IE University
School of Architecture and Design
Madrid and Segovia, Spain

2022 Visiting Team Report
Visit Two for NAAB International Certification

Bachelor of Architecture (BAR); 300 ECTS; Bachelor of Architectural Studies (BAS) + Master of Architecture (MARCH) (300 ECTS + 60 ECTS)

The National Architectural Accrediting Board

Date of Visit One: April 25 – 27, 2020

Vision: The NAAB aspires to be the leader in establishing educational quality assurance standards to enhance the value, relevance, and effectiveness of the architectural profession.

Mission: The NAAB develops and maintains a system of accreditation in professional architecture education that is responsive to the needs of society and allows institutions with varying resources and circumstances to evolve according to their individual needs.

Contents

IE University Segovia Campus – Internet Image

IE University Madrid Campus – Internet Image

I. Summary of Visit

    a.   Acknowledgments and Observations

The 2022 Visit Two to the IE University in Madrid (IEU) was undertaken as part of the current NAAB virtual site visits initiative. As a result of this online circumstance the team observations and experience of the program and its culture was limited to the documents provided by the program. This resulted in the team's limited capability to experience the studio culture, faculty and student interaction, and in-depth assessment of the onsite operations of the program. But even under these conditions our team was warmly welcomed to the institution by the designated school liaisons, program leadership, faculty, and just as important the students with a great level of enthusiasm and commitment to ensure that our task on behalf of the NAAB is an important part of a larger strategy of positioning the program, the school, and the university within the international community.

The PSER and additional documents including all exhibits provided were exceptionally assembled, well organized which allowed our team to get a well-rounded, in-depth look at current student work, faculty pedagogy, and an insight to the program curriculum and outcomes. Simultaneously, the team found the students, faculty, administration, and staff to be open, accommodating, and appreciative during our scheduled video conferences.

In the opinion of the team this program appears to be committed and on track to fulfil their desire of achieving the NAAB International Certification standing that they currently seeking. This program is undertaking substantial efforts to comply with NAAB's Conditions for International Certification while staying compliant with the Spanish Ministry of Education Regulations and the European Union Guidelines for licensure. We were advised by both the Institution Administration and the School of Architecture leadership that the current Spanish system of higher education is very prescriptive, comprehensive, and strictly describes the structure, nomenclature of degree programs, and academic content along with expectations for faculty credentials.

Our team discovered the following conditions during our visit, and they should be acknowledged in this report.

- The IE University leadership and administration are committed to transforming students into global citizen as well as architectural leaders in their community.
- The IE University faculty is deeply committed to scholarship, research, and advancing design in an international arena.
- The program is continuously seeking avenues for improvement and therefore advancing the professional community it serves in Spain as well as abroad.
- The IE University School of Architecture has a strong sense of community, with a defined culture that delivers its educational offerings with care, nurturing, and a mentoring approach.
- The program was established with a vision of entrepreneurship and is guided with a clear vision and strong focus in becoming an international leader in our profession.
- The IE University architecture & design program has a strong commitment to instruct their students of their social responsibilities and environmental stewardship roles as architects and world citizens.
- This Institution embraces and promotes diversity amongst its students and faculty, from gender to nationality and is dedicated to maintaining this commitment towards a new generation of architects.
- We found a program with a well-conceived long-range growth plan that should allow the school of architecture to remain a leading program in the IE University offerings.
- Overall, we found that the work offered by the IE University faculty for our review as demonstration of the students' compliance with NAAB performance criteria, for their current BArch and their upcoming M.Arch. courses were comprehensive, informative, and capable of illustrating their programs development and NAAB compliance.

Our team would like to express our sincere and heartfelt thanks to President Dr. Santiago Íñiguez, Chief Financial Officer Dr. Jaime Úrculo, Mrs. Lucía García, Provost Dr. Salvador Cardona, Dean Martha Thorne,

Associate Dean Dr. David Goodman, Associate Director Dr. Marcela Aragüez and the entire faculty, staff and students for their cooperation and participation during International Certification Visit Two at the IE University in Madrid, as well as the Segovia Campus.

b. Conditions Not Achieved [list number and title]

Not Met	Not Yet Met/In Progress	Not Applicable
BAR/MARCH **A-1** Professional Communication Skills	**BAS / MARCH** **A-1** Professional Communication Skills **A-3** Investigative Skills **A-4** Architectural Design Skills **A-5** Ordering Systems **A-8** Cultural Diversity and Social Equity. **B-1** Pre-Design **B-2** Site Design **B-3** Codes and Regulations **B-4** Technical Documentation **B-5** Structural Systems **B-6** Environmental Systems **B-7** Building Envelope Systems and Assemblies **B-8** Building Materials and Assemblies **B-9** Building Service Systems **B-10** Financial Considerations **C-1** Research **C-2** Integrated Evaluations and Decision-Making Design Process **C-3** Integrative Design **D-1** Stakeholder Roles in Architecture **D-2** Project Management **D-3** Business Practices **D-4** Legal Responsibilities **D-5** Professional Conduct	**II.4.1** Statement on International Certification Degrees **II.4.2** Access to Conditions and Procedures for NAAB International Certification **II.4.4** Public Access to Program Self-Evaluation Reports and Visiting Team Reports

b. Items to Address

1. As the program prepares toward the next phase of the NAAB ICert process, it would be extremely beneficial for the faculty and program stewards to re-evaluate and consider each course content to ensure that courses comply with both NAAB as well as the Ministry of Educations guidelines. Loading compliance to several SPC into one course can burden the curriculum ability to comply with the performance requirements.

2. In preparing for their next ICert required visit, the program should consider the opportunity to increase the number of students exhibits to ensure that the wide breath

of student performance skills is well represented in each course identify for compliance with the NAAB Criteria.

Bachelor of Architecture (BAR)

The following SPC has been identified as Not Met.

- **A -1 Professional Communication Skills –** NOT MET due to the lack of opportunities for the team members to observe the student's abilities to verbally communicate and present their ideas and projects.

Bachelor of Architectural Studies (BAS) + Master of Architecture (MARCH)

The following SPCs have been identified as Not Met Yet within the proposed M. ARCH. curriculum since the program designated course to provide evidence of compliance have yet to be delivered. Even though these courses are intended to meet the requirements of the existing Bachelor of Architecture regulations, the visiting team strongly felt that these courses may and or should undergo a vigorous assessment process to ensure that they will fulfill the criteria as set by the NAAB International Certification and still meet the needs of the Ministry of Education licensing requirements.

- **A-1 Professional Communication Skills –** NOT MET YET due to the fact that this course has yet to be implemented in the proposed BAS+MARCH curriculum.
- **A-3 Investigative Skills –** NOT MET YET due to the fact that this course has yet to be implemented in the proposed BAS+MARCH curriculum.
- **A-4 Architectural Design Skills –** NOT MET YET due to the fact that this course has yet to be implemented in the proposed BAS+MARCH curriculum.
- **A-5 Ordering Systems –** NOT MET YET due to the fact that this course has yet to be implemented in the proposed BAS+MARCH curriculum.
- **A-8 Cultural Diversity and Social Equity –** NOT MET YET due to the fact that this course has yet to be implemented in the proposed BAS+MARCH curriculum.
- **B-1 Pre-Design –** NOT MET YET due to the fact that this course has yet to be implemented in the proposed BAS+MARCH curriculum.
- **B-2 Site Design -** NOT MET YET due to the fact that this course has yet to be implemented in the proposed BAS+MARCH curriculum.
- **B-3 Codes and Regulations –** NOT MET YET due to the fact that this course has yet to be implemented in the proposed BAS+MARCH curriculum.
- **B-4 - Technical Documentation -** NOT MET YET due to the fact that this course has yet to be implemented in the proposed BAS+MARCH curriculum.
- **B-5 Structural Systems –** NOT MET YET due to the fact that this course has yet to be implemented in the proposed BAS+MARCH curriculum.
- **B-6 Environmental Systems –** NOT MET YET due to the fact that this course has yet to be implemented in the proposed BAS+MARCH curriculum.
- **B-7 Building Envelope Systems and Assemblies –** NOT MET YET due to the fact that this course has yet to be implemented in the proposed BAS+MARCH curriculum.
- **B-8 Building Materials and Assemblies –** NOT MET YET due to the fact that this course has yet to be implemented in the proposed BAS+MARCH curriculum.
- **B-9 Building Service Systems –** NOT MET YET due to the fact that this course has yet to be implemented in the proposed BAS+MARCH curriculum.
- **B-10 Financial Considerations –** NOT MET YET due to the fact that this course has yet to be implemented in the proposed BAS+MARCH curriculum.
- **C-1 Research –** NOT MET YET due to the fact that this course has yet to be implemented in the proposed BAS+MARCH curriculum.
- **C-2 –** NOT MET YET due to the fact that this course has yet to be implemented in the proposed BAS+MARCH curriculum.

- **C-3 Integrative Design –** NOT MET YET due to the fact that this course has yet to be implemented in the proposed BAS+MARCH curriculum.
- **D-1 Stakeholder Roles in Architecture –** NOT MET YET due to the fact that this course has yet to be implemented in the proposed BAS+MARCH curriculum.
- **D-2 Project Management –** NOT MET YET due to the fact that this course has yet to be implemented in the proposed BAS+MARCH curriculum.
- **D-3 Business Practices –** NOT MET YET due to the fact that this course has yet to be implemented in the proposed BAS+MARCH curriculum.
- **D-4 Legal Responsibilities –** NOT MET YET due to the fact that this course has yet to be implemented in the proposed BAS+MARCH curriculum.
- **D-5 Professional Conduct –** NOT MET YET due to the fact that this course has yet to be implemented in the proposed BAS+MARCH curriculum.

The visiting team has no doubt that compliance can be achieved and be able to comply with *NAAB 2019 Conditions for International Certification*.

II. COMPLIANCE WITH THE 2019 CONDITIONS FOR NAAB INTERNATIONAL CERTIFICATION

Part One: Institutional Support and Commitment to Continuous Improvement
This part addresses the commitment of the institution, and its faculty, staff, and students to the development and evolution of the program over time.

