



Self-Study Manual

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International Accreditation Council for Business Education
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PREFACE

The International Accreditation Council for Business Education (IACBE) was founded in 1997 in response to the expressed needs of presidents, chief academic officers, and business deans and chairs who wanted an accreditation process that was mission-driven and outcomes-based. The IACBE provides specialized accreditation to the business programs of hundreds of institutions of higher education throughout the world whose primary purpose is excellence in teaching and learning. The IACBE's innovative approach to specialized business accreditation is based on the assessment of educational outcomes and the characteristics of excellence in business education.

This manual is organized into the following four sections:

- **Section One:** This section contains an introduction that describes the mission of the IACBE, its philosophy of accreditation, the characteristics of excellence in business education, and the scope of accreditation.
- **Section Two:** This section provides instructions for preparing the self-study.
- **Section Three:** This section contains the IACBE's Accreditation Principles along with specific instructions for addressing each principle in the self-study.
- **Section Four:** This section contains appendices.

The reader is encouraged to become familiar with the glossary of terms in Appendix G. This glossary defines certain terms and expressions that are used throughout this manual.

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SECTION ONE: INTRODUCTION

Mission of the IACBE

The mission of the IACBE is to promote and recognize excellence in business education in institutions of higher education worldwide, at both the undergraduate and graduate levels, through specialized accreditation of business programs.

For the purpose of IACBE accreditation, “business education” is interpreted to include the fields of business administration, accounting, finance, human resources, information management, international business, management, marketing, business law, business ethics, business communication, and business-related quantitative methods; and often includes related fields such as leadership, economics, and organizational development. Institutions, academic business units,¹ students, employers, and the general public all benefit from the external assurance of quality and continuous quality improvement that are provided through the IACBE’s accreditation process.

Philosophy of Accreditation

In promoting and fostering excellence in business education, the IACBE takes a mission-driven and outcomes-based approach to accreditation, in which the assurance of academic quality is based on the results of the assessment of educational outcomes rather than prescriptive input standards. Academic resource measures, i.e., the inputs into the educational process, do not by themselves provide prima facie evidence of the degree of academic quality. Just as managers and business organizations are evaluated in terms of their performance and not solely on input-related criteria, so too should academic business units be evaluated on the results of their efforts. Consequently, the focus should be on the value of those resources to the stakeholders of the academic business unit and its parent institution in terms of their ability to perform, i.e., their ability to produce measurable results or outcomes pertaining to actual student learning, operational effectiveness, and mission achievement. Therefore, for IACBE purposes, ‘academic quality’ is defined to be the overall level of performance of the academic business unit in the context of its mission as measured by the extent of accomplishment of the unit’s intended student learning and operational outcomes and its mission and broad-based goals. The determination of the degree to which desired results are being achieved and the demonstration of academic quality are accomplished through a comprehensive program of outcomes assessment.

Adequate quantitative and qualitative levels of human, financial, and physical resources are essential factors in determining academic quality and operational effectiveness. However, the overall quality of education also depends on the educational processes used by the academic business unit to convert those resources to outcomes. These include such processes as teaching and other faculty interactions with students; faculty development and scholarly activities; curricular review and enhancement; and strategic planning. Therefore, given the vital roles played by inputs and processes, the IACBE’s quality assurance process involves a comprehensive set of accreditation principles pertaining to measures of academic resources and educational processes as well as outcomes assessment. These principles are based on best practices in business education, and are designed to promote excellence in business education through a benchmarking process, which is helpful in determining the extent to which the academic business unit is achieving its mission and its student learning and operational goals.

The IACBE bases its accreditation reviews on principles rather than standards. Standards and principles are similar in that both may be used to evaluate academic quality. However, the use of prescriptive input

¹ Throughout this document, the term ‘academic business unit’ is used to designate the principal organizational unit that is responsible for the administration of the business programs of the institution, whether that unit is a department, division, school, college, academy, institute, faculty or other organizational structure. This unit should be led by a doctorally- or professionally-qualified business educator.

standards involves the specification of arbitrary thresholds and assumes that their achievement ensures high-quality outcomes, which is not necessarily the case. On the other hand, principles allow for a continuum of accomplishment and are used to assess outcomes, evaluate progress toward excellence, and encourage continuous improvement. Since academic business units are unique, with differing missions, goals, processes, and intended learning outcomes, there is no standard that fits all academic business units, but there are principles that can apply to all academic business units.

The IACBE is committed to a developmental approach to achieving excellence in business education. The IACBE and its members function in a collaborative and cooperative manner, and encourage each other toward higher levels of quality in business education.

The IACBE is both flexible and innovative in applying its philosophy of accreditation. It recognizes that business education takes place within a dynamic, complex environment that requires innovative approaches to achieving high-quality educational outcomes.

Characteristics of Excellence in Business Education

The IACBE promotes and recognizes excellence in business education in institutions of higher education worldwide. Excellence in business education is multidimensional and may be interpreted in different ways depending on the educational, historical, cultural, legal/regulatory, and organizational environments in which the academic business unit operates. The IACBE recognizes and respects this fact, but however it is interpreted, excellence in business education normally exhibits the following common characteristics:

- The academic business unit has a clearly defined mission and broad-based goals that are consistent with those of the institution.
- The academic business unit strives for higher levels of overall performance consistent with its mission as reflected in its student learning outcomes, operational effectiveness, and the accomplishment of its mission and broad-based goals.
- The academic business unit engages in a strategic planning process that is driven by the approved mission and broad-based goals of the academic business unit, is consistent with the strategic planning process of the institution, and is in touch with the realities of business education and the marketplace.
- The academic business unit has developed and implemented an outcomes assessment process that promotes continuous improvement in its business programs and its operations, and is linked to the strategic plans of both the academic business unit and the institution.
- The academic business unit develops students, both personally and professionally, into well-educated, ethical, and competent business professionals.
- The academic business unit operates in an environment that encourages and promulgates innovation and creativity in business education.
- The academic business unit has meaningful and effective linkages between the classroom and practitioners in the business community, thereby contributing to the assurance of currency in and relevance of its business programs.
- The academic business unit encourages both internal and external cooperative relationships with other educational units and institutions that are consistent with its mission and broad-based goals.
- Faculty members in the academic business unit integrate ethical viewpoints and principles in their teaching activities.
- Faculty members in the academic business unit strive to be effective teachers who are current in their professional fields and are active in contributing to their institutions and disciplines. Furthermore, members of the business faculty are positively engaged within their academic business unit and contribute to its mission and broad-based goals through appropriate faculty development and faculty evaluation processes.

- The mix of academic and professional credentials of the business faculty is worthy of the respect of the academic and business communities.
- The missions of the institution and the academic business unit are effectively communicated to current and prospective students.
- The institution provides resources to the academic business unit that are adequate to accomplish its mission and broad-based goals.
- The curricula in business programs reflect the missions of the institution and its academic business unit, and are consistent with current, acceptable business practices and the expectations of professionals in the academic and business communities.
- The curricula in business programs ensure that students understand and are prepared to deal effectively with critical issues in a changing global business environment.
- The content of business courses is delivered in a manner that is appropriate, effective, and stimulates learning.
- The organizational structures of the institution and the academic business unit support excellence in business education.

