2025 project.

Appendix 5. Accreditation Review Checklist

Refer to “1.1 Detailed Checkpoints for Each Accreditation Visit Agenda Item” in the KAAB Site Visit Guideline for your tasks once the site visit begins.

1. For Program Heads

- **Accreditation Visit Preparation**

- () Participate in workshops and training hosted by KAAB.
- () Prepare and submit the APR.
- () Review and either accept or appeal the proposed visit team members presented by KAAB.
- () If necessary, recommend observers (including resumes), and convey opinions about KAAB-recommended observers to the visit team chair.
- () Respond to supplementary and additional data requests for the APR.
- () Consult with the visit team chair if there are questions or issues regarding the preparation of the visit team room.
- () Propose and finalize the accreditation visit schedule (at least two alternative dates) and detailed agenda with the visit team chair.
- () Prepare logistical details for the accreditation visit, such as transportation and meal arrangements during the visit.
- () Prepare the visit team room according to KAAB C & P chapter “4.3.6”
- () Confirm the schedule for meetings with the Head of the Institution and relevant faculty members.

- **Actions to be taken during the accreditation visit are referenced in KAAB C & P “4.3.6.”**
-

- **Follow-up Procedures of the Visit**

- () Review the summary of the VTR received during the exit meeting and request factual corrections to KAAB if necessary.
- () Review the draft VTR and request factual corrections to KAAB if necessary.
- () If there are recommended observers by the program, handle all related expenses.
- () Complete the Evaluation of visit Team Work required by KAAB and submit it to KAAB.
- () Take necessary actions upon receiving the accreditation decision results from KAAB (KAAB C & P “4.4.7”).
- () Make the APR, VTR, and accreditation results available in the library for public access.
- () Prepare and submit the Annual Report along with the accreditation maintenance fee by the deadline.

2. For Visit Team Chairs

- **Accreditation Visit Preparation**

- () Discuss the proposed accreditation visit schedule (at least two alternative dates) with the visit team members and finalize the schedule in consultation with the program.
 - () Organize and lead meetings with the visit team members to review the APR and, if necessary, prepare additional supplemental data requests to the program.
 - () Discuss and finalize the detailed agenda and schedule of the accreditation visit with the program.
 - () Conduct a preliminary visit to the program approximately 1-2 weeks before the accreditation visit to inspect the visit team room and address any questions from the program.
 - () Review and approve the observer candidates recommended by KAAB and the program.
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- () Ensure all visit team members and observers arrive according to the accreditation visit schedule.
 - () Review the backgrounds of the visit team members and observers and prepare for the initial accreditation visit meeting.
 - **Actions to be taken during the accreditation visit are referenced in KAAB C & P “4.3.7 Accreditation Site Visit.”**
 - **Follow-up Procedures of the Visit**
 - () Upon completing the accreditation visit, finalize the VTR by circulating it via email among all visit team members for their input.
 - () Submit the completed VTR to KAAB within the deadline.
 - () If the program requests factual corrections, consult with the visit team members and make a decision.
 - () Complete and submit the visit team task evaluation form required by KAAB.
 - () Submit the accreditation visit expense form (e.g., transportation costs) to the secretariat.
 - () If requested, participate in accreditation mediation or Reconsideration Committee meetings conducted by the KAAB Board during the final accreditation review process.

3. For Visit Team Members and Observers

- **Accreditation Visit Preparation**
 - () Familiarize yourself with the KAAB Conditions and Procedures and strive to understand their content.
 - () Review the APR and note any questions or points that need clarification.
 - () Participate in the APR review meetings.
 - () Complete any practical training requested by KAAB for the accreditation visit.
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- () Direct any questions to the visit team chair or the KAAB secretariat.
 - () Receive assistance from KAAB for transportation, accommodation, and initial meeting arrangements for the accreditation visit.
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- **Actions to be taken during the accreditation visit are referenced in KAAB C & P “4.3.4.”**
 - **Follow-up Procedures of the Visit**
- () Visit team members (excluding observers) participate in the finalization of the VTR and actively provide feedback if they have any opinions.
 - () If there are factual correction requests from the program regarding the VTR, discuss these with the visit team chair.
 - () Complete and submit the visit team task evaluation form required by KAAB.
 - () Submit the accreditation visit expense form (e.g., transportation costs) to the secretariat.
-