Part One (I): Section 1—Identity and Self-Assessment

I.1.1 History and Mission: The program must describe its history, mission, and culture and how that history, mission, and culture shape the program's pedagogy and development.

- Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that shapes or influences the program.

- The program must describe its active role and relationship within its academic context and university community. This includes the program's benefits to the institutional setting, and how the program as a unit and/or individual faculty members participate in university-wide initiatives and the university's academic plan. This also includes how the program as a unit develops multi-disciplinary relationships and leverages opportunities that are uniquely defined within the university and its local context in the surrounding community.

[X] Described

2022 Analysis/Review: As described by the institution the IE School of Architecture and Design, one of the five schools that comprise the IE University, and was founded in 2007. It was founded in 2007, as an expansion of IE Business School, originally founded in 1971. IE University is a private, secular, international university, based on ideals of innovation, transdisciplinary, and the values of the humanities. Currently, the School offers a Bachelor in Architectural Studies + Master in Architecture, a Bachelor in Design, and Master in Real Estate Development, Strategic Interior Design, and Architectural Management and Design.
Our school is one of five that compose the University. The other programs offered by the institution include the Business School, Law School, School of Technology, and the School of Global and Public Affairs. While each of these schools operates with great independence, offering graduate, undergraduate, and continuing education programs in their specific area of knowledge, a good deal of overlap exists among all of them. Full-time faculty, form part of a university-wide "unitary faculty", are also quite often shared among programs in various academic programs. Furthermore, all five schools share the University's four "pillars", which form the shared DNA of the institution. These shared "pillars" are as follows:
1. **Technological Immersion and a Culture of Innovation:** Our students are immersed in a technologically innovative environment, preparing them to take a leadership role in the modern world's new digitally transformed landscape.
2. **Entrepreneurial Mindset**: IE University breeds entrepreneurship and intrapreneurship, creating an ecosystem that expands far beyond the confines of the campus, where students and graduates can grow and develop their innovative start-ups.

3. The **Lens of the Humanities**: IE University understands the Humanities are key in understanding the reality of our world, applying key critical-thinking skills to complex, global challenges.
4. A **Diverse Experience**: Diversity is at the heart of who we are. Our rich mix of nationalities, ideas and perspectives make up the fabric of IE University. With students, graduates and professors from more than 160 countries, our campus is a truly international hub.

Additionally, the institution with assistance of the faculty and students, has provided the University with an important means of outreach with our local Segovia context. The d-Lab has developed and executed several projects with and for the Segovia municipal government and has strengthened the University's relationship with local community stakeholders.

I.1.2 Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages optimism, respect, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments, both traditional and non-traditional.

- The program must describe how faculty, staff, and students been able to participate in the development of policies related to learning culture and the ongoing assessment and evaluation of those policies.

- The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include, but are not limited to, participation in field trips, professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

[X] Described

2022 Analysis/Review*: As described by the institution, the IE School of Architecture and Design PSER was corroborated throughout our interviews, the program is based on a culture of respect, exchange, rigor, and transversality. Other important aspects within the program as defined as personalization, creativity, employability, and a strong international focus.

IE University School of Architecture, as well as the institution as a whole, attracts students from throughout the world, with over 50 nationalities represented in the architecture program alone. Acceptance and respect for all forms of diversity, including opinions, experiences, values, and identities are viewed as essential at both the institutional level as well as the program. Several university level "codes" exist to encourage this, with the primary ones of:

- **Code of ethical conduct**, including academic integrity, and community standards of respect and tolerance, harassment, respect for property, and misrepresentation. Both students and faculty serve on the IE Ethics Committee, charged with enforcement of the Code.

- **Code for Prevention of Harassment**

Additionally, the School of Architecture and Design, following the institution guidance has recently developed a comprehensive Studio Policy with student input. The program understands and are ready to revise and amend as they continue in their pursuit of NAAB International Certification. Student class delegates are elected every year per cohorts in order to represent the students and provide input to both the university and program.

Learning opportunities include lectures, advanced and honors studies, national and international internships, and working labs with exposure to diverse specialties within the architecture and design fields. The School of Architecture and Design is hosts to the D-Lab, a faculty led and student staffed architecture and design consultancy, that works primarily on public projects in collaboration with the Segovia municipal government. Students are presented with several occasions for travel, including travel courses within Spain,

worldwide internships in the third and fourth year of the curriculum, and foreign exchange studies with other selected architectural programs.

IE University M. Arch in association with the UNStudio – Internet Image

I.1.3 Social Equity: The program must describe how social equity is defined within the context of the institution or the country in which it is located.

- The program must describe its approach to providing faculty, students, and staff with a culturally rich educational environment in which each person is equitably able to learn, teach, and work.
- The program must describe how its graduates have been prepared to be sensitive to differences in gender, culture, and customs, and be encouraged to assume responsibility as professionals in society.

[X] Described

2022 Analysis/Review: The student and faculty population of the university is richly diverse with many students and faculty coming from other countries. This diversity is viewed as intrinsically valuable, leading to greater understanding, discovery, and nuance. The program has students from over fifty countries and faculty from over fifteen countries, creating a rich cultural diversity within the program. Additionally, the university has institutional policies and plans to ensure respect for diversity and to increase diversity including an Equal Opportunities and Diversity Plan.

Total Student Enrolment by Gender

Gender	Number of students
Female	140
Male	53
TOTAL	**193**

The university has prioritized gender parity in faculty hiring, with most of the school having achieved a 50/50 gender balance in full time faculty. Fulltime faculty for the architecture program is currently at 43% female. Student enrollment in the program is majority female, with 140 female students out of 193 total students in the program.

After reviewing the IE University responses as described in the PSER and team validation of information throughout our discussions with President Dr. Santiago Íñiguez, Provost Dr. Salvador Cardona, Dean Martha Thorne, Associate Dean Dr. David Goodman and Associate Director Dr. Marcela Aragüez, the visiting team is of the opinion that the institution's commitment, academic programs, coursework, and methodology complies with the *2019 NAAB Conditions for International Certification* requirements.

I.1.4 Defining Perspectives: The program must describe how it is responsive to the following perspectives or forces that affect the education and development of professional architects. The response

to each perspective must further identify how these perspectives will continue to be addressed as part of the program's long-range planning activities.

A. **Collaboration and Leadership**. The program must describe its culture for successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles.

B. **Design**. The program must describe its approach to developing graduates with an understanding of design as a multidimensional process involving problem resolution and the discovery of new opportunities that will create value.

C. **Professional Opportunity**. The program must describe its approach to educating students on the breadth of professional opportunities and career paths, including the transition to internship and licensure.

D. **Stewardship of the Environment**. The program must describe its approach to developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and natural resources.

E. **Community and Social Responsibility**. The program must describe its approach to developing graduates who are prepared to be active, engaged citizens able to understand what it means to be professional members of society and to act ethically on that understanding.

[X] Described

2022 Analysis/Review: The visiting found the following information within the program PSER, and the information was validated during our meetings with the administration, faculty, and students.

A. **Collaboration and Leadership.** The program included the sufficient information for the team to understand their perspective and assess their compliance to the *2019 NAAB International Certification* process. The cross-curricular and departmental skills of teamwork and leadership appear to be developed methodically throughout the program, from the intent towards certification and the descriptions of each subject's course syllabus to the Learning Guides and the implementation of each academic course. The students are usually working in teams specially within the Design Entrepreneurship courses. Additionally, students are provided various opportunities to engage in leadership roles within the management of the program and the university. In conclusion, based on the documents provided, review of the links included in the PSER, and through our discussion with faculty, staff, and students this program appears to be well focused in providing their students a strong collaborative culture and leadership as a strong trait to have.

B. **Design.** In reviewing the PSER, the program outlined a detail explanation of the opportunities and expectations for each level throughout their program. This detailed description begins to outline a process focused in instilling their student a comprehensive design perspective. At the academic curriculum core is a commitment to a program deeply committed to a creative, technical, realistic, and entrepreneurial approach to architecture. It appears that this approach presents their students with a holistic attitude that deals with the different conditions and needs to prepare students to think out of the box, to be flexible and open to innovation and the need for subsequent integration in order to provide value to society.

C. **Professional Opportunities.** The program, in accordance with the Educational Mandate and Spanish Regulation is required to prepare students for Licensure upon graduation, in Spain and providing each student the opportunity for licensing recognition by any member of the European Union Members. Additionally, the program has also been granted full accreditation in Singapore, where our graduates enter the licensure process on an equal footing with students graduating from an accredited Singapore school of architecture. For those students interested in pursuing professional practice in other jurisdictions, we provide general guidance and support. The program has a professional internship program and a steering committee that provides guidance and assistant to their students in pursuing internship in Spain and abroad. They also recognize that not all students intend to practice architecture after graduation therefore their curriculum is designed to prepare students to practice within the various areas within the fields of architecture and design.

Their goal is focused on the development professionals in the context of global society; coursework is intended to foster creativity, teamwork, analysis of complex problems, and the entrepreneurial spirit. All these issues are reflected in the subjects offered, especially through the Alternative Practices coursework, the Design and Entrepreneurship Workshops, and the Experimentation Workshops.

D. **Stewardship of the Environment.** Rooted within the program curriculum and professional responsibilities for providing their students a strong exposure that will lead to a sturdy commitment to the stewardship of the environment. From their projects, courses, and community participatory projects, the students at the IE University are exposed to a strong value system that will impact their career for years to come. As stated in their PSER, the IE University works collaboratively with various UN organizations, government agencies, the private sector, foundations, universities, NGOs, and others. They have set up collaborations with - Ayuda en Acción, 1 Planet 4 All, WWF, C40 Cities and Forética among others. The program believes that it is through these collaborations - combining multiple disciplines and talent - that they can generate more action and greater impact.