Scope of Accreditation

The IACBE accredits business programs that lead to degrees at the associate, bachelor's, master's, and doctoral levels in institutions of higher education worldwide that grant bachelor's and/or graduate degrees. The IACBE does not accredit business programs of institutions of higher education that offer only associate degrees in business.

For the purposes of inclusion in the IACBE's scope of accreditation, a program of study is considered to be a 'business program' if and only if it satisfies all of the following three criteria:

- The program leads to the awarding of a degree, diploma, or other equivalent credential at the associate, bachelor's, master's, or doctoral level;
- The credit hours (or contact hours as applicable) in the traditional areas of business education² in the courses, modules, subjects, etc. comprising the program constitute 20 percent or more of the total hours required for an undergraduate degree, diploma, or other equivalent credential,³ or 50 percent or more of the total hours required for a graduate degree, diploma, or other equivalent credential;⁴
- The program appears on a student's official transcript, diploma supplement, or other official record of program completion.

Furthermore, all majors, concentrations, specializations, emphases, options, and tracks contained within a program will also be encompassed by the IACBE's scope of accreditation if and only if they satisfy the following two criteria:

² The following typical disciplinary areas are considered to be the "traditional areas of business education": business administration, accounting, finance, human resources, information management, international business, management, marketing, economics (principles of microeconomics and macroeconomics), business law, business ethics, business communication, and business-related quantitative methods.

³ For example, if a bachelor's degree requires 120 credit hours for graduation, and 24 or more credits in the program are in the traditional areas of business education, then the program is considered to be a business program.

⁴ For example, if a master's degree requires 36 credit hours for graduation, and 18 or more of credits in the program are in the traditional areas of business education, then the program is considered to be a business program.

- Fifty percent or more of the credit hours (or contact hours as applicable) required for any major, concentration, specialization, emphasis, option, or track are in the traditional areas of business education;⁵
- The majors, concentrations, specializations, emphases, options, and tracks appear on a student's official transcript, diploma supplement, or other official record of program completion.

Consequently, programs of study and all majors, concentrations, specializations, emphases, options, and tracks contained within the programs that satisfy the criteria listed above will normally be included in IACBE accreditation reviews and self-studies.

For the purpose of further defining the scope of IACBE accreditation:

- The IACBE expects that business programs will normally be offered through the academic business unit. However, the IACBE respects the differences that exist within institutions of higher education, and realizes that institutions may have valid reasons for offering some business programs outside of the academic business unit. All business programs normally will be included in the IACBE accreditation review regardless of whether they are administered or delivered solely by the academic business unit or through cooperative or interdisciplinary arrangements with other units of the institution.
- All business programs offered at multiple degree levels (associate-, bachelor's-, master's-, and doctoral-level programs) normally will be included in the IACBE accreditation review.
- All off-campus locations of an institution that offer programs in business normally will be included in the IACBE accreditation review, as long as those programs are under the degree-granting authority of the institution seeking accreditation. Where multiple campuses exist within the framework of one institution, the IACBE Board of Commissioners will determine which campuses may be included in a single accreditation review.
- All business programs, regardless of mode of delivery, normally will be included in the IACBE accreditation review. This includes online programs, distance learning programs, adult degree completion programs, accelerated programs, and other "nontraditional" programs, regardless of whether these programs are administered by the academic business unit.

In its application for candidacy status or for reaffirmation of accreditation, the academic business unit must provide a list of all business programs offered by the institution (including all majors, concentrations, specializations, emphases, options, and tracks contained within the programs), a list of all locations at which the programs are offered, and must indicate which, if any, of those programs, majors, concentrations, specializations, emphases, options, tracks, and locations it desires to exclude from the accreditation review. If a business program, major, concentration, specialization, emphasis, option, track, or location is to be excluded, the academic business unit must provide a rationale for the exclusion. The determination of the programs, majors, concentrations, specializations, emphases, options, tracks, and locations to be included in and excluded from the accreditation review will be made well in advance of the self-study year. The following factors will be taken into account in making this determination:

- **Business content of the program:** If the content of a program is such that 20 percent or more of the total credit hours (or contact hours as applicable) required for an undergraduate degree, or 50 percent or more of the total credit hours (or contact hours as applicable) required for a graduate degree are in the traditional areas of business education, then it is assumed that the program is a business program

⁵ For example, suppose that an academic business unit offers a Bachelor of Business Administration degree with concentrations in accounting, computer information systems, and marketing, and that the business program within the BBA consists of a set of courses common to all concentrations and 18 additional credits in each of the concentrations. Furthermore, suppose that all 18 credits in the accounting and marketing concentrations (100% of the required credits) and 6 credits in the computer information systems concentration (33.3% of the required credits) are in the traditional areas of business education. Then, the accounting and marketing concentrations would be included in the accreditation review and the computer information systems concentration would not be included.

and should be included in the IACBE accreditation review. If fifty percent or more of the credit hours (or contact hours as applicable) required for any major, concentration, specialization, emphasis, option, or track contained within a program are in the traditional areas of business education, then the major, concentration, specialization, emphasis, option, or track should be included in the IACBE accreditation review.

- **Accreditation or potential accreditation by a non-business accrediting association:** If a particular program (including any major, concentration, specialization, emphasis, option, and track contained within the program) is subject to accreditation by a non-business accrediting association (e.g., a secondary business education degree program that is or can be accredited by one of the education accrediting associations, such as NCATE or TEAC; or an engineering management program that is or can be accredited by ABET), the academic business unit is justified in requesting that the program (or major, concentration, specialization, emphasis, option, or track contained within the program) not be included in the IACBE accreditation review.
- **Programs with non-business professional licensure considerations:** If a program (including any major, concentration, specialization, or emphasis contained within the program) prepares students for professional licensure or certification by a non-business organization, then the academic business unit is justified in requesting that the program (or major, concentration, specialization, emphasis, option, or track contained within the program) not be included in the IACBE accreditation review. For example, the Professional Engineer certification in engineering requires graduation from a program with professional accreditation. However, that accreditation should be in engineering, not in business.
- **Operational control of the program:** If the academic business unit has little or no operational control over a program (including any major, concentration, specialization, emphasis, option, or track contained within the program) offered on the main campus or at a separate off-campus location, then exclusion of that program (or major, concentration, specialization, emphasis, option, or track contained within the program) or location may be justified. For example, some institutions have adult degree completion programs in business that are not under the control of the academic business unit. Operational control includes areas such as program and curriculum design; hiring and professional development of faculty; student selection and oversight; and awarding of degrees.
- **Ability to distinguish and differentiate between programs:** Stakeholders of the institution, including faculty, current and potential students and their families, and employers are entitled to know which programs are accredited by the IACBE and which are not. If a program (including any major, concentration, specialization, emphasis, option, or track contained within the program) offered on the main campus or at a separate off-campus location is represented in printed or electronic materials alongside accredited programs, it is assumed that that program (including any major, concentration, specialization, emphasis, option, or track contained within the program) will be included in the IACBE accreditation review. To be excluded, programs, majors, concentrations, specializations, emphases, options, and tracks at all locations must be clearly distinguishable from accredited programs by degree name and title, program descriptions, and other representations to stakeholders.
- **Programs offered through cooperative or partnership arrangements:** If a business program (including any major, concentration, specialization, emphasis, option, or track contained within the program) is offered through a cooperative or partnership arrangement with other colleges or universities but the institution's name does not appear on the diploma or transcript, then the academic business unit is justified in requesting that the program (or major, concentration, specialization, emphasis, option, or track contained within the program) not be included in the IACBE accreditation review.

