National Architectural Accrediting Board

International Certification

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

2025 Visiting Team Report
Visit Three NAAB International Certification
March 10-12, 2025

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

The National Architectural Accrediting Board

Date of last visit: April 25-27, 2022

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.

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I. Summary of Visit

a. Acknowledgments and Observations

The 2025 Visiting Team had the privilege of completing Visit 3 to the IE University in Segovia and Madrid as the program's first in-person visit since they entered candidacy for Certification. Our team was warmly welcomed to Segovia, where we spent the majority of our visit, with a visit to the Madrid campus on the Tuesday of our visit. The program was well prepared, and organized for the visit and even bestowed upon us, the "best ever" team room, located within an area of the campus where an archeological dig has uncovered underground caverns that were once part of the convent. To say that this work environment quickly thrust the team into the culture and history of the area would be the understatement of the decade.

The PSER prepared for our visit and the digital materials prepared for our review were well assembled and organized, making the team's work smooth and allowing us to experience a well-rounded demonstration of the work of students, and the roles that faculty, administrators and staff play in their development. The students, faculty, administration and staff were open with us, receptive of our questions, and provided the team with information and background which helped us quickly understand and appreciate the culture and experience of the program.

The program provides a well-rounded architectural education to its students that is technically strong without sacrificing design or experimentation, all in the context of operating in an environment where the university itself licenses the architect for practice by virtue of their graduation. The gravity of this task is not lost on the program which works diligently to accomplish their goals, seeking international recognition by virtue of certifications from bodies like the NAAB, all the while undertaking substantial efforts to do all of this while staying compliant with the Spanish Ministry of Education Regulations and the European Union Guidelines for licensure, a very prescriptive, and comprehensive system of study that strictly defines the structure, nomenclature of degree programs, and academic content along with expectations for faculty credentials.

The university was founded on principles of disruption and entrepreneurship, in the words of its President, and the architecture program, lives those principles in developing their students to be architectural leaders as well as global citizens. The program exhibits a focus on continuous improvement and an understanding of the diverse knowledge instilled by architectural education and the benefits it provides its graduates. Both campuses instill a sense of community, in their own ways, Segovia by the warmth and environment of the cloister as well as of the small-ish historical city, and Madrid through its modern, more corporate vertical design that still creates communal spaces for informal gathering.

The team would like to express our sincere and heartfelt thanks to President Dr. Santiago Íñiguez Onzoño, Chief Academic Officer (Rector) Dr. Salvador Cardona, Dean Dr. David Goodman, Program Manager Brigita Klusovskyte, Director Dr. Marcela Aragüez Escobar, and the entire faculty, staff and students for their cooperation and participation during International Certification Visit Three at the IE University in Segovia and Madrid. We would be remiss, if we did not also express our sincere thanks to Catarina Pais for her thoughtful arrangements and most importantly for keeping us on time and in the right places during our visit.

b. Conditions/Student Performance Criteria Not Achieved

Conditions Not Described or Demonstrated	Conditions Not Met	SPC Not Met
	II.2.2 Professional Degrees and Curriculum	

c. Items to Address
2025 Visiting Team Assessment: None.

d. Progress Since the Previous Visit
2025 Visiting Team Assessment: Since the Previous Visit, the Program has fully implemented all courses that were not available at that time and has demonstrated that the related SPCs are met, as noted below and in the context of this report.

Bachelor of Architecture (BAR)

- **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)

2022 Visiting Team Assessment: 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 AS+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 – Integrated Evaluations and Decision-Making Design Process -** 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. – 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.

2025 Visiting Team Assessment: Based on the evidence provided by the program for Visit Three, the Team found that all of the above SPCs are now MET. See Part Two, Section 1 for additional information.

X [condition/criterion] is **Met**

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

2025 Analysis/Review: IE University ("IE" is an abbreviation for "Instituto de Empresa," or "Business Institute") was founded in 2007, as an expansion of IE Business School, originally founded in 1971 .

As described within the PSER, IE is a private, secular, international university, based on ideals of innovation, transdisciplinary, and the values of the humanities. The School offers the Bachelor in Architectural Studies (BAS) and the Master in Architecture (MARCH), a Bachelor in Design, a Bachelor in Fashion Design, dual degrees in Business Administration and Design, and Business Administration and Fashion Design, and Master's Degrees in Real Estate Development, and in Architectural Management and Design.

The School of Architecture and Design is one of six schools within the university, along with the Business School, Law School, School of Science and Technology, School of Politics, Economics and Public Affairs, and the School of Humanities. 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 them. Full-time faculty, for example, form part of a university-wide "unitary faculty", with research evaluation and support being offered at the University level. Professors are often shared amongst various academic programs.

All six schools share the University's four "pillars", which form the shared DNA of the institution. These shared "pillars" are defined 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
1. ecosystem that expands far beyond the confines of the campus, where students and graduates grow and develop their innovative start-ups.
2. 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.
3. 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.

The IE School of Architecture and Design is guided by the conviction that architects and designers have an important role to play in addressing the complex challenges of the present and future. Architects and designers of the 21st century may, in fact, have much more to contribute than architecture and design themselves. It is therefore our goal to engage our students in two intertwined set of attributes: the first provides a rigorous and comprehensive training in the disciplinary skills of the architect and designer, while the second encourages students to think as broadly as possible about how
those skills might be used.