Appendix 6. Orientation for Accreditation Site Visit Team

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- _____ Each visit team member introduces their prior accreditation visit experience and their area of expertise.
 - _____ Explain that through the site visit, all visit team members represent not only their member organizations but also KAAB, emphasizing the significant duty and rights they exercise. Also, explain the role and participation significance of observers.
 - _____ Explain the mission of KAAB, which is to ensure the minimum educational standards required for securing professional competency in architectural practice while encouraging the individuality of each program.
 - _____ Review the visit team's accreditation visit protocol. (Refer to "Accreditation Visit Protocol" in the KAAB Site Visit Guideline)
 - _____ Review the two levels of educational outcomes (understanding, ability) and types of evidence. (Refer to "Appendix 2 of the KAAB Site Visit Guideline")
 - _____ Announce the task distribution and responsibilities of visit team members (including observers).
 - _____ Explain the necessity of accurately and clearly completing the VTR.
 - _____ Review each member's roles during and after the accreditation visit in preparing the VTR.
 - _____ Explain the methods and key points of communication during and after the accreditation visit, as well as the necessity for confidentiality.
 - _____ Agree on the process of drafting and signing the confidential recommendation for the term of accreditation based on the VTR and the accreditation period decision.
 - _____ Explain KAAB's procedures for the final accreditation decision after the conclusion of the accreditation visit.
 - Final Visit Team Report preparation and submission
 - Submission of Work Opinion Statements by each visit team member
 - Review of the Visit Team Report by the program
 - Program's evaluation of the accreditation visit task
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- Final accreditation review by the KAAB Accreditation Committee
 - Final approval by the KAAB Board of Directors
 - Appeals process (if necessary)

Exchange opinions on the APR. (List items not specified in the report, issues and questions to be raised during the accreditation visit, and additional data to be requested at the beginning of the visit)

Discuss the checkpoints and questions to be addressed in the detailed agenda of the accreditation visit. (Refer to the detailed checkpoints for each accreditation visit agenda item in the KAAB Site Visit Guideline)

Appendix 7. Required Contents of Syllabus for Accreditation Site Visit Review

All course syllabus forms must be provided as mandatory for accreditation review, and must be displayed at the course outcomes exhibition in the visit team workroom. This requirement aims to enhance the efficiency of the accreditation review process through standardized specifications and content. Additionally, syllabi containing the following details must be distributed to and utilized by current students for all courses offered.

The content and order should be as follows, with the document length limited to no more than four A4 pages per course:

- Course title, course number (if necessary), credits, hours per week, lecture location
- Instructor's name (including those who have taught the course in the past two years)
- Frequency of offering (e.g., offered every first semester of each academic year or every semester)
- Course overview
- Educational objectives
- KAAB Accreditation Criteria involved
- Weekly lecture plan
- Grading criteria and methods
- Prerequisites (e.g., Architectural Design 1-2 required before taking Architectural Design 3)
- Required textbooks and reference materials

Appendix 8. Glossary

Accrediting Committee

A final review body at KAAB evaluates programs that have applied for accreditation and makes the final determination on accreditation status. This body is also a department of KAAB that deliberates on various policies, procedures, and conditions related to architectural education accreditation and submits the results to the board of directors. It reviews the candidacy status and accreditation applications of programs seeking accreditation, examines the Visit Team Report and the accreditation proposal submitted by the accreditation visit team, and makes the final determination on accreditation status, submitting the results to the board of directors for approval.

Accreditation Conditions & Procedures

A series of standards and procedures that serve as benchmarks for conducting accreditation reviews of professional architectural education programs, aimed at recognizing courses as qualified architectural degree programs.

Accreditation Deferral (Temporary Suspension of Accreditation)

When a program's severe lack of preparation, such as a shortage of student outcomes and educational materials, makes it difficult to conduct a proper evaluation, and it is deemed unsuitable to decide on accreditation, a deferral is granted. This allows for a postponement of the accreditation visit to a more appropriate future date when the necessary conditions are expected to be met.