SECTION TWO: PREPARING THE SELF-STUDY

Accreditation is a formal process in which a written document—a self-study—is produced for review and evaluation by an external team of professional peer reviewers. The completion of a comprehensive self-study for an institution’s academic business unit is a requirement for achieving IACBE accreditation or reaffirmation of accreditation.

The IACBE recognizes, acknowledges, and respects the fact that academic business units around the world operate in differing educational, historical, cultural, and legal/regulatory environments. Consequently, each academic business unit will have its own unique mission, goals and objectives, and organizational culture, all of which are reflected in the self-study.

The self-study is used to document the academic business unit’s compliance with the IACBE’s Accreditation Principles. The key to preparing a good self-study is to provide accurate, complete, and well thought-out responses to all of the accreditation principles. Inaccurate, incomplete, or improperly-formatted information may delay the accreditation process. Make sure that your responses are clear and address the relevant topics. At the same time, be succinct in the narrative statements that you provide. The quality of the content in the self-study is more important than the length of the document. Mentoring services are available to assist the academic business unit in preparing the self-study. For more information about IACBE mentoring services, see Section Nine: Mentoring Program in the IACBE’s *Accreditation Process Manual*.

The self-study time period must cover one full academic year; this should be the full academic year immediately preceding, and not including any portion of, the calendar year in which the site visit takes place. For example, if the site visit is scheduled for the calendar year of 2016, use the preceding academic year (2014-2015 academic year) as the self-study year.

A preliminary draft copy of the self-study must be submitted to IACBE headquarters no fewer than 120 days prior to the site visit. Upon receipt of the draft self-study, IACBE staff will contact the academic business unit to schedule a telephone consultation for the purpose of conducting an initial technical review of the self-study for completeness and accuracy. This technical review will not include any judgments regarding the quality of the responses contained in the self-study, nor will it evaluate the extent of the academic business unit’s compliance with the IACBE’s Accreditation Principles, policies, and requirements. These determinations are the prerogative of and will be made by the site-visit team and the Board of Commissioners. The purposes of the technical review are (i) to identify any technical issues associated with the academic business unit’s self-study (i.e., missing, incomplete, and/or inaccurate information) and (ii) to help to ensure a smooth visit by the site-visit team. Any missing or incomplete responses and inaccurate information will be communicated to the academic business unit during the technical review consultation. Subsequent to the review, the academic business unit will then revise its self-study accordingly to ensure that it is complete, addresses all Accreditation Principles, and is in the appropriate format with accurate tables. The revised, final self-study must be submitted to IACBE headquarters no fewer than 60 days prior to the scheduled site visit. No explicit site visit travel arrangements will be made and no site visits will be conducted until the IACBE has received the final self-study documents.

The remainder of this section addresses the format of the self-study. It also provides a description of the information that you are to include. The self-study should consist of two volumes: Volume 1 for your narrative responses to the accreditation principles and for the required tables, and Volume 2 for the appendices to accommodate bulky items such as abbreviated course syllabi, strategic planning documents, outcomes assessment plan, faculty vitae, faculty handbook, etc. It is recommended that you use tabs to

separate the materials in Volume 2 of the self-study. The self-study and all supporting materials must be written in English.

The academic business unit's self-study submission must consist of two hard copies of Volume 1, two hard copies of the outcomes assessment plan, and one electronic copy of Volumes 1 and 2 of the final self-study documents.

The self-study should be organized in the following manner:

Volume 1

1. Cover Page
2. Table of Contents
3. Background Information
4. Documentation of Compliance with Accreditation Principles

Volume 2

1. Appendices

Each of these components of the self-study is described below.

Cover Page

The cover page should be the first page of the self-study. A copy of a blank cover page is provided in Appendix A of this manual.

Table of Contents

A Table of Contents should be included for each volume in the self-study. This table should delineate the major sections of the self-study document, including sections for each of the IACBE's Accreditation Principles.

Background Information

The information in this section conveys a general profile of the institution and the academic business unit, and provides essential background information. The format to use when responding to these items can be found in the IACBE's example of a completed self-study, Volume 1.

In the self-study, provide the following information in the listed sequence. In your response to each item, provide the location of any supporting materials placed in the appendix (Volume 2).

1. *Identify the name and title of each individual who participated in preparing the self-study.*
2. *In one or two paragraphs, provide a brief history of the institution. If the history is stated in the institution's catalog, provide the page numbers for the relevant section.*
3. *In one or two paragraphs, provide a brief history of the academic business unit. If the history is stated in the institution's catalog, provide the page numbers for the relevant section.*

4. a. *List each business program included in the accreditation review (including all majors, concentrations, specializations, emphases, options, and tracks contained within the program), and identify all of the locations at which they are offered. These programs, majors, concentrations, specializations, emphases, options, tracks, and locations must be the ones that were approved by the IACBE Board of Commissioners when the academic business unit was granted candidacy status or applied for reaffirmation of accreditation.⁶ If these programs, majors, concentrations, specializations, emphases, options, tracks, and locations differ from the ones that appear in the institution's catalog for the self-study year, provide an explanation for this difference.*

***Note:** In this listing, please do not use any colloquialisms to identify the business programs; use instead the official institutional degree designations or program names, i.e., the degree or program names that appear on students' official transcripts, diploma supplements, or other official records of program completion. For example, use "Master of Business Administration" or "Master of Science in Management" instead of "master's degree in business" or "master's degree in management." Similarly, use "Bachelor of Business Administration" or "Bachelor of Science in Business Administration" instead of "bachelor's degree in business." The same applies to all majors, concentrations, specializations, emphases, options, and tracks contained within the programs.*

- b. *If you are seeking reaffirmation of accreditation, provide the website address for the location of your public notification of accreditation by the IACBE.*
5. *Provide the following enrollment information:*
 - a. *Total enrollment of the institution by headcount.*
 - b. *For each of the programs listed in item 4.a above (including each major, concentration, specialization, emphasis, option, or track contained within the program), the total enrollment by headcount in the program, and the total enrollment by headcount in all programs combined. This information should be presented as shown in the sample table on the following page.*
6. *For each of the programs listed in item 4.a above (including each major, concentration, specialization, emphasis, option, or track contained within the program), provide the number of such degrees conferred during the self-study year and the previous two academic years. This information should be presented as shown in the sample table on the following page.*
7. *Describe any situations present at your institution requiring a special understanding during the accreditation process.*

⁶ The IACBE accreditation process normally encompasses all business programs at all degree levels (i.e., associate-, bachelor's-, and graduate-level programs); all majors, concentrations, specializations, emphases, options, and tracks contained within the programs; and all locations at which the programs are offered (i.e., branch campuses, extension centers, or other types of auxiliary operations). Any exclusions of programs, majors, concentrations, specializations, emphases, options, tracks, or locations from the accreditation review must be approved during the candidacy process or when the academic business unit applies for reaffirmation of accreditation.