The School contributes to the broader University community in several ways; First, the BAS+MArch program provides the University with a strong basis in the polytechnic fields of study and was the first technical degree offered at IE. In recent years, other technical degrees in fields such as computer science, artificial intelligence and environmental science have been added to the

academic offerings at IE with the architecture program serving as a model to inspire their study plans. Second, our focus on digital fabrication has provided the University not only with access and exposure to the fabrication hardware, but it has also allowed this technology to be shared with the broader University community, through the production of physical installations for the Office of Student Life, or in collaboration with IE students interested in creating prototypes for potential business start-ups. Third, the school's programs have also served as a key point of knowledge transfer as related to online pedagogy. Fourth, the d-Lab (Design Laboratory), run by faculty and students of the School, has provided the University with an important means of outreach with our local context in Segovia and beyond. The d-Lab has developed and executed several projects with and for the Segovia municipal government, as well as in other provinces of Castille and León and in Catalonia strengthening the University's relationship with local stakeholders.

Benefits derived by the BAS+MArch program, as well as the broader School of Architecture and Design of which it is part, from its institutional setting; First, the program's full-time faculty, forming the core of the teaching and research team of the school, also form part of the University's transversal "unitary faculty". As a result, faculty participate in training, research and transverse coordination events shared among full time faculty from all six schools. Second, the program benefits from the institution's robust international recruiting network. This network not only helps recruit excellent students from around the world, it also aids in efforts to collaborate with international organizations and with our ongoing international accreditation efforts such as that with the NAAB. Third, the program benefits from the University's extensive investment in facilities on both campuses, and on the hardware and software necessary for architectural education.

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

2025 Analysis/Review of I.1.2: IE University has four core pillars shared across all schools in the university: Technological Immersion and a Culture of Innovation, Entrepreneurial Mindset, The Lens of the Humanities, and A Diverse Experience. The IE University community is multinational, leading the architecture program, which has students from over fifty nationalities, to focus its culture on respect, exchange, rigor and transversality. The program fosters the many kinds of diversity that the international community brings. The university highly values human dignity and areas of professionalism like ethics, environmental responsibility, diversity, and inclusion. The university is focused on personalized student learning for all students throughout their academic career, and an education that supports graduates' employability upon completion. Systems are in place to encourage a culture of exchange across the whole university through extracurricular activities for students, and faculty and staff support.

The School of Architecture & Design is built on the polytechnic model but is equally guided by the business and humanities focus of the university. The school faculty and staff nurture its culture of

exchange through transversal learning, professional, academic and institutional partnerships. Students are further supported in building professional skills through IEU Labs, which offers professional skill building workshops to aid students in the building of a professional profile. One of the labs, hosted by the School of Architecture & Design, is d-Lab, a consultancy that works on public projects in collaboration with the Segovia Municipal Government. Other professionally focused initiatives for architecture include opportunities to engage in archaeological and cultural heritage projects and international competitions. Transversality is supported in the school through cross-program courses in subjects like graphic and industrial design, landscape architecture, business administration and fine arts. At the university level, students can participate in the IE Plus program which hosts advanced seminars, labs and language courses and encourages cross disciplinary dialogue. The university's Sustainability Office is integrated into many facets of the university, including curriculum and a range of activities. Undergraduate students are provided opportunities for international summer internships, and study abroad/exchange that also support a culture of exchange. At the university level, architecture students are represented by class delegates who join representatives from other areas of the university and are consulted about curricular, extracurricular and student life issues. Students also have other opportunities to take on leadership roles. IE University offers over 125 student led organizations, including student government and university sponsored clubs, which offer valuable leadership experience. Additionally, students can participate in university-wide initiatives such as the Honors Program, which challenges them with advanced coursework and leadership development opportunities. Students are well supported by faculty academic advisors who acclimate students to the university, advise them through their academic journey, and monitor progress towards career goals. Faculty meet regularly and address program and university related issues. Faculty are supported through developmental workshops focused on improving teaching and learning new skills, including a recent focus on topics relating to AI.

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

2025 Analysis/Review of I.1.3: The university's commitment of diversity is not limited to the diverse demographic or students and faculty but extend to their internal approach of celebration of cultures from around the world. The graduates of the BAS + MArch are immediately licensed professionals in the country with recognition by other EU member states. The program is entrusted with a profound social responsibility to prepare students for the professional practice of architecture worldwide. Practices, institutional norms and standards, and initiatives that focus on supporting social equity include: The IE foundation, D(esign) Lab, scholarships from the Deputation of Segovia, and the admissions portfolio requirement. The University Faculty Offices has also prioritized the achievement of gender parity in faculty hiring, and diverse roster of student and faculty body.

