

Proposed Business Program Accreditation Principles

Approved by the Board of Commissioners May 2017

Principle 1: Commitment to Integrity, Responsibility, and Ethical Behavior

1.1: Commitment to Integrity, Responsibility, and Ethical Behavior

Excellence in business education requires the academic business unit to act ethically, responsibly, and with integrity in all interactions with its stakeholders. Furthermore, the academic business unit must have established systems for encouraging and upholding ethical and responsible behavior.

1.2: Summary Reflection on the Commitment to Integrity, Responsibility, and Ethical Behavior

Excellence in business education requires an evaluation of the academic business unit's academic resources and its educational processes and activities in terms of their contributions to the unit's overall performance relative to its mission. This requires the academic business unit to evaluate (i) the extent to which it acts ethically and responsibly in its interactions with its stakeholders and (ii) the effectiveness of its commitment to integrity and responsibility in supporting excellence in business education.

Principle 2: Quality Assessment and Advancement

2.1: Assessment Planning

Excellence in business education requires the development of a comprehensive plan for assessing the extent of student learning in the institution's business programs and the operational effectiveness of the academic business unit. Furthermore, the plan must be driven by the mission of the academic business unit, must be linked to the strategic planning processes of the institution and the academic business unit, and must involve business faculty in all aspects of its development.

2.2: Assessment of Student Learning and Operational Effectiveness

Excellence in business education is evaluated through the assessment of the academic business unit's mission and broad-based goals, intended student learning outcomes, and intended operational outcomes. This requires the academic business unit to have fully implemented its outcomes assessment plan.

2.3: Continuous Quality Improvement

Excellence in business education requires the academic business unit to be engaged in a process of continuous improvement in its programs and operations. This process includes the identification of necessary changes and improvements as a result of the implementation of the academic business unit's outcomes assessment plan, the development of action plans for making those changes and improvements, and the documentation of the realized outcomes from the execution of the action plans.

2.4: Summary Reflection on Quality Assessment and Advancement

Excellence in business education requires an evaluation of the academic business unit's academic resources and educational processes in terms of their contributions to the unit's overall performance relative to its mission. This requires the academic business unit to evaluate the effectiveness of its processes for quality assessment and advancement in supporting excellence in business education.

Principle 3: Strategic Planning

3.1 Strategic Planning

Excellence in business education requires an effective strategic planning process that focuses the academic business unit's decision making toward defined goals, is linked to the unit's outcomes assessment process, and provides an overall strategic direction for guiding the unit into the future. The strategic planning process is also informed by the input of the various stakeholders of the academic business unit. Furthermore, the academic business unit must have used the process for continuous improvement in its overall performance and its business programs.

3.2 Summary Reflection on Strategic Planning

Excellence in business education requires an evaluation of the academic business unit's academic resources and educational processes in terms of their contributions to the business unit's overall performance relative to its mission. This requires the academic business unit to evaluate the effectiveness of its strategic planning process in supporting excellence in business education.

Principle 4: Business Curricula and Learning Opportunities

4.1 Business Program Development and Design

Excellence in business education requires the academic business unit to have effective curriculum management processes for developing and designing its business programs. Furthermore, the design of each business program offered by the academic business unit must be future-oriented and consistent with current, acceptable business practices and the expectations of professionals in the academic and business communities. In addition, the curriculum of each business program must cultivate critical career-appropriate core competencies in business and must maximize the likelihood that the intended learning outcomes for the program will be achieved.

4.2 Curricula of Undergraduate-Level Business Programs

Excellence in business education requires the content in the curricula of undergraduate-level business programs to develop the body of knowledge and skills necessary in order to prepare students to be competent business professionals.

4.3 Curricula of Master's-Level Business Programs

Excellence in business education requires the content in the curricula of master's-level business programs to build upon the foundational knowledge and skills that are developed in bachelor's-level programs and to provide learning opportunities appropriate for advanced study in business.

4.4 Curricula of Doctoral-Level Business Programs

Excellence in business education requires the curricula of doctoral-level programs in business to prepare students to make significant scholarly contributions to the academy or professional practice.

4.5 International Dimensions of Business

Excellence in business education requires business students to be prepared to function effectively in a changing global environment. Therefore, the academic business unit, through its curricula and co-curricular programs, must ensure that students possess the knowledge, skills, and abilities to understand and deal effectively with critical issues in a dynamic global business environment.

4.6 Information Technology Skills

Excellence in business education requires academic business units to integrate learning opportunities relating to current and emerging business information technologies into the curricula of its business programs.

4.7 Curriculum Review, Renewal, and Improvement

Excellence in business education requires curricula that are current and relevant, and that prepare students to be competent business professionals. Therefore, curriculum review, renewal, and improvement must be an ongoing process that is supported by outcomes assessment, the results of which are used to ensure excellence in the business programs offered by the academic business unit.

4.8: Summary Reflection on Business Curricula and Learning Opportunities

Excellence in business education requires an evaluation of the academic business unit's academic resources and educational processes in terms of their contributions to the unit's overall performance relative to its mission. This requires the academic business unit to evaluate the effectiveness of its curricula, curricula-related processes, and program learning opportunities in supporting excellence in business education.