Accreditation Denial/Withdrawal

1. A type of accreditation granted when it is determined that the primary contents of the architectural program report submitted by a program applying for accreditation for the first time are inaccurately represented, do not meet the accreditation conditions, and cannot be corrected during the accreditation visit period. For continuing accreditation programs, the granted accreditation is denied.
2. If a program that has received conditional 2-year or 3-year accreditation meets the conditions for Denial/Withdrawal during each accreditation period, the granted accreditation is revoked.

Accreditation Review

A series of review processes including the candidacy status review, the site visit by the visit team, the final deliberation by the Accreditation Committee, and rectification by the board of directors, targeting programs that have applied for accreditation.

Accrediting Committee

A KAAB body that reviews programs applying for accreditation and makes final decisions on their accreditation status. This committee also deliberates on general policies, procedures, and standards for architectural education accreditation and presents the outcomes to the board of directors. It reviews the candidacy status, accreditation application, and reports from the visit team and decides on accreditation, submitting the results for approval by the board of directors.

Accrediting Task Force

A department of KAAB that oversees the entire operation of accreditation evaluation for architectural education curricula. The task force performs the accreditation process according to the accreditation procedures and operates a candidate pool for the visit team.

Annual Report

A report that all accredited programs must submit annually. Programs must annually draft and submit improvement plans and outcomes in response to deficiencies noted in the Visit Team Reports. KAAB reviews these reports to assess the extent of improvements and communicates the results to foster continuous qualitative enhancement of the program, providing useful information to professional architectural degree programs through accumulation and statistical analysis of program resource data.

Architectural Design Studio

A practical workspace for architectural design or a format for such architectural design classes.

Architecture Program Report (APR)

A report that comprehensively describes the overall educational environment of the program, including the program's educational objectives, self-assessment for quality improvement systems, and the conditions and resources of its education. The visit team conducts the accreditation visit based on this report.

Canberra Accord

An international agreement signed between countries operating architectural education accreditation systems to mutually recognize professional degrees accredited by each country's accrediting body. This agreement was signed in Canberra, Australia, in 2008.

Candidacy Status for Accreditation

The eligibility review process for a program to apply for accreditation to KAAB for the first time after its establishment. This involves assessing the minimum requirements like the operation of the professional degree curriculum, academic management system, student performance criteria, and educational environment. Candidacy status is valid for three years.

Conditions Met

Evaluation items where program and student outcomes meet the accreditation conditions.

Conditions Not Met

Evaluation items where program and student outcomes do not meet the accreditation conditions and act as factors degrading the quality of the program, requiring immediate improvement.

Conditions Requiring Improvement

Items judged compliant but due to the complexity and characteristics of each standard, there is a significant risk of degrading into noncompliant items if maintained at the current level, requiring improvements.

Conditions Well Met

Evaluation items that align well with the university and program's educational objectives and are considered strengths of the program due to the quality of the related program and student outcomes.

Continuing Accreditation

The process of renewing the accreditation period granted to a program to continuously utilize the effectiveness and power of its accreditation.

Continuing Education

See “Professional Practice Education.”

Core Competency

Essential abilities and qualities a student must acquire by graduation to perform various tasks as an architectural professional.

Deliberation of Decision

The process wherein the KAAB Accreditation Committee considers all relevant information provided by the program, including reports from the visit team and confidential accreditation proposals, to make a final deliberation. The results of this final deliberation require approval by the board of directors to take effect.

Extending Terms of Accreditation

1. The result of deliberations to extend accreditation to six years (for continuing accreditation) through focused evaluation.
2. The result of granting new accreditation to a program that maintains its efficacy by undergoing continuing accreditation review within the validity period.

Field Practice

Various Practical Experiences Including Architectural Firms.