E. **Community and Social Responsibility.** Information provided in the PSER and validated through the team's discussions with the faculty and administration, the program is committed to developing architects that understand their role and impact they bring to the community they serve. The IE students can engage directly with community-based projects through our d-Lab, a student-staffed and faculty-supervised architecture and design consultancy, which is outlined in detail in their PSER. Other University-based labs, as detailed above, also provide additional opportunities for direct engagement in fields outside architecture and design. From projects that impact their regional community to global projects under the UN and other NGO, the students are engaged with the community and can experience first-hand their social commitment. The development of the citizen architect is present and embedded throughout their studio work.

After reviewing the IE University responses as described in the PSER, the visiting team is of the opinion that this Defining Perspectives section does describe the institution's commitment and methodology and thus complies with the *2019 NAAB Conditions for International Certification*.

IE University Studio Project Exhibits - Image – Internet Image

IE University Fab Lab Image – Internet Image

I.1.5 Long-Range Planning: An ICert degree program must demonstrate that it has a planning process for continuous improvement that identifies multiyear objectives within the context of the institutional and program mission and culture. In addition, the program must describe its process for collecting data and using the data to inform its plan for continuous improvement.

[X] Described

2022 Analysis/Review: After reading the information provided to the team by the institution, the team has found that the institution has described in detail their Long-Range Plan for both the IE University System, as well as the plan for the School of Architecture and Design. The following text is intended to describe what was stated in their APR:

- These planning initiatives are discussed informally during monthly coordination meetings of program directors, staff, associate deans, and dean, as well as formal biannual planning meetings. At these meetings, Dean and Associate Deans establish medium/long term goals. These goals are, in turn, presented annually to the University's Executive Committee, which makes recommendations to the University President regarding new programs.

- Within the Architecture Program, long range planning is conducted first through informal meetings of the Director with the Curriculum Committee, students, and adjunct faculty, as well as with the Dean, and the Admissions Department. As the regional government conducts inspections and reviews of the program every 5 years, this timeframe provides us a useful 5-year framework in which to establish our long-term goals and plans, as well as to evaluate our progress in these initiatives.

- Additionally, each year the program completes a self-evaluation, which is submitted to the University Board of Overseers and to our regional accreditation agency (ACSUCYL). This document contains both quantitative and qualitative assessment of our program, with special focus on the degree to which the program complies with our original accreditation documents. This document also includes a program improvement plan, which establishes concrete measures to be undertaken in order to address deficiencies identified in the report.

In order to better understand the program, the team requested from the School of Architecture and Design, a more detail explanation and illustration of their long-term plan. After careful review of the documents, we discovered that the School of Architecture has embarked in a comprehensive program to develop a more integrated design program that includes other design disciplines that are impacted by the profession both in Spain as well as abroad. At this point one must recognize that 75% of the Architecture Programs learning objectives are established by Spain national regulations regarding architecture licensure. As their Architecture Program leads directly to professional licensure, the Government Ministerial Order outlines a detailed list of competencies which must be covered to respond to any official license-granting agency. As such, their program proposes a curriculum and associated degrees that will in turn assist in the development of a more globally trained design professional that has the capacity to impact their community. Which in turn fits perfectly with the IE University's goal of a cross disciplinary program that promotes entrepreneurship and business as part of their core vision. In our discussion with President Dr. Santiago Íñiguez, Chief Financial Officer Dr. Jaime Úrculo, Provost Dr. Salvador Cardona, Dean Martha Thorne, Associate Dean Dr. David Goodman and Associate Director Dr. Marcela Aragüez the team found that the institutions long-range plan is in alignment with the long-range plan for the School of Architecture & Design.

I.1.6 Assessment:

A. **Program Self-Assessment Procedure**s: The program must demonstrate that it regularly assesses the following:

- How well the program is progressing toward its mission and stated objectives.

- Progress against its defined multiyear objectives.

- Strengths, challenges, and opportunities faced by the program while continuously improving learning opportunities.

The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success.

B. **Curricular Assessment and Development:** The program must demonstrate a well-reasoned process for curricular assessment and adjustments, and must identify the roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

[X] Described

2022 Analysis/Review:

A. Program Self-Assessment Procedures:
- Per the PSER: "… each year the program completes a self-evaluation, which is submitted to the University Board of Overseers and to our regional accreditation agency (ACSUCYL). This document contains both quantitative and qualitative assessment of our program, with special focus on the degree to which the program complies with our original accreditation documents. This document also includes a program improvement plan, which establishes concrete measures to be undertaken in order to address deficiencies identified in the report."

- "These annual reports are useful documents not only for self-assessment, but also for the formulation of a limited number of yearly initiatives intended to improve the program. Initiatives range from those directed to the improvement of the management and coordination of coursework, faculty accreditation, fostering initiatives that tackle current relevant issues for the discipline, etc."

B. Curricular Assessment and Development:

- The program is amid a transition from a five-year Bachelor of Architecture (BAR) to a five plus one Bachelor of Architectural Studies / Master of Architecture (BAS/Master). Much of the change is mandated by the current Span national regulations concerning the granting of licensure and to provide the citizens a greater portability of licensure within the European Union. The BAR is currently in its final year of existence, with the BAS in its fourth year, with the Master of Architecture to be fully transitioned in the fall of 2023.

- Approximately 75% of the curriculum is regulated and mandated by the national regulatory agency as they grant licenses to practice architecture in Spain. These regulations may make it difficult to confirm the program compliance with the 2019 Conditions for NAAB International Certification regarding general studies and electives.

- Curriculum assessment and adjustments are proposed by the curriculum committee and reviewed by the Associate Dean and forwarded to the Dean. Adjustments are made over a two-year period. Once the reviews are confirmed the School of Architecture and Design reviews all recommendation with various groups inside the IE University system including the Provost's office.

IE University Architecture School, Internet Image

Part One (I): Section 2—Resources

I.2.1 Human Resources and Human Resource Development: The program must demonstrate that it has appropriate human resources to support student learning and achievement. This includes full- and part-time instructional faculty; administrative leadership; and technical, administrative, and other support staff.

- The program must demonstrate that it balances the workloads of all faculty to support a tutorial exchange between the student and the teacher that promotes student achievement.

- The program must demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.

- The program must describe the support services available to students in the program, including, but not limited to, academic and personal advising, career guidance, and internship or job placement.

[X] Demonstrated	[ ] Not Demonstrated	[ ] In Progress

2022 Team Assessment of I.2.1: IE University has described in its PSER a series of opportunities that both faculty and students are provided during their stay at the institution. The University is committed to the students and faculty in the creation of an educational environment where both parties can enjoy their work and still maintain a balanced lifestyle. They are encouraging their faculty and students to become involved in academic research, professional practice, civic participation, and personal growth. From special projects to student's pro-bono work, the faculty and students are encouraged to be citizens of their community.

Promoting professional development is at the core of the institution from research to private practice. A significant number of the staff is either self-employed and has a small design practice or is an adjunct professor with a thriving practice on the side. The institution provides resources and funding for their faculty to engage in research. Additionally, the full-time faculty is required to produce original research on a continuous basis as part of their educational development. As such, they are provided funding to present research papers at up to two international research conferences per year. The programs believes that attendance to such conferences provides invaluable exposure to the latest developments in architecture and the related fields. Since their faculty come from a range of different nationalities and professional jurisdictions, with their own continuing education requirements, no one source of continuing education exists to monitor developments in licensure and related matters.

The IE University provides the faculty and students access to a diversity of counseling, from academic, professional, mental, as well as career. This allows both the opportunity to ensure that their educational and professional growth is well rounded. Included in their program is both an exchange program with various international programs as well as an organized internship placement program. Students can secure both academic and professional experience abroad.

After reviewing the IE University responses as described in the PSER, the visiting team is of the opinion that the institutions commitment, programs, and methodology complies with the *2019 NAAB Conditions for International Certification* requirements.

I.2.2 Physical Resources: The program must describe the physical resources available and how they support the pedagogical approach and student achievement.

Physical resources include, but are not limited to, the following:

- Space to support and encourage studio-based learning.

- Space to support and encourage didactic and interactive learning, including labs, shops, and equipment.

- Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.

- Information resources to support all learning formats and pedagogies in use by the program.

If the program's pedagogy does not require some or all of the above physical resources, for example, if online course delivery is employed to complement or supplement on-site learning, then the program must describe the effect (if any) that online, on-site, or hybrid formats have on digital and physical resources.

| [X] Demonstrated | [ ] Not Demonstrated | [ ] In Progress |

2022 Team Assessment of I.2.2: The IE University is a private university with campuses in Madrid, and in Segovia, Castile and León, Spain. As the program is based in two locations the original Campus in Segovia and the new facilities in Madrid. While students in their final two years of study are based in Madrid, all other students are based in Segovia. The two cities are approximately 30 minutes apart by high-speed train travel, but the program operate as one campus. The Segovia campus is housed in the Santa Cruz la Real Convent, parts of which date to the 13th century. The Madrid campus is based in a new 35 story vertical campus located in a business and commercial area.

Both campuses provide traditional studio spaces, modern classrooms, lecture rooms, presentation areas, conference rooms, offices, an extensive fabrication lab with both traditional and digital fabrication tools. Each campus also provides all other common campus facilities such as the library and students centers. Both campuses ae equipped with extensive digital equipment and resources for teaching, research, and fabrication. Classrooms are equipped to provide simultaneous in person and on-line instruction. From interviews, their current space is anticipated to be adequate for the next two to three years based on their current nine percent growth model, but they also express that they have the opportunity to add additional spaces to expand their Madrid campus as needed.

Commentary on the campuses is provided in the PSER. Floor plans of both campuses were available through links, as were the two video tours of spaces used by the architecture program, Madrid and Segovia. Additional videos and photos are available on the University website, covering the overall character of the institution, although not linked to the PSER.

Arial View of the Santa Cruz la Real Convent in context to the City of Segovia – Internet Image

I.2.3 Financial Resources: The program must demonstrate that it has appropriate financial resources to support student learning and achievement.

| [X] Demonstrated | [ ] Not Demonstrated | [ ] In Progress |

2022 Team Assessment of I.2.3: The visiting found the following information within the program submitted PSER document and this information was further validated during our various meetings with the Institution Senior Administration.