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

2025 Analysis/Review of I.1.4: Based on information found within the PSER validated during the team's visit and meetings with administrators, faculty, staff and students, we find the following:

A. **Collaboration and Leadership.** IE School of Architecture and Design fosters a strong culture of collaboration and leadership, emphasizing teamwork, shared learning environments, and opportunities for students to develop leadership skills. The program follows a "culture of exchange," encouraging students to refine both oral and graphic communication skills through frequent jury presentations. Collaboration is an integral aspect of the school's learning environment. On the Segovia campus, students work in open plan architecture studios, with students from first to third year sharing a two-story workspace. In Madrid's IE Tower, fourth- and fifth-year architecture students collaborate with Master of Architecture students and Bachelor of Design students in a similarly open plan studio. The studio setup encourages interaction, shared learning, and a strong sense of community. Teamwork is also an integral part of the curriculum. Students collaborate in various courses, most notably in the Design Entrepreneurship Workshop, the Alternative Practices sequence, and several Design Studios. Team-based projects help students develop professional collaboration skills and understand group dynamics, preparing them for real world architectural practice.

B. **Design**. The design sequence is the core in the BAS + MArch program building skills over time, starting with fundamental knowledge in architecture and moving through applications of design in architectural practice and related fields. Each year in the BAS program revolves around a topic and each semester guided by key words, broadly shared by all courses in the semester. Studios 1-9 indicate progression through their titles: Idea and Form, Form and Material, Experience, Program, Technique, The Existing, Aggregation, Territory, Landscape and Environment, Synthesis. The trimesters of the year-long MArch program are guided by the phrases in sequence: Jump Start Applications Synthesis. Design studios provide students with technical, analytical and historical knowledge to tackle complex design problems and research methodologies so students can critically engage topics. The BAS program focuses particularly on the sequence of four areas over the years: building construction, structural systems, urbanism and environmental systems. The 9th

semester addresses alternative modes of practice through intensive design workshops: Landscape and Environment, The City, Digital Studies, Design, Research Methods. The final semester is focused on comprehensive design. The MArch program culminates in a thesis, which follows studios focused on sustainable technologies and strategies, and one focused on design management to address entrepreneurial thinking and business training as applied in architecture and design.

C. **Professional Opportunity.** The Architecture Program at IE, leads to immediate professional registration in Spain, with reciprocal professional recognition in all EU member states and has been granted full accreditation in Singapore and India, where graduates enter the licensure process on an equal footing with students graduating from their accredited schools. For students interested in pursuing professional practice in other jurisdictions, the program provides general guidance and support, but as the program attracts students from over 50 nationalities, it is not feasible to pursue similar accreditation or recognition in all home countries. Instead, the program focuses on pursuing recognition by key jurisdictions whose accreditation has been frequently sought by graduates.

Recognizing that not all students intend to work directly in architectural practice, as conventionally defined, they place high emphasis on preparing students for a fruitful professional career. The curriculum is designed to prepare students to practice in different areas of architecture and design 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 – subjects which are always shaped in a manner that offers a diverse, critical, and international view of how the skills of the architect may be applied to a range of fields of action. Using European Union regulations as a base, the program's curriculum provides students with an education compatible with national and international contexts. This national and international dimension is reinforced by not only the nature of the content of the curriculum, but also the diversity of the student body as well as that of the faculty and staff.

The program offers an elective professional internship program which allows students to gain valuable work experience in firms around the world. An internal internship committee assess students' interests and establishes links to firms engaged in all aspects of architectural practice, as well as in adjacent fields such as engineering, landscape architecture, branding, publishing, foundations and museums, and contemporary art practice. The broad range of options strengthens the program's focus on enabling students to put the tools of the architect to use in a broad range of professional environments, according to their individual interests and abilities. During the team's meetings with students, the internship opportunities offered by the program were praised by those who had already participated and highly anticipated by those yet to engage in that portion of their educational journey.

D. Stewardship of the Environment. Stewardship of the Environment: The School of Architecture & Design recognizes the importance of sustainability and has highlighted its role in the design studio sequence. Each semester in the design studio contains a sustainability module as well as offering specific studios that direct their focus on the issues of sustainability and high-performance buildings. The topics of sustainability begin with passive systems, solar orientation, and siting then extending to more advanced topics in building systems, building construction, and urban design.

E. Community and Social Responsibility. Community and Social Responsibility: The design studio sequence is committed to understanding how to navigate social issues that would affect the way we design the built environment. The pedagogical model of the curriculum encourages students to define the problems, uphold the ethical obligations of the profession and how to act upon them productively

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

2025 Analysis/Review of I.1.5: Long range planning for the program, takes place under the auspices of the School of Architecture and Design, as well as at the University level. Planning initiatives are discussed informally during monthly coordination meetings of the program directors, staff, associate deans and dean, as well as during formal biannual planning meetings. At these meetings, medium and long term goals are established by Deans and Associate Deans, which are presented annually to the University's Executive Committee which, in turn makes recommendations to the University President.

The current long-range plan for the School of Architecture and Design is to continue expansion from their original base in Architecture studies to become a full-spectrum school of design, with degrees and research across a range of creative fields, including fashion design, interior design, video game and virtual environment design and product design. Believing that all programs benefit from creating a rich design culture across disciplines, and through the sharing of expertise, faculty, staff, and students working together to build something of greater value. Regardless of program focus, the mission remains to contribute to a more sustainable, more equitable, and more beautiful world by training future leaders in the creative industries, and through high-impact research.

Within the Architecture Program, long range planning is conducted 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 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.