Focused Evaluation

A system operated to allow programs with less than six years of accreditation to respond swiftly to internal and external changes while maintaining accreditation, such as extending the accreditation period through re-evaluation, changing the name of the accredited degree, establishing additional accredited programs, or changes in related regulations. This system is designed to minimize excessive human and physical costs associated with formal site visit preparations and to minimize potential harm to current students.

Intern Development Program

An intern training program that a candidate for architectural examination must undergo after completing a certain number of semesters in an accredited architectural degree program,

involving systematic practical training from a registered architect at an architectural office designated by the governing body of the architectural licensure for at least three years.

KAAB Education Evaluation Service for Architects

A system that grants practical training qualifications by evaluating the educational background of individuals who have completed overseas or equivalent educational programs, apart from those who have completed accredited programs, at the undergraduate or graduate level.

Learning Outcomes

Outcomes achieved by students through the operation of the curriculum aimed at achieving educational objectives, assessing the program and student capabilities and qualities towards the intended image of graduates.

Mediation of Accreditation Decision

A series of procedures managed by the KAAB board of directors to mediate between the accreditation results proposed by the visit team and the final deliberations of the Accreditation Committee. If the results from the visit team and the Accreditation Committee differ, the board of directors mediates to ensure consistency and fairness across programs, reviewing past accreditation cases and ensuring strict adherence to procedural fairness.

Outcome-based Assessment

An assessment method that assesses the capabilities and qualities of students and program through the final outcomes produced by completing the program's curriculum, avoiding assessments based on the standards and educational environment related to inputs like human and material resources.

Peer Review Process

A review method in which experts from related fields participate with equal standing and conduct objective evaluations to enhance the fairness and transparency of accreditation review and assessment results.

Professional Degree Program in Architecture

An educational program intended to train professionals in architecture, linked to the architectural licensing system, distinguished from programs aimed at general academic degrees.

Professional Practice Education

Education that must be undertaken by a registered architect before renewing registration, as prescribed by the Architect Act, to enhance the professional knowledge and technical skills needed for architectural tasks, conducted by the governing body of the architectural licensure.

Reconsideration

A procedure where a program can request a re-deliberation by the KAAB board of directors if there are objections to the final accreditation decision. The program has 15 days from receiving the accreditation decision to apply for a re-hearing and must submit documentation and explain the reasons for the reconsideration within 30 days.

Rectification of the Terms of Accreditation

The act by the board of directors to officially recognize the final deliberation results of the Accreditation Committee.

Registered Architect

A person who has passed the architectural examination and is registered with the governing body of the architectural licensure to perform professional architectural tasks.

Site Visit

A procedure where the visit team visits the program approved for accreditation application over a period of designated length to verify and assess according to the accreditation conditions and procedures.

Site Visit Guideline

Detailed guidelines provided to the visit team for conducting accreditation site visits, which assist the visit team in preparing the Visit Team Report and support KAAB's accreditation

conditions and procedures, outlining the standard procedures for the accreditation process. Programs can use these guidelines to prepare.

Site Visit Protocol

The requirements that the visit team must adhere to during the accreditation site visit.

Site Visit Team

A team formed to visit the program applying for accreditation, assess it according to the accreditation conditions and procedures, and submit the results to KAAB.

Student Performance Criteria

Standards that students must meet, covering basic to advanced skills and knowledge across four areas: Critical Thinking in Architecture, design, Engineering/Technology, and practice, essential for practical training following graduation from an accredited program leading to architectural licensure and registration.

Team Room

A workspace where all program and student outcomes and course-related materials, as well as operational data of the program applying for accreditation, are displayed, and where the visit team conducts most of their work during the accreditation visit.

Terms of Accreditation

The types of accreditation granted as a result of the accreditation review. Accreditation terms include six years, four years, conditional three years, and Deferral, Denial/Withdrawal. The accreditation period refers to the effective duration of accreditation, and programs must extend this period before its expiration to continue utilizing the accreditation benefits.

Visit Team Report (VTR)

A report compiled by the visit team after assessing the program, which is used as a crucial document in the final deliberation to decide on accreditation. The applying program uses the report to address and improve upon noted issues, improving the quality of program education.

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For Professional Degree Programs in Architecture
2024 Edition

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