IE University is a private institution whose funding is driven by enrollment and therefore the financial solvency is not a critical issue if they maintain their projected enrollment level. According to the documents provided The IE School of Architecture and Design has a positive margin and there is a low risk of operations discontinuity or insolvency. In terms of direct costs $3.8 million are expected for 2019-20, leading a Direct Margin of $1.4 million for the school. The team was informed that their current fiscal year is in progress to match this 2019-2020 cycle. The program also stated that:

- Despite the current challenges of Covid-19, enrolment numbers have remained steady.
- Given this state of affairs, there are no significant increases or reductions in funding expected in the foreseeable future. Once Covid-19 subsides, it is expected that the pre-Covid-19 trajectory of enrollment growth, will be achieved once more.
- Similarly, there have been no recent, nor are there any impending, changes in funding models for faculty, instruction, overhead, or facilities. And there are no other financial issues the program and/or the institution is facing

In addition to documents provided in the PSER, the team requested additional documents to better understand the institution financial picture. Based on the documents provided to the team, we were able to understand not just their current financial health but were given a glimpse of their long-range fiscal strategies. As the institution grows in their academic offerings, the institution fiscal management and polices present a prudent and well steward program. In our discussions with President Dr. Santiago Íñiguez, Chief Financial Officer Dr. Jaime Úrculo, Mrs. Lucía García, and Dean Martha Thorne, a clearer picture of their financial and funding stream was presented. The institution continues to add students and the Architecture and Design program has a growth pattern of nine percent in revenue for the past five years. At this rate they will continue to grow at a steady and manageable form. Up to 70% of the department's funds come from their tuition revenue stream. After reviewing the IE University responses as described in the PSER, the visiting team is of the opinion that the institutions Financial Resources are following the *2019 NAAB Conditions for International Certification* requirements.

School of Architecture and Design Studio Faculty – Internet Image

I.2.4 Information Resources: The program must demonstrate that all students, faculty, and staff have convenient, equitable access to literature and information, as well as appropriate visual and digital resources that support professional education in the field of architecture.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual-resource professionals who provide information services that teach and develop the research, evaluative, and critical thinking skills necessary for professional practice and lifelong learning.

[X] Demonstrated	[ ]Not Demonstrated	[ ] In Progress

2022 Team Assessment of I.2.4: "The library is open to all members of the IE Community, as well as to researchers from other institutions, thanks to its interlibrary loan program. Offering personalized service both on-site (with locations in Madrid and Segovia) and remotely (through the Virtual Library), the library provides the academic community with the most innovative resources and materials in research and education." The PSER documents approximately 90,000 titles related to architecture, most in digital formats, as well as access to web-based resources and worldwide interlibrary loans. Extensive requirement for students to use the library is evident in bibliographies attached to course assignments.

Liquid and Transformative Leaning: All classrooms are equipped with equipment to enable simultaneous on site and on-line instruction and allow active participation of on-line students as well as on site students. This is complemented by a suite of digital tools and methodologies to allow group coaching, peer-feedback, case simulations and hybrid group projects. This is outlined in the PSER and reinforced though interviews and course syllabi.

Online Portals are described in the PSER and support all campus communication, library access, and on-line access to course materials and communication.

The institution is committed to provide their student access to digital resources, programs and other systems that are required to complete their education while at IE University. Their Fabrication lab coupled with their internship program allows their students to better understand the skill they will require in order to practice architecture both in Spain, as well as abroad.

I.2.5 Administrative Structure and Governance

- **Administrative Structure:** The program must describe its administrative structure and identify key personnel within the context of the program and the school, college, and institution.

- **Governance:** The program must describe the role of faculty, staff, and students in both program and institutional governance structures. The program must describe the relationship of these structures to the governance structures of the academic unit and the institution.

[X] Demonstrated	[ ]Not Demonstrated	[ ] In Progress

2022 Team Assessment of I.2.5: The visiting found the following information within the program PSER, and the information was further validated during our meetings with the Institution Senior Administration.

The organizational structure of the program was described as a means for the team to understand the management and leadership structure of the program. As stated, the program is structured as follows:

- IE School of Architecture and Design, under the leadership of Dean Martha Thorne.
- The Architecture Program is directed by Associate Dean David Goodman
- Cristina Mateo, Associate Dean is also engaged in strategic decision making related to these programs and the rest of the IE School of Architecture and Design portfolio of programs.
- Day-to-day administration of the program is overseen by David Goodman and Associate Director of Undergraduate Studies, Marcela Aragüez with support from Program Coordinator, María del Mar Vega and Program Assistant, Irene Domènech Comella.
- Full-time faculty report to the Dean and Associate Deans, as well as to the Rector and Dean of Faculty, Salvador Carmona.
- Dean of Faculty, Salvador Carmona, Dean of Faculty valuates faculty research outputs and teaching evaluation, and who leads the faculty recruiting and retention for all University full-time professors, in all five schools within the IE institution.

- Adjunct faculty report to the Dean and Associate Deans, as well as to the Associate Dean of Adjunct and Visiting Faculty, Isabel Sánchez
- Full-time faculty are assigned academic responsibility over a curricular area and meet regularly with other coordinators and with the full-time faculty to discuss implementation of the approved plan of studies.
- No formal mechanism exists for adjunct faculty to propose such changes, adjunct instructors are in close contact with area coordinators, the Associate Director, and the Associate Dean, and may use these informal avenues for discussion of improvements and modifications
- Finally, each cohort of students elects a delegate and subdelegate to the student advisory committee, which meets not less than once per semester with the Director/Associate Dean to discuss concerns, recommendations, and to assess strengths and weaknesses

It is apparent that the streamline and compact structure of the program allows for a nimble and yet efficient organizational structure that can react to the needs of the program. The size and structure of the program reflect the "family structure" the university is striving for. More information would be required for the next visit as additional clarity needs to be shared as the program evolves and adds the master portion of the curriculum. Therefore, after reviewing the IE University responses as described in the PSER, the visiting team is of the opinion that the institutions Administrative Structure and Governance are compliant with the *2019 NAAB Conditions for International Certification* requirements.

School of Architecture and Design NAAB Visit leadership and contacts.

Dean
Martha Thorne

Associate Dean
David Goodman, Ph.D.

Assoc. Dir. of Undergraduate Studies
Marcela Aragüez, Ph.D.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM
This part has four sections that address the following:

- **STUDENT PERFORMANCE**. This section includes the Student Performance Criteria (SPC). Internationally certified degree programs must demonstrate that graduates are learning at the level of achievement defined for each of the SPC listed in this part. Compliance will be evaluated through the review of student work.

- **CURRICULAR FRAMEWORK**. This section addresses institutional quality assurance and national authorization, credit hour requirements, general education, and access to optional studies.

- **EVALUATION OF PREPARATORY EDUCATION**. The NAAB recognizes that students entering a professional degree program from a preprofessional program and those entering from a non-preprofessional degree program have different needs, aptitudes, and knowledge bases. In this section, programs are required to demonstrate the process by which incoming students are evaluated and to document that the SPC expected to have been met in educational experiences at other institutions have indeed been met.

- **PUBLIC INFORMATION**. The NAAB expects internationally certified degree programs to provide information to the public about International Certification activities and the relationship between the program and the NAAB, admissions and advising, and career information.

Programs demonstrate their compliance with Part Two in four ways:

- A narrative report that briefly responds to each request to "describe, document, or demonstrate."

- A review of evidence, artifacts, and observations by the visiting team, as well as through interviews conducted during the visit.

- A review of student work that demonstrates student achievement of the SPC at the required level of learning.

- A review of websites, URLs, and other electronic materials.

IE University Web page photo – Students – Internet Image

Part II, Section 1: Student Performance—Education Realms and Student Performance Criteria

II.1.1 Student Performance Criteria: The SPC are organized into realms to more easily understand the relationships between individual criteria.

Realm A: Critical Thinking and Representation: Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the research and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. This includes using a diverse range of media to think about and convey architectural ideas, including writing, investigative skills, speaking, drawing, and model making.

Student learning aspirations for this realm include:

- Being broadly educated.
- Valuing lifelong inquisitiveness.
- Communicating graphically in a range of media.
- Assessing evidence.
- Comprehending people, place, and context.
- Recognizing the disparate needs of client, community, and society.

Architecture Studio Photo – Internet Image

A.1   **Professional Communication Skills:** *Ability* to write and speak effectively and use appropriate representational media for both, within the profession and with the public.

[X] Not Met BAR Degree

[X] Not Yet Met – BAS + M. Arch. Degree

2022 Team Assessment of A.1: BAR Degree: Evidence of student achievement at the prescribed level was not found in student work prepared for Design Studio VII course and Final Project course as part of the proposed curriculum. Due to our digital visit the team was unable to validate the student's ability to communicate effectively as we were only exposed to a limited number of students representatives. This is a minor task that will be resolved in their next NAAB Visit. Extensive evidence was found concerning their writing skills.

BAS+ March Degree: Evidence of student achievement at the prescribed level was found in student work prepared for Design Studio 9: Synthesis course. Evidence of student achievement at the prescribed level was not found in student work prepared for the Capstone Project course as part of the proposed M.Arch curriculum since this course is not yet been provided.

A.2   **Design Thinking Skills:** *Ability* to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.

[X] Met

[X] Not Yet Met - BAS + M. Arch. Degree

2022 Team Assessment of A.2: BAR Degree: Evidence of student achievement at the prescribed level was found in student work prepared for Design Studio VI and Design Studio VII as part of the BAR curriculum that is been phased out.

BAS+ March Degree: Evidence of student achievement at the prescribed level was not found in student work prepared for Advance Design Studio and Final Project Studio as part of the proposed M. Arch curriculum since these courses are not yet been implemented.

A.3   **Investigative Skills:** *Ability* to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

[X] Met

[X] Not Yet Met - BAS + M. Arch. Degree

2022 Team Assessment of A.3: BAR Degree: Evidence of student achievement at the prescribed level was found in student work prepared for Alternative Practices: Mgmt. And Entrepreneurship and Final Project as part of the BAR curriculum that is been phased out.