Long-range planning agendas and initiatives are data based, including: (1) quantitative as well as qualitative data obtained regarding prospective students, current students, and alumni; and (2) the quantitative and qualitative information compiled via advisor reports, assembled at the end of each semester. Additionally, the program completes a self-evaluation, each year, which is submitted to the University Board of Overseers and to the regional accreditation agency (ACSUCYL). The assessment contains quantitative and qualitative assessment of their program, with special focus on the degree to which they comply with their original accreditation documents and includes a program improvement plan, establishing measures to be undertaken in order to address deficiencies identified within the report.

I.1.6 Assessment:

A. Program Self-Assessment Procedures: 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

2025 Analysis/Review of I.1.6:

A. Program Self-Assessment Procedures: The School of Architecture & Design is required to submit a strategic plan to the Spanish autonomous region of Castille and León accreditation agency. The plan covers the program and curriculum for both the Segovia and Madrid campuses. The school is also required to submit a yearly self-assessment report. The report includes information about program management, quality assurance and reporting, human and program resources, and outcomes. It also includes a plan for improvement moving forward.

B. Curricular Assessment and Development: Any major changes to the degree program require the approval of the regional accreditation body, which includes a review and evaluation process by architects and engineers; this includes course names, credit distribution and learning objectives. The architecture program curriculum committee focuses on adjustments to course methodology and format. It is chaired by the dean and program directors and is organized into twelve subject areas that correspond with the curriculum: Design Studio, Graphic Communication, Urbanism, Structures, Math and Physics, Materials and Methods, Circularity and Sustainability, History, Theory and Critique, Experimentation Workshops, Alternative Practices, and Thesis/Capstone. The faculty who oversee these areas also teach in these areas, and noted that, although they do not meet regularly, there is a lot of cross-coordination between curricular areas in courses at each year level. Curriculum coordinators of the subject areas make annual presentations to the whole committee and propose adjustments to be implemented over a two-year period; the dean approves any changes. Faculty noted that they regularly assess courses and work collaboratively on course and program adjustments that can be carried out without approval of the regional accrediting body. Students noted that program leaders and faculty are responsive to students´ requests for course and curricular adjustments that can improve teaching and learning.

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

2025 Team Assessment of I.2.1: Full time faculty are responsible for teaching and research, serve as advisors for students and in some instances, serve as curricular area heads. As advisors, faculty meet with students to discuss their studies as well as their career paths. All full-time faculty are part of the curriculum committee and work together to coordinate the curriculum through the development of courses and programs. Faculty hired into full-time positions are evaluated at the second year, are assessed internally and receive feedback about their progress towards tenure. Evaluation in the fourth year includes external evaluators, and successful candidates receive tenure. Full time faculty begin as assistant professors, and achieve the rank of associate professor with tenure after their fourth year. The university also has a process for faculty to achieve the rank of professor. The school hires adjunct faculty who also practice architecture or work in fields related to their areas of teaching. They are hired to teach specific courses. Adjunct faculty typically teach alongside practicing architecture, or work in fields related to their areas of teaching. In the School of Architecture and Design a few adjunct faculty have shifted into full-time positions in recent years.

Staff in the School of Architecture and Design carry out responsibilities for specific programs or specific transversal activities in the school. The program heads and program administrators engage with faculty and students in the programs and are well versed in the activities of the school. In our meeting with architecture program staff, it was confirmed that staff have opportunities for development and growth in their jobs in the school and university. There are workshops and professional development opportunities in the university specifically for staff. Staff can also attend workshops and programming that are open to all staff, faculty and students.

Faculty are supported through workshops throughout the academic year, focused on developing skills for their own growth along with collaborative ways to build and add value to the school. Faculty are adequately supported in their research. For large research projects, faculty are supported by the university's research office. Also, in support of their research and teaching full-time faculty are provided with a laptop and receive funding to present their research at two international research conferences each year. Full-time faculty undergo a yearly review of their work by the Dean David Goodman and the Rector and Dean of Faculty, Dr. Salvador Carmona. The review is an opportunity to discuss research and teaching directions and growth and also to plan for resources for future research needs. Faculty can apply for teaching load buy-outs or can shift teaching loads to support research, fellowships and other activities. Faculty have continuing education opportunities focused on new technologies and pedagogical development through the university's Faculty Training Program. All faculty have access to the university's library services and cloud-based software to support their work.

Some student support services, such as advising, financial services, career services, and recreational services, are offered by the university on both the Segovia and Madrid campuses.

Students are supported by program staff for any help they need with course and program related issues. Faculty serve as academic advisors for students. For the first year, students have one advisor who serves all students to help them adjust to the university. From the second through sixth year, students are assigned an advisor who continues to work with them throughout their education. The advisors are overseen by one faculty member who conveys information to all advisors and assures consistency. Student internship and study abroad placement is managed by program leaders and staff to assure students are focused on their goals.