Enrollment and Degrees Conferred

PROGRAM	HEADCOUNT ENROLLMENT (SELF-STUDY YEAR)	NUMBER OF DEGREES CONFERRED		
		SELF-STUDY YEAR	YEAR PRIOR TO SELF-STUDY YEAR	TWO YEARS PRIOR TO SELF-STUDY YEAR
ASSOCIATE-LEVEL PROGRAMS				
Associate of Science in Business Administration	25	7	8	6
BACHELOR'S-LEVEL PROGRAMS				
Bachelor of Science in Accountancy	14	6	5	7
Bachelor of Business Administration with Concentrations in:				
Accounting	16	4	3	2
Economics	8	2	1	1
Finance	12	3	4	3
International Business	22	6	7	5
Management	30	7	8	6
Marketing	31	8	7	5
Supply Chain Management	20	4	6	4
MASTER'S-LEVEL PROGRAMS				
Master of Business Administration with Specializations in:				
Finance	11	4	3	4
Health Care Administration	19	5	6	4
DOCTORAL-LEVEL PROGRAMS				
Ph.D. in Business Administration	6	2	1	0
TOTALS¹	196	51	50	41

¹ Since the figures in the table are expressed in terms of headcount and since some students in the bachelor's-level BBA program pursue double concentrations, the sums of the columns are greater than the totals. For example, if someone pursued concentrations in both economics and finance, then that person is counted in both the economics and finance figures, but only once in the totals.

Documentation of Compliance with Accreditation Principles

To prepare this section of the self-study, use the structure and guidelines found in Section Three: Accreditation Principles of this manual. List each principle in the order shown in Section Three, and then respond to each principle using the self-study guidelines for that principle. This Self-Study Manual is available in electronic form, and can be used as a template to develop your self-study. For review and evaluation purposes, all tables must be labeled and presented as shown in Section Three of this manual. Please contact the IACBE headquarters if you have questions regarding these instructions.

Appendices

Volume 2 of the self-study consists of appendices. Materials that are sufficiently long to hinder the readability of your narrative responses in Volume 1 should be placed in an appendix. Many of these materials are identified in Section Three: Accreditation Principles of this manual. Tabs should be used to separate the major sections of Volume 2. If materials are placed in an appendix, please cite in your narratives in Volume 1 the tab location in which the materials are to be found.

SECTION THREE: ACCREDITATION PRINCIPLES

In order to evaluate the overall academic quality of an academic business unit and its business programs, the IACBE implements a quality assurance process that involves a comprehensive set of Accreditation Principles pertaining to academic resource measures, educational processes, and outcomes assessment. In order for its business programs to be accredited by the IACBE, the academic business unit must demonstrate compliance with these principles as detailed in this manual.

The IACBE recognizes and acknowledges the fact that academic business units around the world operate in differing educational, historical, cultural, legal/regulatory, and organizational environments, and that, as a result, excellence in business education and high levels of academic quality may be achieved in different ways. Moreover, the IACBE encourages and supports alternative and innovative approaches to achieving excellence in business education. Consequently, academic business units in different countries may align themselves with the IACBE's Accreditation Principles in a variety of ways. Wherever such differences exist, the academic business unit must nevertheless demonstrate that its programs and activities are in compliance with the principles. However, it is the policy of the IACBE and the Board of Commissioners to treat all academic business units fairly and consistently in the application of the IACBE's Accreditation Principles and policies regardless of the educational, historical, cultural, legal/regulatory, and organizational environments in which they operate.

The IACBE is a mission-driven and outcomes-based accrediting body, and it therefore appreciates and respects the fact that academic business units are guided by different missions. Therefore, the IACBE focuses its accreditation reviews on the overall performance of the academic business unit relative to its mission and goals, as measured by the outcomes assessment process. In order for its business programs to be accredited by the IACBE, the academic business unit must demonstrate an acceptable level of performance consistent with its mission and the IACBE's Accreditation Principles.

Given the IACBE's philosophy of accreditation, compliance with each of the Accreditation Principles that pertain to academic resources and educational processes is interpreted and applied in terms of whether the particular resource or process is of sufficiently high quality to ensure achievement of the academic business unit's mission, goals, and intended outcomes, with the extent of such achievement being measured through the outcomes assessment process. In other words, compliance with each of the IACBE's resource and process principles is evaluated in terms of performance or the degree to which the resource or process produces measurable results or outcomes pertaining to actual student learning, operational effectiveness of the academic business unit, and the achievement of the academic business unit's mission.

In its accreditation reviews, the IACBE uses each of its Accreditation Principles to evaluate the extent of the academic business unit's achievement of excellence in business education. The principles, in their entirety, foster high levels of academic quality and promote continuous improvement in the overall performance of the academic business unit.

An introduction is provided for each accreditation principle listed in this section, including the characteristics of excellence in business education enumerated in Section One that relate to that principle. Each principle, which appears as a boxed item, is followed by a description of the principle and guidelines for documenting compliance with that principle in the self-study.

Principle 1: Outcomes Assessment

Outcomes assessment is a systematic process that is used to measure the effectiveness of an institution and the academic quality of its degree programs. The process involves the collection and evaluation of information pertaining to the extent to which institutional goals, objectives, and intended outcomes are being achieved in order to inform planning, budgeting, and decision making. In addition, the outcomes assessment process provides a basis for continuous improvement in curriculum, pedagogy, institutional resources, academic support services, staffing, and other aspects of institutional operations that impact student learning.

The IACBE is a mission-driven and outcomes-based accrediting body, and it therefore focuses its accreditation reviews on the overall performance of the academic business unit relative to its mission. The performance of the academic business unit depends on its overall effectiveness in its entire range of activities and operations. Therefore, the outcomes assessment process that is used to evaluate the academic business unit's performance must be comprehensive and must encompass the following areas:

- ***Mission and Broad-Based Goals:*** The growing complexity of the global business environment requires the academic business unit to prepare itself and its students for future challenges. Since the academic business unit's mission provides strategic directions that guide the unit's decision making to meet those future challenges, the academic business unit's outcomes assessment process must provide for the assessment of the extent to which the unit's mission and broad-based goals are being accomplished.
- ***Student Learning Assessment:*** Since the principal activity of any academic institution is the education of its students, the academic business unit's outcomes assessment process must provide for the assessment of the extent to which intended student learning outcomes are being achieved.
- ***Operational Assessment:*** Since the quality of the academic business unit's performance depends on its ability to manage its human, physical, financial, and technological resources and its educational processes efficiently and effectively, i.e., on the extent of its operational effectiveness, the academic business unit's outcomes assessment process must provide for operational assessment.
- ***Linkage with Strategic Planning:*** The quality of the academic business unit's performance depends on its efforts in continuous improvement in its activities and operations to meet future challenges. Since this requires any necessary changes and improvements that are identified as result of the outcomes assessment process to be incorporated into its planning process for the future, the academic business unit's outcomes assessment process must provide for the linkage of its outcomes assessment and strategic planning processes.

In order for its business programs to be accredited by the IACBE, the academic business unit must provide evidence of mission accomplishment, student learning, operational effectiveness, and continuous improvement. Consequently, the process of outcomes assessment is essential in measuring the effectiveness of the academic business unit, and in determining the extent to which the academic business unit is achieving its mission, goals, and intended outcomes.