BAS+ March Degree: Evidence of student achievement at the prescribed level was not found in student work prepared for Capstone Project course and Final Project course as part of the proposed M.Arch curriculum since these courses are not yet been implemented.

A.4   **Architectural Design Skills:** *Ability* to effectively use basic formal, organizational, and environmental principles and the capacity of each to inform two- and three-dimensional design.

[X] Met

[X] Not Yet Met - BAS + M. Arch. Degree

2022 Team Assessment of A.4: BAR Degree: Evidence of student achievement at the prescribed level was found in student work prepared for Design Studio VII as part of the BAR curriculum that is been phased out.

BAS+ March Degree: Evidence of student achievement at the prescribed level was not found in student work prepared for Advance Design Studio and Final Project Studio as part of the proposed M. Arch curriculum since these courses are not yet been implemented.

A.5   **Ordering Systems:** *Ability* to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

[X] Met

[X] Not Yet Met - BAS + M. Arch. Degree

2022 Team Assessment of A.5: BAR Degree: Evidence of student achievement at the prescribed level was found in student work prepared for Design Studio VII course and Advance Technical Studies course as part of the BAR curriculum that is been phased out.

BAS+ March Degree: Evidence of student achievement at the prescribed level was not found in student work prepared for Advance Construction Workshop 2 course and Final Project course as part of the proposed M.Arch curriculum since these courses are not yet been implemented.

A.6   Use of Precedents: *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices regarding the incorporation of such principles into architecture and urban design projects.

[X] Met – with distinction

2022 Team Assessment of A.6: BAR Degree: Evidence of student achievement at the prescribed level was found in student work prepared for Design Studio III and Design Studio V as part of the BAR curriculum that is been phased out.

BAS+ March Degree: Evidence of student achievement at the prescribed level was found in student work prepared for Design Studio 5: Technique as part of the proposed M. Arch curriculum since these courses are not yet been implemented. This SPC is also expected to be illustrated in the final Studio course once is implemented.

A.7   History and Culture: *Understanding* of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, and technological factors.

[X] Met

2022 Team Assessment of A.7: BAR Degree: Evidence of student achievement at the prescribed level was found in student work prepared for Architecture History and Theory I Course, and Architecture History and Theory II Course as part of the BAR curriculum that is been phased out.

BAS + March Degree: Evidence of student achievement at the prescribed level was found in student work prepared for Architecture History and Theory 1 Course and Architecture History and Theory 2 Course as part of the proposed M.Arch curriculum.

A.8   Cultural Diversity and Social Equity: *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to buildings and structures.

[X] Met

[X] Not Yet Met - BAS + M. Arch. Degree

2022 Team Assessment of A.8: BAR Degree: Evidence of student achievement at the prescribed level was found in student work prepared for Design Studio IV course and Design Studio VII course as part of the BAR curriculum that is been phased out.

BAS+ March Degree: Evidence of student achievement at the prescribed level was found in student work prepared for Design Studio 6. The existing course is part of the proposed M.Arch curriculum, this SPC is also expected to be illustrated in the final Studio course once is implemented.

> **Realm A. General Team Commentary:** After careful review and assessment of the documents provided by the University the visiting team found that the student exhibits provided ample evidence that indicated that this program is providing their students a strong foundation and quality of education to its students. The areas where students excelled included design thinking and investigative skills. Understanding the prescribed curricular framework and the unique teaching approach, this program is capable of compliance with their performance requirements by the Spanish Ministry of Education and their proposed M. Arch. Curriculum will also comply with NAAB Criteria and deliver a solid foundation to the practice of architecture.

Realm B: Building Practices, Technical Skills and Knowledge: Graduates from internationally certified degree program must be able to comprehend the technical aspects of design, systems, and materials and be able to apply that comprehension to architectural solutions. In addition, the impact of such decisions on the environment must be well considered.

Student learning aspirations for this realm include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Integrating the principles of environmental stewardship.
- Conveying technical information accurately.

B.1   Pre-Design: *Ability* to prepare a comprehensive program for an architectural project, which must include an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

[X] Met

[X] Not Yet Met - BAS + M. Arch. Degree

2022 Team Assessment of B.1: BAR Degree: Evidence of student achievement at the prescribed level was found in student work prepared for Design Studio VI and Design Studio VII as part of the BAR curriculum that is been phased out.

BAS+ March Degree: Evidence of student achievement at the prescribed level was not found in student work prepared for Design Studio V9: Synthesis course as part of the proposed curriculum. Evidence of student achievement at the prescribed level was not found in student work prepared for Final Project Studio course as part of the proposed M.Arch curriculum since these courses are not yet been implemented.

B.2   Site Design: *Ability* to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation in the development of a project design.

[X] Met

[X] Not Yet Met - BAS + M. Arch. Degree

2022 Team Assessment of B.2: BAR Degree: Evidence of student achievement at the prescribed level was found in student work prepared for Design Studio VI and Design Studio VII as part of the BAR curriculum that is been phased out.

BAS+ March Degree: Evidence of student achievement at the prescribed level was not found in student work prepared for Design Studio V9: Synthesis course as part of the proposed curriculum. Evidence of student achievement at the prescribed level was not found in student work prepared for Final Project

Studio course as part of the proposed M.Arch curriculum since these courses are not yet been implemented.

B.3 **Codes and Regulations:** *Ability* to design sites, facilities, and systems that are responsive to relevant codes and regulations, and include the principles of local life-safety and accessibility standards.

[X] Met

[X] Not Yet Met - BAS + M. Arch. Degree

2022 Team Assessment of B.3: BAR Degree: Evidence of student achievement at the prescribed level was found in student work prepared for Design Studio VII course and Technical Practice: Final Project course as part of the BAR curriculum that is been phased out.

BAS+ March Degree: Evidence of student achievement at the prescribed level was found in student work prepared for Advance Technical Studies course as part of the proposed curriculum. Evidence of student achievement at the prescribed level was not found in student work prepared for Final Project Studio course as part of the proposed M.Arch curriculum since these courses are not yet been implemented.

B.4 **Technical Documentation:** *Ability* to make technically clear drawings, prepare outline specifications, and construct models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

[X] Met

[X] Not Yet Met - BAS + M. Arch. Degree

2022 Team Assessment of B.4: BAR Degree: Evidence of student achievement at the prescribed level was found in student work prepared for Design Studio VII and Technical Practices: Final Project as part of the BAR curriculum that is been phased out.

BAS+ March Degree: Evidence of student achievement at the prescribed level was not found in student work prepared for Advance Technical Studies as part of the proposed curriculum. Evidence of student achievement at the prescribed level was not found in student work prepared for Final Project Studio Course as part of the proposed M.Arch curriculum since these courses are not yet been implemented.

B.5 **Structural Systems:** *Ability* to demonstrate the basic principles of structural systems and their ability to withstand gravity, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.

[X] Met

[X] Not Yet Met - BAS + M. Arch. Degree

2022 Team Assessment of B.5: BAR Degree: Evidence of student achievement at the prescribed level was found in student work prepared for Structural Types and Calculations II course, Advance Structures and Foundations course, and Technical Practices: Final Project course as part of the BAR curriculum that is been phased out.

BAS+ March Degree: Evidence of student achievement at the prescribed level was found in student work prepared for Advance Technical Studies course as part of the proposed new curriculum. Evidence of student achievement at the prescribed level was not found in student work prepared for Final Project Studio course as part of the proposed M.Arch curriculum since these courses are not yet been implemented.

B.6   Environmental Systems: *Ability* to demonstrate the principles of environmental systems' design, how design criteria can vary by geographic region, and the tools used for performance assessment. This demonstration must include active and passive heating and cooling, solar geometry, daylighting, natural ventilation, indoor air quality, solar systems, lighting systems, and acoustics.

[X] Met

[X] Not Yet Met - BAS + M. Arch. Degree

2022 Team Assessment of B.6: BAR Degree: Evidence of student achievement at the prescribed level was found in student work prepared for Environmental and Building System II and Design Studio VII as part of the BAR curriculum that is been phased out.

BAS+ March Degree: Evidence of student achievement at the prescribed level was found in student work prepared for Advance Technical Studies course as part of the proposed curriculum. Evidence of student achievement at the prescribed level was not found in student work prepared for Final Project Studio course as part of the proposed M.Arch curriculum since these courses are not yet been implemented.

B.7   Building Envelope Systems and Assemblies: *Understanding* of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

[X] Met

[X] Not Yet Met - BAS + M. Arch. Degree

2022 Team Assessment of B.7: BAR Degree: Evidence of student achievement at the prescribed level was found in student work prepared for Construction Systems III course and Technical Practice: Final Project course as part of the BAR curriculum that is been phased out.

BAS+ March Degree: Evidence of student achievement at the prescribed level was not found in student work prepared for Final Project course as part of the proposed M.Arch curriculum since these courses are not yet been implemented.

B.8   Building Materials and Assemblies: *Understanding* of the basic principles used in the appropriate selection of interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental impact and reuse.

[X] Met

[X] Not Yet Met - BAS + M. Arch. Degree

2022 Team Assessment of B.8: BAR Degree: Evidence of student achievement at the prescribed level was found in student work prepared for Construction Systems III Studio and Technical Practice: Final Project as part of the BAR curriculum that is been phased out.

BAS+ March Degree: Evidence of student achievement at the prescribed level was found in student work prepared for Advance Technical Studies course as part of the proposed curriculum. Evidence of student achievement at the prescribed level was not found in student work prepared for Final Project Studio course as part of the proposed M.Arch curriculum since these courses are not yet been implemented.

B.9   Building Service Systems: *Understanding* of the basic principles and appropriate application and performance of building service systems, including lighting, mechanical, plumbing, electrical, communication, vertical transportation, security, and fire protection systems.

[X] Met

[X] Not Yet Met - BAS + M. Arch. Degree

2022 Team Assessment of B.9: BAR Degree: Evidence of student achievement at the prescribed level was found in student work prepared for Technical Practices: Final Project course as part of the BAR curriculum that is been phased out.