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

2025 Team Assessment of I.2.2: IE School of Architecture and Design has well established physical resources that effectively support its pedagogical approach and student success. Across its Segovia and Madrid campuses, the school provides well-equipped spaces designed for studio-based learning, interactive coursework, faculty activities, and access to both digital and physical resources. Architecture students have access to dedicated studio spaces that foster creativity and collaboration. The Segovia campus offers 24/7 access to studio spaces, while the Madrid campus provides access during reasonably designated hours, as confirmed by students. Each student is assigned an individual workstation with lockable storage. Additionally, printers, plotters, and smart boards are readily available, and both campuses offer identical lab and workshop equipment. All students begin their studies on the Segovia campus, in the case of Architecture, they complete their first 4-years of the curriculum before moving to the Madrid campus for completion of their fifth-year and the Masters year. The Segovia campus is a 30-minute trip from Madrid by high-speed train, allowing convenient commuter travel for faculty and staff between campuses.

Conversations with students on both campuses revealed a strong appreciation for the available physical resources. Students expressed support for having the foundational years of the program at the Segovia campus, valuing the sense of community it fosters. They also appreciate the advantages and lifestyle that come with studying in Madrid during the program's capstone years.

Segovia Campus
Situated in the historic city of Segovia, the campus is housed within the landmark Santa Cruz la Real Convent, offering a unique blend of heritage and modern education. The open-plan architecture studio spans two levels, with a lower level floor area of 171.1 m^2 (1,850 sf) and an upper floor of 92.6 m^2 (1,000 sf). The campus library, located in the east, west, and south wings of the convent's cloister, occupies 381 m^2 (4,100 sf) and provides 180 reading spaces. It holds an extensive

collection of architecture books, journals, and magazines, as well as a robust digital repository that provides access to global research databases. For academic events and large gatherings, the Aula Magna, a repurposed church within the convent, accommodates up to 1,200 people, hosting exhibitions, lectures, and cultural events. Conference rooms equipped with the latest projection and sound technology support smaller discussions and workshops. Students also benefit from a dedicated cafeteria, student lounges, and healthcare facilities, ensuring a well-rounded academic experience. With its blend of historic charm and cutting-edge resources, the Segovia campus provides an immersive environment where students can engage in rigorous architectural exploration while being surrounded by centuries of architectural heritage.

Madrid Campus

Complementing the historic Segovia campus, the Madrid campus offers a modern setting within the city's urban fabric. The IE Tower, a 35-story vertical campus, provides an open-plan studio environment adjacent to the Fab Lab, which serves advanced design studios. These spaces are supported by additional classrooms, staff offices, and printing facilities, ensuring students have everything they need for their coursework in a cutting-edge academic environment. Faculty members are well-supported with office spaces distributed throughout the IE Tower, along with adequate facilities for administrative functions, including IT and faculty support. The campus also boasts an extensive library, with a main facility covering 1,883 m^2 (20,268 sf) and an additional library space on the 6th floor of the IE Tower. These resources support both student and faculty research through access to physical and digital materials. The vertical campus further fosters interdisciplinary collaboration by integrating faculty from various university departments across its office spaces. Additionally, the IE Tower offers multiple cafeterias, student lounges, and a range of student support services, ensuring a well-rounded and engaging academic experience.

Future Developments

To accommodate the growth of the School of Architecture and Design, the school will relocate its Segovia facilities to the new Creative Campus, Palacio de Mansilla, set to open in September 2025. This 5,000 m^2 (53,820 sf) facility, located approximately 750 m (0.5 mile) from the main Segovia campus, will house fabrication labs, construction workshops, exhibition spaces, all BAS studio spaces, and faculty and staff offices. At the time of the visit, the university appeared to be on track to meet its target move-in date. The Madrid campus currently appears well-equipped to meet the school's physical space requirements for the foreseeable future.

Information Resources

IE ensures that students and faculty have access to comprehensive information resources. In addition to a physical library with over 11,000 volumes, students benefit from digital subscriptions to JSTOR, ScienceDirect, ProQuest, and Bloomberg. They also have access to many digital softwares necessary for architectural studies, and campus-wide high-speed Wi-F. IE's Liquid Learning model enhances flexibility, enabling students to engage in hybrid education. Classrooms have cameras, microphones, and digital screens, allowing interaction between on-campus and remote learners.

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

[X] Demonstrated

2025 Team Assessment of I.2.3: The IE School of Architecture and Design is a private, not-for-profit institution with a projected 2023-2024 Net Revenue of €11,314,00 against direct costs totaling €6,265,000 providing a strong positive margin with minimal risk of negative financial impact. This is not inclusive of indirect costs for Information Technology, Careers, Alumni Affairs, Corporate Relations, Legal, Academic Research, Student Life, Corporate and Transversal Facilities,

Transversal Commercial Expenses, International Recruitment, and all transversal University administration.

The University is anticipating a rise in capital expenditures in coming years, particularly related to an approximate $9 million investment for development of the new Segovia Creative Campus which will exclusively house the School of Architecture and Design.

The institution´s financial structure is largely dependent on enrollment which has shown consistent strong growth in recent years, both across all programs and particularly in certain ones including the Bachelor in Architectural Studies, the Bachelor in Design/Bachelor in Business Administration Dual Degree, and the Master in Real Estate Development.