The following characteristics of excellence in business education relate to outcomes assessment:

- The academic business unit has a clearly defined mission and broad-based goals that are consistent with those of the institution.
- The academic business unit strives for higher levels of overall performance consistent with its mission as reflected in its student learning outcomes, operational effectiveness, and the accomplishment of its mission and broad-based goals.

- The academic business unit engages in a strategic planning process that is driven by the approved mission and broad-based goals of the academic business unit, is consistent with the strategic planning process of the institution, and is in touch with the realities of business education and the marketplace.
- The academic business unit has developed and implemented an outcomes assessment process that promotes continuous improvement in its business programs and its operations, and is linked to the strategic plans of both the academic business unit and the institution.
- The academic business unit develops students, both personally and professionally, into well-educated, ethical, and competent business professionals.

1.1 Outcomes Assessment

Excellence in business education is evaluated through the assessment of the academic business unit's mission and broad-based goals, student learning outcomes, and operational outcomes. This requires the academic business unit to have developed and fully implemented an outcomes assessment process. This process includes an outcomes assessment plan, the identification of necessary changes and improvements as a result of implementing the plan, the integration of those changes into its strategic planning process, and the documentation of realized outcomes.

Description

In order to demonstrate high levels of overall performance and academic quality in its business programs, the academic business unit must establish and fully implement a process of outcomes assessment, and integrate the results into its strategic planning process. In addition, the academic business unit must provide evidence that it is using the results of outcomes assessment for the purpose of continuous improvement in its programs and operations. Compliance with each of the remaining Accreditation Principles, which deal with academic resources and educational processes, is evaluated in terms of the degree to which the resource or process produces measurable results or outcomes, which is determined through the outcomes assessment process.

The diversity of academic business units and the educational, historical, cultural, legal/regulatory, and organizational environments in which they operate, coupled with other characteristics unique to an academic business unit, suggests that the outcomes assessment process may be developed and implemented in a variety of different ways. The IACBE does not prescribe any particular approach to outcomes assessment, but whatever approach is employed, the following assessment areas must be addressed in the academic business unit's outcomes assessment plan:⁷

1. **Mission and Broad-Based Goals:** The outcomes assessment plan must include a statement of the mission and broad-based goals of the academic business unit. In addition, the broad-based goals should represent the general aims or aspirations of the academic business unit and should flow directly from its mission. In other words, the academic business unit's broad-based goals should be instrumental to mission accomplishment in the sense that achievement of the goals would provide evidence that the academic business unit is accomplishing its mission. Furthermore, the academic business unit's broad-based goals should include both broad student learning goals and operational goals. The unit's student learning goals should encompass the intended student learning outcomes in its business programs (see Student Learning Assessment below) and should be general aggregates of those outcomes. Similarly, the academic business unit's operational goals should encompass its

⁷ See the document entitled "Key Content Areas of an Outcomes Assessment Plan for Business Programs." This document can be downloaded from the IACBE website at: www.iacbe.org/oa-documents.asp.

intended operational outcomes (see Operational Assessment below) and should be general aggregates of those outcomes. With the linkage in the strategic assessment process structured in this way, i.e., with broad-based goals flowing from the mission and encompassing the intended student learning and operational outcomes, evidence of achievement of the intended outcomes generated through the student learning and operational assessment processes will constitute evidence of the accomplishment of the broad-based goals, which in turn constitutes evidence that the academic business unit is accomplishing its mission.

2. ***Student Learning Assessment:*** The outcomes assessment plan must state intended student learning outcomes for each business program to be included in the accreditation review. These intended learning outcomes should be appropriate to the program's area of study and should take the following forms:
 - Business-Related Content Outcomes (e.g., outcomes relating to discipline-specific knowledge, concepts/principles, theories, etc., in the program's area of study)
 - Business-Related Professional Skills Outcomes (e.g., outcomes relating to leadership abilities, professional communication skills, ethical reasoning abilities, teamwork skills, quantitative and analytical abilities, information technology skills, etc.)

In developing its outcomes assessment plan, the academic business unit must ensure that the intended student learning outcomes in each business program substantially encompass and are linked to the relevant 'Key Learning Outcomes for Business Programs' as identified by the IACBE.⁸ These learning outcomes are defined for each degree level (i.e., for associate-, bachelor's-, master's-, and doctoral-level programs) and are associated with those content- and skills-related areas that comprise typical programs in business. While the academic business unit is not required to use these particular outcomes or the specific wording in these outcomes, and may include additional content- and skills-related intended learning outcomes in its assessment plan, it must ensure, at a minimum, that the content- and skills-related areas that are addressed in the Key Learning Outcomes are substantially incorporated in its own intended learning outcomes. In some cases, certain specialized business programs, as a result of having a different focus than that of mainstream business programs, may not substantially encompass the relevant Key Learning Outcomes. To the extent that such specialized programs are mission-driven, academically rigorous, and market-responsive, some variation from this requirement may be justifiable. Consequently, for any business program included in the accreditation review for which the outcomes assessment plan does not substantially encompass the relevant Key Learning Outcomes for Business Programs, it is incumbent upon the academic business unit to provide a rationale and to justify its case for an exception to this requirement.

The intended student learning outcomes for all programs included in the accreditation review must be program-level outcomes and must be appropriate to the degree level with which they are associated. In other words, the intended student learning outcomes for associate-, bachelor's-, master's-, and doctoral-level programs must clearly describe what students are expected to know and be able to do at the conclusion of each degree program and must reflect higher orders of learning and skills development at each successively-higher degree level. For example, the intended student learning outcomes for a master's-level program must reflect appropriate master's-level discipline-specific knowledge, skills, abilities, and competencies, and these must be more challenging to acquire than the discipline-specific knowledge, skills, abilities, and competencies for a bachelor's-level program. Therefore, the intended student learning outcomes for all programs included in the accreditation

⁸ These outcomes are identified in a document entitled "*Key Learning Outcomes for Business Programs*," which can be downloaded from the IACBE website at: www.iacbe.org/oa-documents.asp.

review must be formulated so as to represent higher levels of expected student performance as a student progresses from one degree level to the next.⁹

In addition, the intended student learning outcomes must be measurable, must be stated using active verbs (e.g., according to Bloom’s Taxonomy of Educational Objectives), and must clearly describe the knowledge, skills, abilities, and competencies that students are expected to acquire as a result of completing their programs of study.

For each program to be included in the accreditation review, the outcomes assessment plan must also identify appropriate measures of student learning (and their associated evaluation rubrics) that will be employed to assess the program’s intended student learning outcomes. Furthermore, each intended student learning outcome in each program must be assessed by at least two different measures of student learning, at least one of which must be a direct measure.

Although the academic business unit must identify appropriate measures of student learning for each program to be included in the accreditation review, it is not required that different programs have different learning measures. In other words, it is possible for a single measurement instrument to be used in multiple programs.¹⁰

In addition, for each learning measurement tool (and each associated evaluation rubric) that will be employed in student learning assessment, the outcomes assessment plan must specify the performance objectives (measurable performance targets/criteria) that will be used by the academic business unit to determine the extent to which the intended student learning outcomes are being achieved.¹¹

3. **Operational Assessment:** In order to measure operational effectiveness, the outcomes assessment plan must state intended operational outcomes for the academic business unit (i.e., outcomes relating to the effective management of the unit’s academic resources and educational processes).