BAS+ March Degree: Evidence of student achievement at the prescribed level was found in student work prepared for Technical Practices: Final Project course as part of the proposed curriculum. Evidence of student achievement at the prescribed level was not found in student work prepared for Final Project course as part of the proposed M.Arch curriculum since these courses are not yet been implemented.

B.10   **Financial Considerations:** *Understanding* of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.

[X] Met

[X] Not Yet Met - BAS + M. Arch. Degree

2022 Team Assessment of B.8: BAR Degree: Evidence of student achievement at the prescribed level was found in student work prepared for Technical Practice: Final Project as part of the BAR curriculum that is been phased out.

BAS+ March Degree: Evidence of student achievement at the prescribed level was found in student work prepared for Advance Technical Studies course as part of the proposed curriculum. Evidence of student achievement at the prescribed level was not found in student work prepared for Project Management course as part of the proposed M.Arch curriculum since these courses are not yet been implemented.

Realm B. General Team Commentary: The academic content of their courses coupled with the active participation of local professionals in the studios is not only a welcome asset to this program and to the outcomes their students deliver but it also provides a strong foundation for this REAL. After reviewing the work associated with this realm and recognizing that this program is its early developmental stages their emphasis on technology, building systems, and structure the team was able to recognize the student's potential abilities towards integration of materials, construction technologies, and building assemblies required by our profession.

Realm C: Integrated Architectural Solutions.
Graduates from internationally certified degree program must be able to demonstrate that they have the ability to synthesize a wide range of variables into an integrated design solution.

Student learning aspirations for this realm include

- Comprehending the importance of research pursuits to inform the design process.
- Evaluating options and reconciling the implications of design decisions across systems and scales.
- Synthesizing variables from diverse and complex systems into an integrated architectural solution.
- Responding to environmental stewardship goals across multiple systems for an integrated solution.
- Knowing societal and professional responsibilities

The internationally certified degree program must demonstrate that each graduate possesses skills in the following areas:

C.1   **Research:** *Understanding* of the theoretical and applied research methodologies and practices used during the design process.

[X] Met

[X] Not Yet Met - BAS + M. Arch. Degree

2022 Team Assessment of C.1: BAR Degree: Evidence of student achievement at the prescribed level was found in student work prepared for Alternative Practices: Management and Entrepreneurship and Final Project course as part of the BAR curriculum that is been phased out.

BAS+ March Degree: Evidence of student achievement at the prescribed level was found in student work prepared for Capstone Project course as part of the proposed curriculum. Evidence of student achievement at the prescribed level was not found in student work prepared for Final Project course as part of the proposed M.Arch curriculum since these courses are not yet been implemented.

C.2   **Integrated Evaluations and Decision-Making Design Process:** *Ability* to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

[X] Met

[X] Not Yet Met - BAS + M. Arch. Degree

2022 Team Assessment of C.2: BAR Degree: Evidence of student achievement at the prescribed level was found in student work prepared for Design Studio VII course as part of the BAR curriculum that is been phased out.

BAS+ March Degree: Evidence of student achievement at the prescribed level was found in student work prepared for Design Studio 9: Synthesis course as part of the proposed curriculum. Evidence of student achievement at the prescribed level was not found in student work prepared for Final Project course as part of the proposed M.Arch curriculum since these courses are not yet been implemented.

C.3   **Integrative Design:** *Ability* to make design decisions within a complex architecture project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

[X] Met

[X] Not Yet Met - BAS + M. Arch. Degree

2022 Team Assessment of C.3: BAR Degree: Evidence of student achievement at the prescribed level was found in student work prepared for Design Studio VII Course as part of the BAR curriculum that is been phased out.

BAS+ March Degree: Evidence of student achievement at the prescribed level was found in student work prepared for Design Studio 9: Synthesis Course as part of the proposed curriculum. Evidence of student achievement at the prescribed level was not found in student work prepared for Final Project Course as part of the proposed M.Arch curriculum since these courses are not yet been implemented.

Realm C. General Team Commentary: After completing the review of the submitted student work and considering the information discovered during our online zoom sessions with the faculty and students, we believe that the program at IE University in Madrid appears to have a strong handle on how to educate their students on how to build a strong professional foundation. This foundation will not only comply with the Spanish Ministry of Education but will also meet NAAB Conditions. The students' abilities are well

documented within the student work, and it did allow the visiting team to get an understanding on the student's potential capabilities for integrating all aspects one finds within the design process.

Realm D: Professional Practice.
Graduates from internationally certified degree program must understand business principles for the practice of architecture, including management, advocacy, and the need to act legally, ethically, and critically for the good of the client, society, and the public.

Student learning aspirations for this realm include

- Comprehending the business of architecture and construction.
- Discerning the valuable roles and key players in related disciplines.
- Understanding a professional code of ethics, as well as legal and professional responsibilities.

The internationally certified degree program must demonstrate that each graduate possesses skills in the following areas:

D.1   Stakeholder Roles in Architecture: *Understanding* of the relationships among key stakeholders in the design process—client, contractor, architect, user groups, local community—and the architect's role to reconcile stakeholder needs.

[X] Met

[X] Not Yet Met - BAS + M. Arch. Degree

2022 Team Assessment of D.1: BAR Degree: Evidence of student achievement at the prescribed level was found in student work prepared for Professional Ethics course as part of the BAR curriculum that is been phased out.

BAS+ March Degree: Evidence of student achievement at the prescribed level was found in student work prepared for Professional Ethics course as part of the proposed M.Arch curriculum. Evidence of student achievement at the prescribed level was not found in student work prepared for Project Management course as part of the proposed M.Arch curriculum since these courses are not yet been implemented.

D.2   Project Management: *Understanding* of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.

[X] Met

[X] Not Yet Met - BAS + M. Arch. Degree

2022 Team Assessment of D.2: BAR Degree: Evidence of student achievement at the prescribed level was found in student work prepared for Professional Ethics course as part of the BAR curriculum that is been phased out.

BAS+ March Degree: Evidence of student achievement at the prescribed level was found in student work prepared for Professional Ethics course as part of the proposed M.Arch curriculum. Evidence of student achievement at the prescribed level was not found in student work prepared for Project Management course as part of the proposed M.Arch curriculum since these courses are not yet been implemented.

D.3   Business Practices: *Understanding* of the basic principles of a firm's business practices, including financial management and business planning, marketing, organization, and entrepreneurship.

[X] Met

[X] Not Yet Met - BAS + M. Arch. Degree

2022 Team Assessment of D.3: BAR Degree: Evidence of student achievement at the prescribed level was found in student work prepared for Professional Ethics course as part of the BAR curriculum that is been phased out.

BAS+ March Degree: Evidence of student achievement at the prescribed level was found in student work prepared for Professional Ethics course as part of the proposed M.Arch curriculum. Evidence of student achievement at the prescribed level was not found in student work prepared for Strategic Management course as part of the proposed M.Arch curriculum since these courses are not yet been implemented.

D.4   **Legal Responsibilities:** *Understanding* of the architect's responsibility to the public and the client as determined by local regulations and legal considerations involving the practice of architecture and professional service contracts.

[X] Met

[X] Not Yet Met - BAS + M. Arch. Degree

2022 Team Assessment D.4: BAR Degree: Evidence of student achievement at the prescribed level was found in student work prepared for Professional Ethics course as part of the BAR curriculum that is been phased out.

BAS+ March Degree: Evidence of student achievement at the prescribed level was found in student work prepared for Professional Ethics course as part of the proposed M.Arch curriculum. Evidence of student achievement at the prescribed level was not found in student work prepared for Project Management course as part of the proposed M.Arch curriculum since these courses are not yet been implemented.

D.5   **Professional Conduct:** *Understanding* of the ethical issues involved in the exercise of professional judgment in architectural design and practice and understanding the role of local rules of conduct and ethical practice.

[X] Met

[X] Not Yet Met - BAS + M. Arch. Degree

2022 Team Assessment of D.5: BAR Degree: Evidence of student achievement at the prescribed level was found in student work prepared for Professional Ethics course as part of the BAR curriculum that is been phased out.

BAS+ March Degree: Evidence of student achievement at the prescribed level was found in student work prepared for Professional Ethics course as part of the proposed M.Arch curriculum. Evidence of student achievement at the prescribed level was not found in student work prepared for Creativity and Organizations course as part of the proposed M.Arch curriculum since these courses are not yet been implemented.

Realm D. General Team Commentary: The visiting team carefully reviewed this criterion since most of the burden of compliance relies on the work submitted in the Professional Practice course for their existing BAS curriculum. The course, projects, and assignments appear to provide and demonstrate that students were introduced to issues and challenges that provide them with sufficient exposure to all the requirements of Realm D. Once the M. Arch curriculum is implemented the students will have three additional courses to expand their knowledge and develop a better understanding of the profession. Simultaneously the overall content of the project management criteria was not found when compared between the role of the architect in Spain to the United States. In general, the inclusion of consultants, and adjunct faculty throughout their education in this, and other courses allow for the students to receive a balanced exposure to critical aspects of the architecture profession.

Part II, Section 2: Curricular Framework

<mark>II.2.1 National Authorization and Institutional Quality Assurance</mark>: The institution offering the internationally certified degree program must be or be part of an institution that has been duly authorized to offer higher education in the country in which it is located. Such authorization may come from a government ministry or other type of agency.

The institution must have explicit, written permission from all applicable national education authorities in that program's country or region. At least one of the agencies granting permission must have a system of institutional quality assurance and review which the institution is subject to and which includes periodic evaluation.

[X] Met

2022 Team Assessment of II.2.1: Based on documents provided in the PSER and with verbal confirmation with various individuals we met with, the IE University complies with this criterium. The Architecture Program (BAS + M. Arch. / BAR) at IE University is based on the Ministerial Order EDU/2075/2010, 29 July, which establishes a set of bachelor's and master's degrees, with a compulsory non-professional bachelor's degree, 300 ECTS, that gives access to the master's degree which is composed of 60 ECTS. The degree that is developed under consideration gives the student the skills described in the order, and in accordance with the rules of the European Union, provides the training that prepares the student for their subsequent professional master's degree, and for eventual professional practice, whether within the regulated profession as an architect, whose professional practice is established in the Law 38/1999 of building ordinances; or in non-regulated professions, where the skills of an architect are relevant and applicable. Additionally, the program intention to meet with both Spanish and international jurisdiction the institution used the following institution curricula as benchmarks in their formulation of the program academic content.