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

2025 Team Assessment of I.2.4: IE School of Architecture and Design provides students, faculty, and staff with convenient and equitable access to a broad range of literature, digital resources, and visual materials that support architectural education. The university's information infrastructure is designed to serve both on-campus and hybrid learning models, ensuring accessibility across its Madrid and Segovia campuses. The university's library system operates across three locations: Segovia, IE Tower (Madrid), and María de Molina (Madrid). Students and faculty have access to a shared collection of books and research materials, with a daily courier service allowing books to be transferred between campuses. The Segovia campus library, housed in the historic Santa Cruz Convent, spans 381.1 square meters and offers 180 reading spaces. The Madrid campus library at María de Molina covers 335.75 square meters, providing 94 reading seats and a collection of over 11,000 books. Additionally, the IE Tower has a library service point on the sixth floor, facilitating interlibrary loans and student-faculty inquiries. Beyond physical resources, IE offers an extensive collection of digital materials, including nearly 1,600 eBooks, 396 digital magazines, and subscriptions to academic databases such as JSTOR, ScienceDirect, ProQuest, Bloomberg, and Elsevier. Students and faculty can access these materials remotely through a mobile library app, which allows them to manage loans, renew books, and search for digital content. To support research and academic development, the university employs librarians and digital resource specialists who offer one-on-one consultations, training sessions on research methodologies and citation tools, and interlibrary loan services through WorldCat. These services help students and faculty develop critical research skills and navigate the vast resources available to them, IE's Liquid Learning model further enhances accessibility by integrating on-site and online education. Classrooms are equipped with cameras, microphones, and digital screens, allowing remote students to participate seamlessly. This approach ensures that digital and physical resources are effectively adapted to different learning formats.

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

2025 Team Assessment of I.2.5: IE School of Architecture and Design is one of six Schools of IE University. All Schools are led by President Santiago Íñiguez de Onzono and Rector Salvador Carmona, whose office includes Vice-Rectors for Academic Affairs, Research, Faculty and Entrepreneurship and Student Affairs.

In addition to offering a degree in Architectural Studies (BAS) at the undergraduate level the IE School of Architecture and Design offers undergraduate degrees in Design and Fashion Design, with dual degree options in Business Administration for these two programs. The BAS degree is a five year pre-professional architecture degree taken prior to the professional Master of Architecture. At the graduate level, the Master in Business for Architecture and Design, Global Master in Real Estate Development are also offered. Two new Master in Design programs, focused on Interior Design and Videogame Design and Virtual Environments, will begin in fall of 2025.

Dean David Goodman oversees all programs in the School of Architecture and Design. In the dean´s office he is joined by Associate Dean Cristina Mateo. The school has designated staff and directors for each program as well as staff and directors who are responsible for activities across the whole school. There are designated program heads and program administrators responsible for each program and disciplinary cluster. Academic Directors report to Dean David Goodman and are supported by program coordinators. Associate Directors and coordinators for transversal activities and masters programs report to Associate Dean Cristina Mateo. Full time faculty report to Dean David Goodman for issues related to program and teaching activities, and also report to the Rector and Dean of Faculty, Dr. Salvador Carmona, who oversees research and teaching. Adjunct faculty report to the Dean and Associate Dean and to the Associate Dean of Adjunct and Visiting Faculty Isabel Sanchez.

Dean David Goodman also serves as the BAS program director. Marcela Aragüez is program director for the MArch program. For architecture, they are supported by the Program Manager Brigita Klusovskyte, Program Coordinators Marìa del Mar Vega Santos and Catarina Pais and Program Assistant Carolina Berges. Marìa del Mar Vega Santos is specifically responsible for coordinating the program on the Segovia campus and Catarina Pais coordinates programs on the Segovia and Madrid campuses. Full time faculty are part of the Curriculum Committee and coordinate areas of the curriculum. At each program level, two students are elected by their peers to serve as representatives in the School. They meet twice per semester with the Dean, Directors and Program Managers to discuss concerns and recommendations. Student leaders noted that their role is an effective one and the program leaders are responsive to student concerns. The student leaders also represent their peers at the university level through student government. They join student leaders from other programs.

Meetings are held to share information with the student representatives, and for students to ask questions and voice concerns with the university administration. In our meeting with the student leaders, they confirmed that their advocacy for students and programs are taken seriously and does impact improvements in program delivery and student services.

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.

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.

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] Met

2025 Team Assessment of A.1: Evidence of student achievement at the prescribed level was found in student work prepared for Design Studio 9 and Capstone Project.

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

2025 Team Assessment of A.2: Evidence of student achievement at the prescribed level was found in student work prepared for Design Studio 1, Advanced Design Studio, Capstone Studio and Final Project.

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

2025 Team Assessment of A.3: Evidence of student achievement at the prescribed level was found in student work prepared for Alternative Practices: Research Methods and BAS Capstone Project.

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

2025 Team Assessment of A.4: Evidence of student achievement at the prescribed level was found in student work prepared for Advanced Design Studio and Final Project.

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

2025 Team Assessment of A.5: Evidence of student achievement at the prescribed level was found in student work prepared for Design Studio 7 and Design Studio 8.

A.6 **Use of Precedents:** Kate *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

2025 Team Assessment of A.6:. Evidence of student achievement at the prescribed level was found in student work prepared for Design Studio 5.