These outcomes must be measurable and must clearly describe specific desired results for the academic business unit’s critical success factors (CSFs) or key performance indicators (KPIs) relating to its resources and processes that will be evaluated in the determination of the operational effectiveness of the academic business unit.

The outcomes assessment plan must also identify the tools, techniques, and/or methods that will be employed to assess the intended operational outcomes. In addition, for each tool, technique, or method that will be used in the assessment of operational outcomes, the outcomes assessment plan

⁹ For guidance on developing intended student learning outcomes that are degree-level appropriate, see the Lumina Foundation’s publication entitled “*The Degree Qualifications Profile*.”

¹⁰ For example, a capstone project in a Strategic Management course could be used as a direct measure of student learning in both a Bachelor of Business Administration program and a Bachelor of Science in Management program.

¹¹ Student learning performance objectives are the measurable performance targets associated with the assessment instruments and rubrics used by the academic business unit in determining whether the intended student learning outcomes have been achieved. For example, if the academic business unit is using the ETS Major Field Test (MFT) as one of its direct measures of student learning, then a performance objective might be that at least 90% of graduating students will score at the 75th percentile or higher on each learning-outcome-related MFT Assessment Indicator; or if the academic business unit is using a comprehensive project in a capstone strategic management course as a direct measure of student learning, then a performance objective might be that, on the rating scale in the project evaluation rubric (with “exemplary” being the highest rating), at least 80% of the students will achieve a performance rating of “acceptable” or higher on each learning-outcome-related project evaluation criterion.

must specify the performance objectives that will be used by the academic business unit to determine the extent to which intended operational outcomes are being achieved.¹²

4. **Linkage with Strategic Planning:** The outcomes assessment plan must describe the ways in which the results from implementing the outcomes assessment plan (i.e., changes and improvements needed) are linked to the academic business unit and institutional strategic planning processes.¹³ If possible, the outcomes assessment process should also be connected to the institutional budgeting process.

A major purpose of outcomes assessment is to provide a basis for continuous improvement in curriculum, pedagogy, institutional resources, academic support services, staffing, and other aspects of institutional operations that impact student learning and the overall effectiveness of the academic business unit. It is therefore important that any needed changes and improvements identified through the assessment process be based on the best possible data, and that assessment results accurately and reliably characterize the institution's business programs. Consequently, the academic business unit should undertake reasonable efforts to ensure that the measurement instruments employed for both student learning assessment and operational assessment possess adequate degrees of validity and reliability. Accordingly, the instruments that are employed as measures of student learning and the measurement tools and methods employed to assess the intended operational outcomes should actually measure the intended outcomes that they are intended to measure and they should yield similar, consistent results from the measurement of the intended outcomes under varying conditions.

Copies of all measurement tools (and their associated evaluation rubrics) that are employed to assess the academic business unit's intended student learning outcomes and intended operational outcomes must be included in the appendix of the outcomes assessment plan.

Self-Study Guidelines

The outcomes assessment plan must encompass all business programs for which the academic business unit is seeking accreditation, and must conform to IACBE guidelines as outlined in the IACBE document entitled "Key Content Areas of an Outcomes Assessment Plan for Business Programs."

The site visit team and the Board of Commissioners will (1) evaluate the academic business unit's outcome assessment process, (2) review the results from implementing the outcomes assessment plan, and (3) examine the ways in which the results are being used for continuous improvement in the academic business unit's overall performance and in the academic quality of its business programs.

In the self-study:

1. *Provide a copy of the academic business unit's outcomes assessment plan that encompasses each business program included in the accreditation review (this should be placed in the appendix of the self-study).*

¹² Operational performance objectives are the measurable performance targets associated with the assessment instruments used by the academic business unit in determining whether the intended operational outcomes have been achieved. For example, if the academic business unit has identified an operational outcome pertaining to faculty teaching and is using a senior exit survey as a measure of this outcome, then a performance objective might be that 90% of the students will be either "satisfied" or "highly satisfied" with various aspects of faculty teaching as identified by relevant items in the survey form.

¹³ For one approach that integrates strategic planning and outcomes assessment into a single, combined process, see Appendix F: Integrating Strategic Planning and Outcomes Assessment in this manual.

2. *For each business program included in the accreditation review for which the intended student learning outcomes do not substantially encompass the relevant Key Learning Outcomes for Business Programs as identified by the IACBE, provide a rationale and a justification for this variation.*
3. *Provide assessment data resulting from implementing your outcomes assessment plan (i.e., the data resulting from implementing the measurement tools identified in the academic business unit's outcomes assessment plan). The self-study must provide assessment results for each of the following areas:*
 - a. *Intended student learning outcomes: Provide student learning data relating to the intended student learning outcomes in each business program included in the accreditation review. This information must include data relating to the extent of student achievement of the outcomes as determined by the performance objectives identified by the academic business unit in its outcomes assessment plan.*
 - b. *Operational effectiveness: Provide assessment data relating to the intended operational outcomes of the academic business unit. This information must include data relating to the extent of achievement of the outcomes as determined by the performance objectives identified by the academic business unit in its outcomes assessment plan.*
4. *Provide a summary of the changes and improvements that were needed based on the results from implementing the outcomes assessment plan.*
5. *Provide evidence that action plans were developed to make the identified changes and improvements, and provide a summary of the plans.*
6. *Describe the ways in which the action plans were integrated into the strategic planning processes of the academic business unit and the institution. If applicable, describe the ways in which the academic business unit's action plans were connected to the institutional budgeting process.*
7. *Provide a summary of the realized outcomes that resulted from the execution of the action plans.*

1.2 Summary Evaluation of Outcomes Assessment

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 outcomes assessment process in supporting excellence in business education.

Description

The academic business unit should reflect upon the evidence presented in the self-study as it relates to the overall performance of the academic business unit in the context of its mission. In particular, excellence in business education requires the academic business unit to evaluate the sufficiency of its outcomes assessment process in promoting the overall effectiveness of its activities and operations and in advancing academic quality in its business programs.

Self-Study Guidelines

In the self-study:

Provide a summary evaluation of the academic business unit's outcomes assessment process. In this evaluation, consider the evidence presented in the self-study in the context of the academic business unit's mission and:

- 1. Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its outcomes assessment process in supporting excellence in business education, and provide a narrative assessment of the extent to which the academic business unit is accomplishing its mission and broad-based goals.*
- 2. Identify any changes and improvements needed in the academic business unit's outcomes assessment process.*
- 3. Describe proposed courses of action to make those changes and improvements.*

Principle 2: Strategic Planning

The growing complexity of the business environment brought on by the continuing forces of globalization places increasing demands on business education. Consequently, academic business units face rising pressures to prepare themselves and their students for the future challenges that will inevitably confront them as a result of such a dynamic environment. This preparation must involve a process of continuous improvement in the academic business unit's overall performance and its business programs.