- Architectural Association (AA) School of Architecture: London, UK
- Cornell University School of Architecture, Art and Planning: Ithaca, NY, USA
- Illinois Institute of Technology, College of Architecture: Chicago, IL, USA
- University College London / The Bartlett Faculty of the Built Environment: London, USA
- Rice University: Houston, TX, USA
- University of California at Los Angeles: Los Angeles, CA, USA
- TU Delft Faculty of Architecture: Delft, Netherlands

<mark>II.2.2 Professional Degrees and Curriculum</mark>:

For International Certification, the NAAB requires degree programs in architecture to demonstrate that the program is comparable in all significant aspects to a program offered by a U.S. institution. Further, the program must demonstrate that the degree awarded at the conclusion of this program of study entitles the graduate to practice architecture in his/her home country, subject to meeting any requirements for experience and/or examination. Internationally Certified degree programs must include (or otherwise acknowledge) general studies, professional studies, and electives.

Curricular requirements are defined as follows:

- **General Studies**. A professional degree program must include general studies in the arts, humanities, and sciences, either as an admission requirement or as part of the curriculum. It must ensure that students have the prerequisite general studies to undertake professional studies. The curriculum leading to the architecture degree must include a course of study comparable to 1.5 years of study or 30% of the total number of credits for an undergraduate degree. These courses must be outside architectural studies either as general studies or as electives with content other than architecture.

  If this education is acquired prior to university-level education, the program must describe the system for general studies education in the local context, and how it is substantially equivalent to the requirement stated above.

- **Professional Studies**. The core of a professional degree program consists of the required courses that satisfy the NAAB Student Performance Criteria (SPC). The professional degree program has the discretion to require additional courses including electives to address its mission or institutional context.

- **Electives**. A professional degree program must allow students to pursue their special interests. The curriculum must be flexible enough to allow students to complete minors or develop areas of concentration, inside or outside the program.

[X] Met

2022 Team Assessment of II.2.2: Although the two programs as developed and offered by IE University must meet the regulatory requirement of the UE as well as Spain Ministry of Education, the content of the curriculum do not appear to align precisely with the NAAB's requirements, but all significant aspects of the curriculum are substantially equivalent and met.

General studies credits covered in the bachelor's degree through elective or required courses are complemented by general education provided at the tertiary school level required for admission. Completion of a bachelor's degree in Fundamentals of Architecture is a prerequisite to the master's degree.

The professional courses offered satisfy NAAB's Student Performance Criteria, as well as requirements established by the Spanish Education Ministry for architecture studies. The same conditions impact the number of electives offered in both programs—allowing students less flexibility. However, students can pursue and develop specific areas of interest through participation in a combination of electives, dual degree program options, and off-campus workshops and seminars, many of which include domestic and international travel and collaboration with other universities.

Part II, Section 3: Evaluation of Preparatory Education

The program must demonstrate that it has a thorough and equitable process for evaluating the preparatory or preprofessional education of individuals admitted to the ICert degree program.

- Programs must document their processes for evaluating a student's prior academic course work related to satisfying NAAB student performance criteria when a student is admitted to the professional degree program.

- In the event a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist.

[X] Met

2022 Team Assessment: During our video visit with the counselors, Ms. Patricia Lozano a representative of the IEU Admissions team, described the process that program undergoes in the admission of all students to the institution. If a student wishes to transfer to IEU which is not a common occurrence, they are limited on how the transferring students are assessed since all programs in Spain must match the Ministry of Education Standards and Content for all courses. In addition, it must also comply with the Bologna Accord to comply with the European Union Guidelines. Once the student is accepted into the University, the faculty and counselors review the student's skills to ensure that they can be successful at IE University.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, the following conditions require all ICert degree programs to make certain information publicly available online.

II.4.1 Statement on International Certification Degrees: In order to promote an understanding of the internationally certified degree by prospective students, parents, and the public, all schools offering the certified degree program must include in catalogs and promotional media the *exact language* found in the *Conditions for NAAB International Certification*, Appendix 6.

[X] Not applicable to visit two

2022 Team Assessment II.4.1 Per the 2019 NAAB Procedures for International Certification, the suggested language on NAAB International Certification is to be added to the program's information after visit three. This Condition is therefore Not applicable to visit two.

II.4.2 Access to Conditions and Procedures for NAAB International Certification: In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available online and accessible by all students, parents, and faculty:
- *2019 Conditions for NAAB International Certification*
- *Procedures for NAAB International Certification* (edition currently in effect)

[X] Not applicable to visit two

2022 Team Assessment II.4.2: Per the 2019 NAAB Procedures for International Certification, the documents containing information on NAAB International Certification are to be made available by the program after visit three. This Condition is therefore Not applicable to visit two.

II.4.3 Access to Career Development Information: In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of internationally certified degree programs, the program must make appropriate resources related to a career in architecture available to all students, parents, staff, and faculty.

[X] Met

2022 Team Assessment II.4.3: As provided in the school's SER and verified during our meetings the IE University provides the students a variety of opportunities for career development. These programs are available to all students and alumnus of the university.

- The faculty provides counsel in the selection and matching of student to practices in order to have a successful internship.

- Faculty provides both counsel and guidance to the students in development of Resumes and portfolio.

- The Professional and Career Center within the university provides the students with workshops and one on one training for resumes, portfolios, interview techniques, marketing, networking, and other necessary skills the students will require in their pursuit of employment upon graduation.

II.4.4 Public Access to Program Self-Evaluation Reports and Visiting Team Reports: In order to promote transparency in the process of International Certification in architecture education, the program is required to make the following documents available to the public:

- The final decision letter from the NAAB (not applicable to visit two)

- The most recent Program Self-Evaluation[1] (not applicable to visit two)
- The final edition of the most recent Visiting Team Report, including attachments and addenda

These documents must be housed together and accessible to all. Programs are required to make these documents available electronically from their websites.

[X] Not applicable to visit two

2022 Team Assessment of II.4.4: Per the 2019 NAAB Procedures for International Certification the suggested documents on NAAB International Certification are to be made available by the program after visit three. This Condition is therefore Not applicable to visit two.

II.4.5. Admissions and Advising: The program must publicly document all policies and procedures that govern how applicants to the program being reviewed for International Certification are evaluated for admission. These procedures must include first-time, first-year students as well as transfers within and from outside the institution.

This documentation must include the following:

- Application forms and instructions
- Admissions requirements, admissions decisions procedures, including policies and processes for evaluation of transcripts and portfolios (where required), and decisions regarding remediation and advanced standing
- Forms and a description of the process for the evaluation of degree content
- Requirements and forms for applying for financial aid and scholarships
- Student diversity initiatives

[X] Met

2022 Team Assessment II.4.5: The PSER document outlines all requirements for admissions including details outlining various criteria for several types of secondary education and county of education paths. This information is also generally available on the university website.

Additionally, the international offices of the University reach out to candidates who express an interest though their website, providing a personal point of contact.

Our meetings with the admission and counseling team provided sufficient information on how transfer and exchange credits are evaluated and assessed. The institution has a low percentage of transferring students both due to the Department of Education cap on transferable credits as well as it is not a common occurrence for students to transfer between universities in Spain.

Student diversity initiatives are documented in the PSER and confirmed through interviews, evidencing a core value as having a culturally rich and extremely diverse population. The application and financial aid process are on-line based, and forms were not provided. In our discussion with both the administration and the students the current financial aid structure is well suited for this program. Currently the institution is developing a larger pool of donors and alumnus to build a larger endowment to assist their students.

---

[1] This is understood to be the Program Self-Evaluation Report from the previous visit (if applicable), not the Program Self-Evaluation for the visit currently in process.
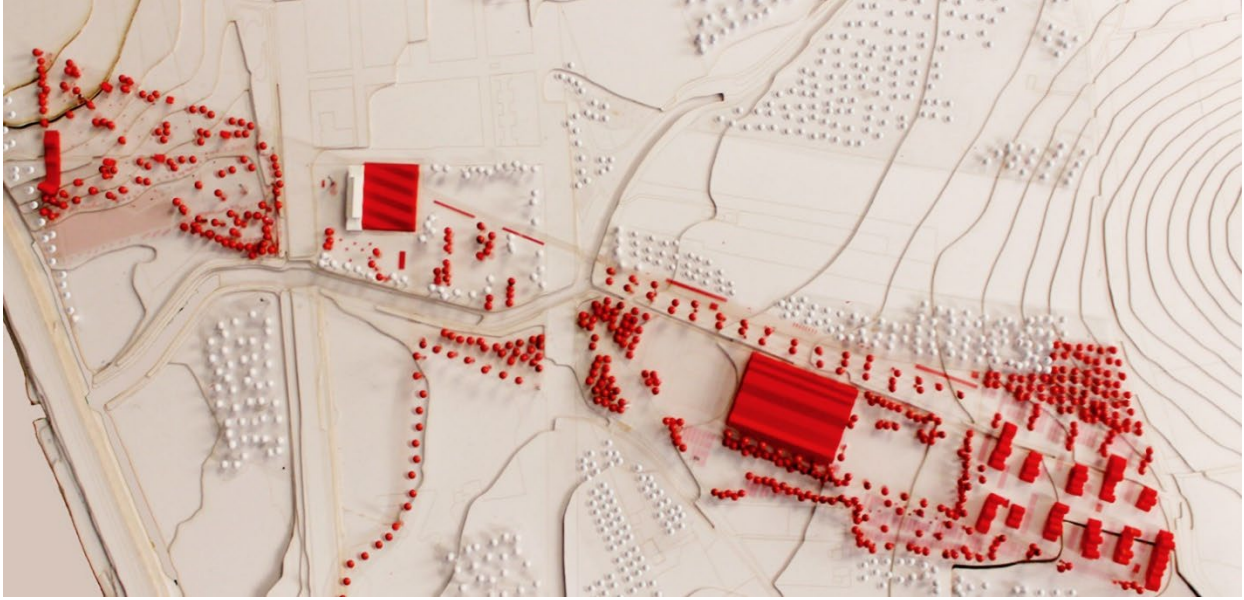
Student Project – IE School of Architecture - Internet Image

Appendix 1: **Conditions Met with Distinction**

A.6   Use of Precedent:

The visiting team recognized that the students work in **Design Studio III**, **Design Studio V**, and **Design Studio 5: Technique** allowed the team to recognize the students understanding on how precedents impact the design process. The student's ability to research, analyze, and synthesize the impact precedent bring to the process is a skill deeply embedded into this curriculum. In addition, while reviewing other studio work the team recognized the impact how students have learned how to use precedents in their design process.