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

2025 Team Assessment of A.7: Evidence of student achievement at the prescribed level was found in student work prepared for Architecture History and Theory 1 & Architecture History and Theory 2

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

2025 Team Assessment of A.8: Evidence of student achievement at the prescribed level was found in student work prepared for Design Studio 6.

Realm A. General Team Commentary:
The IE School of Architecture's BAS and MArch programs demonstrate that students have met all SPCs in Realm A: Critical Thinking and Representation at the prescribed level. SPCs A.1 through A.6 require ability and A.7 and A.8 require understanding. For most of these criteria, evidence was found in design studios and relevant supporting courses, aligning with courses identified by the program. For SPCs A.2 and A.6, the team found evidence in only a few courses. More process-related evidence, such as design sketches and study models, across all design studio courses would strengthen the documentation.

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

2025 Team Assessment of B.1: Evidence of student achievement at the prescribed level was found in student work prepared for Design Studio 9 and Final Project.

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

2025 Team Assessment of B.2: Evidence of student achievement at the prescribed level was found in student work prepared for Design Studio 8 and Design Studio 9.

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

2025 Team Assessment of B.3: Evidence of student achievement at the prescribed level was found in student work prepared for Advanced Technical Studies, Design Studio 6 and Final Project.

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

2025 Team Assessment of B.4: Evidence of student achievement at the prescribed level was found in student work prepared for Advanced Technical Studies, Advanced Construction Workshop 2 and Final Project.

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

2025 Team Assessment of B.5: Evidence of student achievement at the prescribed level was found in student work prepared for Advanced Coast Workshop 2 and Advanced Technical Studies.

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

2025 Team Assessment of B.6: Evidence of student achievement at the prescribed level was found in student work prepared for Environmental Systems and Strategies 2.

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

2025 Team Assessment of B.7: Evidence of student achievement at the prescribed level was found in student work prepared for Construction Systems and Application 4 and Final Project.

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

2025 Team Assessment of B.8: The program indicated the Final Project however, the team found better evidence of student achievement at the prescribed level in student work prepared for Construction Systems and Application 4 which included more diverse discussion of different materials considered for a project, more analysis and predictions of effectiveness of implementation.

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

2025 Team Assessment of B.9: Evidence of student achievement at the prescribed level was found in student work prepared for Advanced Technical Studies and Final Project courses.

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

2025 Team Assessment of B.10: Evidence of student achievement at the prescribed level was found in student work prepared for the Project Management course.

Realm B. General Team Commentary: The program has demonstrated they meet all SPCs in Realm B: Building Practices, Technical Skills and Knowledge at the prescribed levels. With a strong focus on technical aspects of architectural education, leading directly to licensure, students understand the diverse technical issues of the building process and the ability to combine and integrate them into complete building solutions.

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

2025 Team Assessment of C.1: Evidence of student achievement at the prescribed level was found in student work prepared for Alternative Practices: Urban Infrastructures, Final Project and Design Studio 9.

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

2025 Team Assessment of C.2: Evidence of student achievement at the prescribed level was found in student work prepared for Design Studio and Advanced Design Studio.

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

2025 Team Assessment of C.3: Evidence of student achievement at the prescribed level was found in student work prepared for Final Project and Design Studio 9.

Realm C. General Team Commentary: The IE School of Architecture's BAS and MArch programs demonstrate that students have the ability to synthesize diverse variables to develop integrated design solutions. Students have showcased the importance of understanding of theoretical and applied research methodologies to inform the design process. Students have exercised the understanding of environmental stewardship goals across multiple systems to strive towards an integrated solution. The demonstration of integration has been shown through problem identification, solution analyzation, and prediction of the implementation effectiveness.

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

2025 Team Assessment of D.1: Evidence of student achievement at the prescribed level was found in student work prepared for Project Management.

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

2025 Team Assessment of D.2: Evidence of student achievement at the prescribed level was found in student work of two courses; Professional Practice, which presents overall concepts and Project Management where students more fully explore project management, develop and present a PM plan.

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

2025 Team Assessment of D.3: Evidence of student achievement was found within student work in Strategic Management and Creativity and Organization courses.

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

2025 Team Assessment D.4: Evidence of student achievement at the prescribed level was found in student work prepared for Professional Practice, Project Management and Creativity and Organizations.

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

2025 Team Assessment D.5: Evidence of student achievement at the prescribed level was found in student work prepared for Professional Practice and Creativity and Organizations.

Realm D. General Team Commentary:
The IE School of Architecture's BAS and MArch programs demonstrate that the program effectively prepares students in key areas of professional practice, including stakeholder engagement, project management, business operations, legal responsibilities, and professional conduct. The curriculum successfully integrates these topics through its coursework offered in Project Management, Professional Practice, Strategic Management, and Creativity and Organizations courses.

All criteria within Realm D have been met, reflecting a well-rounded and comprehensive approach to professional preparedness. Notably, project management concepts are reinforced through multiple courses, ensuring that students gain both theoretical and practical experience in assembling teams, project scheduling, and project delivery methods. Additionally, the program effectively covers business principles and ethical responsibilities, equipping graduates with the necessary skills to navigate the complexities of architectural practice. The consistent integration of legal, financial, and ethical considerations across multiple courses highlights the program's commitment to producing responsible and knowledgeable professionals. Continued focus on real-world applications and interdisciplinary collaboration will further enhance students' readiness for professional practice.