Preparation for the future, continuous improvement, and excellence in business education require the academic business unit to be engaged in effective strategic planning and outcomes assessment processes. These processes should be consistent with those of the institution, but may be implemented in different ways depending on the internal and external environments in which the academic business unit operates.

The following characteristics of excellence in business education relate to the strategic planning process:

- The academic business unit has a clearly defined mission and broad-based goals that are consistent with those of the institution.
- The academic business unit strives for higher levels of overall performance consistent with its mission as reflected in its student learning outcomes, operational effectiveness, and the accomplishment of its mission and broad-based goals.
- The academic business unit engages in a strategic planning process that is driven by the approved mission and broad-based goals of the academic business unit, is consistent with the strategic planning process of the institution, and is in touch with the realities of business education and the marketplace.
- The academic business unit has developed and implemented an outcomes assessment process that promotes continuous improvement in its business programs and its operations, and is linked to the strategic plans of both the academic business unit and the institution.
- The academic business unit operates in an environment that encourages and promulgates innovation and creativity in business education.
- The academic business unit has meaningful and effective linkages between the classroom and practitioners in the business community, thereby contributing to the assurance of currency in and relevance of its business programs.
- The missions of the institution and the academic business unit are effectively communicated to current and prospective students.
- The institution provides resources to the academic business unit that are adequate to accomplish its mission and broad-based goals.
- The organizational structures of the institution and the academic business unit support excellence in business education.

2.1 Strategic Planning

Excellence in business education requires an effective strategic planning process that focuses the academic business unit's decision making toward defined goals, and provides strategic directions that guide it into the future. This requires the academic business unit to have developed and implemented a strategic planning process that is consistent with the process used by the institution and that is linked to the unit's outcomes assessment process. In addition, the academic business unit must have used the process for continuous improvement in its overall performance and its business programs.

Description

The academic business unit must have developed and implemented a strategic planning process. However, the IACBE recognizes, acknowledges, and respects the fact that academic business units around the world operate in differing educational, historical, cultural, legal/regulatory, and organizational environments, and that, as a result, strategic planning may be conducted in a variety of different ways. Some academic business units may take a more detailed, formal approach to strategic planning resulting in a comprehensive strategic plan document while others may use a less-structured process. The IACBE does not prescribe any particular approach to strategic planning, but whatever approach is employed, the academic business unit's strategic planning process should include the following elements:

1. The mission of the academic business unit is consistent with the institution's mission, and guides the unit's decision making toward defined goals and objectives.
2. The strategic planning process includes processes for developing action items for continuous improvement in the academic business unit's activities and operations.
3. The strategic planning process includes methods for tracking the progress of action items and monitoring the extent to which the goals and objectives of the academic business unit are being achieved. These methods include the process of outcomes assessment.¹⁴
4. If possible, the strategic planning process should be connected to the institutional budgeting process.
5. The strategic planning process involves multiple stakeholders of the academic business unit.

Self-Study Guidelines

The site visit team and the Board of Commissioners will: (1) evaluate the academic business unit's strategic planning process, (2) review the results from implementing the process, and (3) examine the ways in which the results are being used for continuous improvement in the academic business unit's overall performance and the academic quality of its business programs.

In the self-study:

1. *Describe the academic business unit's strategic planning process. In this description:*
 - a. *Explain the ways in which the academic business unit's mission is consistent with the mission of the institution, and the ways in which it focuses and directs the unit's decision making toward defined goals and objectives. In addition, discuss the ways in which the academic business unit and institutional strategic planning processes are consonant with each other.*
 - b. *Describe the processes used by the academic business unit for developing action items for the enhancement and development of its resources, educational processes, and the academic quality of its business programs. Provide evidence of these improvements.*
 - c. *Describe the methods used by the academic business unit to monitor and evaluate its progress in accomplishing its goals and objectives.*
 - d. *If applicable, describe the ways in which the academic business unit's strategic planning process is linked to the institutional budgeting process.*
 - e. *Describe the ways in which various stakeholders of the academic business unit (e.g., faculty, staff, students, etc.) are involved and participate in its strategic planning process.*

¹⁴ For one approach that integrates strategic planning and outcomes assessment into a single, combined process, see Appendix F: Integrating Strategic Planning and Outcomes Assessment in this manual.

2. *Provide copies of the documents that are used in the academic business unit's strategic planning process (e.g., formal strategic plans, fully-integrated outcomes assessment/strategic plans, action plans, balanced scorecards, or other documents used in the planning process; these should be placed in the appendix of the self-study).*

2.2 Summary Evaluation of 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 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.

Description

The academic business unit should reflect upon the evidence presented in the self-study as it relates to the overall performance of the academic business unit in the context of its mission. In particular, excellence in business education requires the academic business unit to evaluate the sufficiency of its strategic planning process in promoting the overall effectiveness of its activities and operations and in advancing academic quality in its business programs.

Self-Study Guidelines

In the self-study:

Provide a summary evaluation of the academic business unit's strategic planning process. In this evaluation, consider the evidence presented in the self-study in the context of the academic business unit's mission and:

- 1. Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its strategic planning process in supporting excellence in business education.*
- 2. Identify any changes and improvements needed in the academic business unit's strategic planning process.*
- 3. Describe proposed courses of action to make those changes and improvements.*

Principle 3: Curriculum

Excellence in business education requires curricula that are both relevant and current. The following characteristics of excellence in business education relate to curriculum:

- The academic business unit strives for higher levels of overall performance consistent with its mission as reflected in its student learning outcomes, operational effectiveness, and the accomplishment of its mission and broad-based goals.
- The curricula in business programs reflect the missions of the institution and its academic business unit, and are consistent with current, acceptable business practices and the expectations of professionals in the academic and business communities.
- The curricula in business programs ensure that students understand and are prepared to deal effectively with critical issues in a changing global business environment.
- The content of business courses is delivered in a manner that is appropriate, effective, and stimulates learning.

3.1 Program Design

Excellence in business education requires the design of each business program offered by the academic business unit to be consistent with current, acceptable business practices and the expectations of professionals in the academic and business communities.

Description

The IACBE takes a flexible approach to the evaluation of program design that recognizes the rapidly-changing world of business education. The evaluation of the extent to which the academic business unit's business programs are of high-quality and are consistent with excellence in business education requires the academic business unit to provide thorough and accurate program information in the self-study.

Self-Study Guidelines

In the self-study:

1. *Describe the curricular requirements for each business program included in the accreditation review (including majors, concentrations, specializations, emphases, options, and tracks contained within the program). If this information is included in the institution's catalog, provide the page numbers for the relevant sections.*
2. *Identify and describe all of the methods that the academic business unit employs to deliver each business program included in the accreditation review. If online or hybrid delivery modes are used, describe the kinds and amount of both student and faculty activity and effort required.*
3. *For each business program included in the accreditation review that contains majors, concentrations, specializations, emphases, options, or tracks, describe the ways in which the academic business unit ensures academic quality in these disciplinary component areas of the program.*

The methods for ensuring academic quality may include, but are not limited to, inclusion of the majors, concentrations, specializations, emphases, options, and tracks in the academic business unit's outcomes assessment plan; periodic program reviews that include these disciplinary

component areas; reviews, analyses, and evaluations of the results of embedded assessments in the courses, modules, subjects, etc. comprising the disciplinary component areas; etc.