Appendix 2: Team SPC Matrix - BArch

The program is required to provide the team with a blank matrix that identifies courses by number and title on the y axis and the NAAB SPC on the x axis. This matrix is to be completed in Excel and converted to Adobe PDF and then added to the final VTR

The team is required to complete an SPC matrix that identifies the course(s) in which student work demonstrated the program's compliance with Part II, Section 1.

Legend:

- IE University Designated Course for NAAB SPC compliance
- Visiting Team found the additional information to met NAAB SPC compliance
- The NAAB Visiting team was concern about the burden of proving that the SPC or multiple SPC depended in one single course to demonstrate the totality of the prescribed level of performance

Matrix realms (x axis):

- Realm A: Critical Thinking and Representation (1–8)
- Realm B: Integrated Building Practices, Technical Skills, and Knowledge (9–18)
- Realm C: Integrated Architectural Solutions (19–21)
- Realm D: Professional Practice (22–26)

Required Courses in Current BArch (in the outgoing degree plan):

- Design Studio 1: Idea and Form* / Idea and Form I — 6 ECTS
- Graphic Communication 1* / Architectural Expression — 6
- Digital Tools and Operations (Part 1)* / Graphic Communication and Digital Media (Part 1) — 3
- Applied Mathematics in Architecture 1* / Mathematical Foundations in Architecture I — 6
- Architecture Histories and Contexts* — 3
- Experimentation Workshop 1* / Experimentation Workshop I — 3
- Design Studio 2: Form and Material* / Idea and Form II — 6
- Graphic Communication 2* — 6
- Architectural Geometry 1* / Architectural Geometry I — 6
- Digital Tools and Operations (Part 2)* / Graphic Communication and Digital Media (Part 2) — 3
- Applied Physics in Architecture 1* / Physical Fundamentals in Architecture — 6
- IE Module: Humanities* — 6
- Design Studio 3: Experience* / Design Studio I — 9
- Architectural Geometry 2* / Architectural Geometry II — 6
- Applied Mathematics in Architecture 2* / Mathematical Foundations in Architecture II — 3
- Construction Systems and Applications 1* / Construction Systems I — 6
- Experimentation Workshop 2* / Experimentation Workshop II — 3
- Design Studio 4: Program* / Design Studio II — 9
- Structural Types and Calculations 1* / Structural Types and Calculations I — 6
- Environmental Systems and Strategies 1* / Environmental and Building Systems I — 6
- Introduction to Urban and Regional Studies* / Urban Culture I — 6
- Applied Physics in Architecture 2* — 3
- Design Entrepreneurship Workshop 1* / Integration Workshop I — 5
- Design Studio 5: Technique* / Design Studio III — 9
- Construction Systems and Applications 2* / Construction Systems II — 6
- Structural Types and Calculations 2* / Structural Types and Calculations II — 6
- Architecture History and Theory 1* / Architecture History and Theory I — 3
- Experimentation Workshop 3* / Experimentation Workshop III — 3
- Design Studio 6: The Existing* / Design Studio IV — 9
- Construction Systems and Applications 3* / Construction Workshop II — 6
- Architecture History and Theory 2* / Architecture History and Theory II — 3
- Environmental Systems and Strategies 2* / Environmental and Building Systems II — 6
- Urban Strategies 1* / Urban Workshop I — 6
- Design Entrepreneurship Workshop 2* / Integration Workshop II — 5
- Design Studio 7: Aggregation / Design Studio V* — 9
- Construction Systems and Applications 4 / Construction Systems III* — 6
- Architecture History and Theory 3 / Architecture History and Theory V* — 3
- Urban Management* / Urban Management* — 5
- Professional Practice* / Professional Ethics* — 3
- Design Studio 8: Territory / Design Studio VI* — 9
- Advanced Structures and Foundations — 6
- Advanced Architectural Graphics — 6
- Architecture History and Theory 4 / Architecture History and Theory VI* — 5
- Urban Strategies 2 / Urban Workshop II* — 3
- Design Entrepreneurship Workshop / Integration Workshop III* — 3
- Alternative Practices: Landscape and Environment / Alternative Practices: Landscape and Environment* — 6
- Alternative Practices: Digital Studios / Alternative Practices: Digital Studios* — 6
- Alternative Practices: Research Methods / Alternative Practices: Mgmt. and Entrepreneurship* — 6
- Alternative Practices: Design / Alternative Practices: Design — 6
- Alternative Practices: Urban Infrastructure / Alternative Practices: Urban Infrastructure* — 6
- Design Studio 9: Synthesis / Design Studio VII* — 18
- Advanced Technical Studies / Technical Practices: Final Project* — 9
- Capstone Project / Final Project* — 6

34

Appendix 2: Team SPC Matrix BAS+MArch

The program is required to provide the team with a blank matrix that identifies courses by number and title on the y axis and the NAAB SPC on the x axis. This matrix is to be completed in Excel and converted to Adobe PDF and then added to the final VTR

The team is required to complete an SPC matrix that identifies the course(s) in which student work demonstrated the program's compliance with Part II, Section 1.

Legend:
- IE University Designated Course for NAAB SPC compliance
- Visiting Team found the additional information to met NAAB SPC compliance
- The NAAB Visiting team was concern about the burden of proving that the SPC or multiple SPC depended in one single course to demonstrate the totality of the prescribed level of performance
- Visiting Team determine that these SPC are Not Met Yet since these courses are not implemented yet.
- The Visiting Team would expect that these courses will undergo an enhancement effort as the M.Arch. program comes fully implemented within the program curriculum.

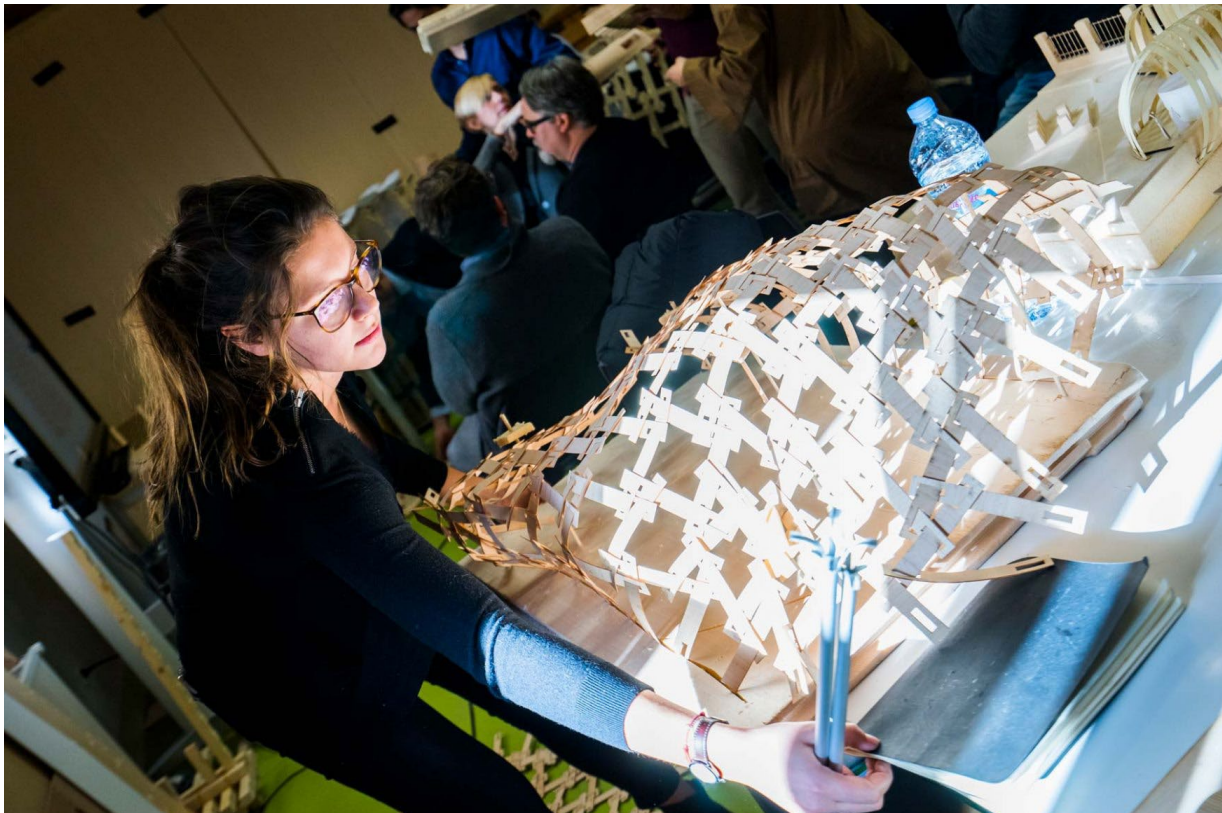**Appendix 3: Visiting Team Roster**

Team chair (educator)
Professor Néstor Infanzón, FAIA, LEED AP BD+C, EDAC, NCARB, RID
Professor of the Practice
Prairie View A&M University
School of Architecture
Prairie View, Texas

Team member (practitioner)
Martha Green, NCARB, LEED AP BD+C
Registered Architect
Des Moines, IA

IE School of Architecture – Internet Image

Report Signatures

Submitted by

_____
Néstor Infanzón, FAIA, LEED AP BD+C *team chair*

_____
Martha Green, NCARB, LEED AP BD+C *team member*