Principle 5: Business Faculty Characteristics, Activities, and Processes

5.1: Qualifications of Business Faculty

Excellence in business education requires highly-qualified faculty. Therefore, the faculty who teach in business programs must possess significant academic and professional preparation.

5.2: Deployment of Business Faculty

Excellence in business education requires appropriate program coverage and oversight by qualified faculty.

5.3: Scholarly and Professional Activities of Business Faculty

Excellence in business education requires business faculty members in the academic business unit to be involved in scholarly and professional activities that enhance the depth and scope of their knowledge and teaching competencies, especially as they apply to their teaching disciplines.

5.4: Professional Development of Business Faculty

Excellence in business education requires business faculty to be engaged in a process of continuous improvement. Therefore, the academic business unit must provide opportunities for the professional development of faculty that are consistent with the expectations of the institution and its faculty, the mission and broad-based goals of the academic business unit, and the academic and business communities.

5.5: Evaluation of Business Faculty

Excellence in business education requires institutions and their academic business units to have effective processes for faculty evaluation. Therefore, each institution must have a formal system of faculty evaluation for use in personnel decisions.

5.6: Summary Reflection on Business Faculty Characteristics, Activities, and Processes

Excellence in business education requires an evaluation of the academic business unit's academic resources and educational processes in terms of their contributions to the unit's overall performance relative to its mission. This requires the academic business unit to evaluate the effectiveness of its faculty characteristics and activities and its faculty-related processes in supporting excellence in business education.

Principle 6: Student Policies, Procedures, and Processes

6.1: Admissions Policies and Procedures

Excellence in business education requires clear, transparent, and effective admissions policies and procedures that are appropriate to the expectations of the institution's business programs and that are implemented in a fair and consistent manner.

6.2: Academic Policies and Procedures

Excellence in business education requires clear, transparent, and effective policies and procedures pertaining to student academic performance and progression toward degree completion. These policies and procedures must be applied in a fair and consistent manner.

6.3: Career Development and Planning Services

Excellence in business education requires effective support for the career development of business students, including career planning services, placement assistance, or appropriate practices as deemed by the institution.

6.4: Summary Reflection on Student Policies, Procedures, and Processes

Excellence in business education requires an evaluation of the academic business unit's academic resources and educational processes in terms of their contributions to the unit's overall performance relative to its mission. This requires the academic business unit to evaluate the effectiveness of its student policies, procedures, and processes in supporting excellence in business education.

Principle 7: Resources Supporting Business Programs

7.1: Financial Resources Supporting Business Programs

Excellence in business education requires financial resources that are sufficient to support a high-quality learning environment in the academic business unit and to accomplish its mission and broad-based goals.

7.2: Facilities Supporting Business Programs

Excellence in business education requires the physical facilities available to the academic business unit to be of sufficient quality to support a high-quality learning environment for its business programs.

7.3: Learning Resources Supporting Business Programs

Excellence in business education requires a comprehensive library and other necessary learning resources to be available to business students and faculty.

7.4: Technological Resources Supporting Business Programs

Excellence in business education requires sufficient instructional and technological resources and support to be provided to business faculty and students.

7.5: Other Instructional Locations

Excellence in business education requires adequate resources to be available at all branch campuses, educational locations, and instructional sites at which business programs are offered.

7.6: Summary Reflection on Resources Supporting Business Programs

Excellence in business education requires an evaluation of the academic business unit's academic resources and educational processes in terms of their contributions to the unit's overall performance relative to its mission. This requires the academic business unit to evaluate the effectiveness of its various resources in supporting excellence in business education.

Principle 8: External Relationships

8.1: External Linkages with the Business Community

Excellence in business education requires the academic business unit to have current and meaningful linkages to business practitioners and organizations. These linkages must be consistent with the unit's mission and broad-based goals.

8.2: External Accountability

Excellence in business education requires academic business units to be accountable to the public for the quality of their degree programs in business. Therefore, the academic business unit must have processes for the consistent, reliable public disclosure of information pertaining to student success in its business programs. These processes must include the posting of student success results for each IACBE-accredited business program on its website in a manner that is accessible by the public.

8.3: Summary Reflection on External Relationships

Excellence in business education requires an evaluation of the academic business unit's academic resources and educational processes in terms of their contributions to the unit's overall performance relative to its mission. This requires the academic business unit to evaluate the effectiveness of its external relationships in supporting excellence in business education.

Principle 9: Innovation in Business Education

9.1: Innovation in Business Education

Excellence in business education requires the academic business unit to adapt to changes in the business profession and society. Therefore, the academic business unit must provide an environment that encourages and recognizes innovation and creativity in the education of business students.

9.2: Summary Reflection on Innovation in Business Education

Excellence in business education requires an evaluation of the academic business unit's academic resources and educational processes in terms of their contributions to the unit's overall performance relative to its mission. This requires the academic business unit to evaluate the effectiveness of its processes for fostering educational innovation in supporting excellence in business education.