Part II, Section 2: Curricular Framework

II.2.1 National Authorization and Institutional Quality Assurance: 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

2025 Team Assessment of II.2.1: The Architecture Program at IE University is based on 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 most recent update was recorded in Resolution 3731 published on 14 February 2024. A copy of that certificate was included by link contained within the PSER at PG. 99.

II.2.2 Professional Degrees and Curriculum:

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.

  Nota Bene: 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] Not Met

2025 Team Assessment of II.2.2: The IE University Professional degree is prescribed by a ministerial order and includes 360 credits in the combined BAS and MArch degrees. The Preprofessional BAS degree has 300 total credits: 60 in foundational (general) studies, 204 professional studies, 30 electives and 6 for the final thesis project. The foundational studies account for just over 20% of the undergraduate degree requirements and electives are 10% of the total undergraduate degree requirement. The MArch has 30 credits of professional studies and 30 credits for the final thesis project.

The NAAB requires the architecture degree to have general studies comparable to 1.5 years of study or 30% of the total number of credits for an undergraduate degree. General studies are taken primarily in the first year, and the curriculum is set up to allow students to take any courses as electives. However, the majority of electives offered to the students are in architecture.

The program leaders noted a few reasons for the limited number of general studies and non-architecture electives in the BAS program. The students 'schedule is tightly organized, which limits options. The governmental requirements for architecture education leaves very little flexibility, in part because the students are licensed upon graduation. And any changes need approval which happens in a five year cycle. In a meeting with program students, they confirmed that they tend to focus on courses that support their professional development, for example, workshops focused on digital skills. The program leaders are aware of the need to present students with educational breadth and have worked to build instances in the program where breadth can exist. An example cited was the Alternative Practices courses: Research, Design, Digital Studies (optional, Landscape and Environment and Urban Infrastructure. It was also noted that students have the chance to participate in extracurricular initiatives (or clustered for up to 6 credits - advanced seminars, labs, and language courses managed under the umbrella of IE Plus. Students noted that the limitations in their schedule due to program requirements make it hard to participate in the IE Plus program.

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] Demonstrated

2025 Team Assessment: [The team's commentary must identify the evidence or the source of the evidence the team used to make its assessment.]

Undergraduate admissions requirements are outlined according to standards of European countries and the US, and applicants take an admissions test to measure competencies, skills and personality characteristics. Transfer students are assessed course by course to determine

placement. There are very few transfer students who enter the BAS program unless they begin in the first year. All applicants to IE University are assessed for English communication skills as part of the admissions process. For applicants who are non-native speaking English speakers, or who have lived or worked in an English-speaking country or have extensive professional experience in English, the application includes transcripts, resume, essay, design portfolio, references and English language certificate minimum scores (TOEFL, IELTS, Duolingo English or Cambridge Advanced (C1) level.

All students, including those from the IE University BAS program, must apply for entry to the MArch program. The IE University identifies SPCs from the BAS and M Arch program as fulfilling the requirements of the professional degree. The MArch is also open to students who have graduated from a 5-year non-license-granting undergraduate architectural studies degree from an accredited Spanish university. Students who graduate from the IE BAS program with an academic score of 8.5 or above (in a 10 point system) have an expedited application process. Students who graduated with a minimum five year degree from countries other than Spain and have demonstrated academic excellence may be eligible for the Intensive Professional Access Path (PAP). This is typically candidates in Latin America where the study plan is similar to the Spanish model.

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 of 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] Met

2025 Team Assessment of II.4.1: A link to the Statement was not included in the PSER, however, upon request of the team, during the visit, the link was provided and team able to confirm that the statement is present on the program website and complies with NAAB Conditions.

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] Met

2025 Team Assessment of II.4.2: The NAAB Conditions and Procedures for International Certification are easily available through a link on the University's website. Links to the information are provided in the PSER

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

2025 Team Assessment of II.4.3: Career Development information is easily available through a link on the University's website. Links are provided in the PSER

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:

- Most recent decision letter from the NAAB (received after the last visit)
- The most recent Program Self-Evaluation[1] Report (formerly titled the Architecture Program Report)
- 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] Met

2025 Team Assessment of II.4.4: Links to the Self-Evaluation and Visiting Team Reports were not included in the PSER, however, upon request of the team, during the visit, the links were provided and team able to confirm that the information is present on the program website and complies with NAAB Conditions.

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

[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.

2025 Team Assessment of II.4.5: Admissions and Advising for both the BAS and Masters programs are presented online and easily available through links on the University's Architecture landing page. Links to the information are provided in the PSER

Appendix 1: **Conditions Met with Distinction**

A.3 Investigative Skills

Entire C Realm
C.1 Research
C.2 Integrated Evaluations and Decision-Making Design Process
C.3 Integrative Design

On all Conditions noted above, the team found that the Program's focus and emphasis on investigation and research in the course of design and implementation of a project was superb and notable within the work presented. As such, by unanimous decision, the team determined that Investigative Skills and the entire Realm C were met with Distinction.