In addition to input- and process-based measures of academic quality (e.g., curricular content; student admissions and retention standards; faculty qualifications; student academic support services; facilities, equipment, and learning and technological resources; program delivery; teaching; student advising; etc.), the methods for ensuring academic quality in the majors, concentrations, specializations, emphases, options, and tracks must also utilize outcomes-based measures of quality (e.g., imminent graduates'/graduating seniors' satisfaction with the disciplinary component areas; alumni satisfaction with the disciplinary component areas; employment of graduates; job advancement of graduates; employer satisfaction with job performance of graduates; graduates' success in advanced programs; student success in passing certification examinations; advisory board approval of the disciplinary component areas; etc.).

- 4. State the number of contact hours required to earn one unit of academic credit for each business program. If the academic business unit uses online or hybrid delivery modes, describe the way in which the unit defines a student contact hour, and explain the ways in which the unit ensures that the quality of such programs is equivalent to that in more traditionally-delivered, face-to-face programs.*
- 5. State the number of semester hours, or quarter hours, of academic work that are required to earn an associate degree in a business field.*
- 6. State the number of semester hours, or quarter hours, of academic work that are required to earn a bachelor's degree in a business field.*
- 7. State the number of semester hours, or quarter hours, of academic work that are required to earn a master's degree in a business field.*
- 8. State the number of semester hours, or quarter hours, of academic work that are required to earn a doctoral degree in a business field, including the dissertation.*

3.2 Common Professional Component

Excellence in business education at the undergraduate level requires coverage of the key content areas of business. Thus, the Common Professional Component (CPC) topical areas, as outlined below, should be adequately covered within the content of undergraduate business programs.

- A. Accounting (ACT)
- B. Marketing (MKT)
- C. Finance (FIN)
- D. Management
 - 1. Management Principles (MGT)
 - 2. Organizational Behavior (OB)
 - 3. Human Resource Management (HRM)
 - 4. Operations Management (OM)
- E. Economic/Social/Legal Environment
 - 1. Legal Environment of Business (LAW)
 - 2. Economics (ECN)
 - 3. Business Ethics (ETH)
- F. Decision-Support Tools
 - 1. Information Systems (IS)
 - 2. Quantitative Methods/Statistics (QM)
- G. Global Dimensions of Business (GLOB)
- H. Integrative Experience (INT), such as:
 - 1. Strategic Management/Business Policy
 - 2. Required Internship
 - 3. Capstone Experience (an experience that enables a student to demonstrate the capacity to synthesize and apply knowledge in an organizational context, such as a thesis, project, comprehensive examination or course, etc.)

Description

The IACBE expects the curricula of accredited undergraduate business programs to provide a broadly-based, functional education in business. The purpose of this principle is to ensure that the CPC topical areas are covered in undergraduate business programs. However, the IACBE does not expect that all of the CPC topical areas will have equal contact hour coverage.

Certain specialized business programs at the undergraduate level may not cover all of the CPC topical areas as a result of having a different focus than that of mainstream business programs. To the extent that such specialized programs are mission-driven, academically rigorous, and market-responsive, some variance from CPC topical area coverage may be justifiable. It is the responsibility of the academic business unit to provide appropriate rationale for any significant CPC coverage variations.

Compliance with the CPC principle is evaluated by examining the course content contained in the required courses in the academic business unit's business programs. There is no requirement that each CPC topical area must be covered by a specific course. It is expected that the business faculty will ensure that business curricula devote adequate attention and time to ethical, legal, societal, and economic components, both domestically and globally. It is also expected that the use of information technology will be appropriately integrated with some of the CPC topical areas.

For each required course in the business programs, an Abbreviated Course Syllabus must be prepared that includes a course outline specifying the CPC topical area coverage in that course. Since a course may simultaneously cover multiple topics (such as global dimensions of business covered in a principles of management course), the total hours of CPC topical area coverage in a given course may in fact exceed the actual number of scheduled student contact hours.

Self-Study Guidelines

Associate-Level Programs: *Compliance with the Common Professional Component (CPC) principle is evaluated by examining the required business and business-related courses in your associate-level programs. Associate-level programs are not expected to provide CPC coverage in each topical area. However, CPC coverage is expected in the following topical areas: A. Accounting, B. Marketing, D1. Management Principles, F1. Information Systems, and E2. Economics. You need to identify which of these CPC topical areas are covered in your required course offerings. This requires that you first complete an Abbreviated Course Syllabus for each required course as shown in Appendix B of this manual.*

In the self-study:

1. *Provide an Abbreviated Course Syllabus for each required course in your associate-level business programs (these should be placed in the appendix of the self-study).¹⁵*

Note: *If your associate-level business programs contain required business and business-related courses that are common to multiple majors, concentrations, specializations, emphases, options, or tracks contained within the programs (i.e., a common “business core”), then you need only to provide Abbreviated Course Syllabi for these common required courses. However, if you choose to complete a separate CPC table for each major, concentration, specialization, emphasis, option, or track (see items 2 and 3 below), then you will need to provide Abbreviated Course Syllabi for all of the required courses in these supplementary tables as well.*

2. *Provide a separate Table 1: Summary of Common Professional Component (CPC) Activity for each associate-level program included in the accreditation review that contains different required courses.*

The information in this table should be presented as shown in sample Table 1 in these guidelines. This information comes directly from the Recap section in the Abbreviated Course Syllabi.

Note: *If your associate-level business programs contain required business and business-related courses that are common to multiple majors, concentrations, specializations, emphases, options, or tracks contained within the programs (i.e., a common “business core”), then you need only to provide Table 1 for those common required courses. However, you may choose to prepare a separate Table 1 for each major, concentration, specialization, emphasis, option, or track (see item 3 below).*

3. *If your associate-level programs contain majors, concentrations, specializations, emphases, options, or tracks that require additional courses beyond those that are common to all programs, you may choose to obtain CPC credit for these courses by preparing a separate CPC table for each major, concentration, specialization, emphasis, option, or track.*
4. *For any associate-level business programs included in the accreditation review that do not cover all of the expected CPC topical areas as identified above (i.e., A. Accounting, B. Marketing, D1. Management Principles, F1. Information Systems, and E2. Economics), provide a rationale for this variation in CPC coverage.*

¹⁵ If you have a required course in your associate-level business programs that is taught by an academic department outside of your academic business unit, prepare an Abbreviated Course Syllabus for the course, and include it and the contact hours with this section of the self-study (e.g., calculus taught by Math Department).

Bachelor’s-Level Programs: Compliance with the Common Professional Component (CPC) principle is evaluated by examining the required business and business-related courses in your bachelor’s-level programs. Sufficient coverage is expected in all of the CPC topical areas. You need to identify which CPC topical areas are covered in your required course offerings. This requires that you first complete an Abbreviated Course Syllabus for each required course as shown in Appendix B of this manual.

In the self-study:

1. Provide an Abbreviated Course Syllabus for each required course in your bachelor’s-level business programs (these should be placed in the appendix of the self-study).¹⁶

Note: If your bachelor’s-level business programs contain required business and business-related courses that are common to multiple majors, concentrations, specializations, emphases, options, or tracks contained within the programs (i.e., a common “business core”), then you need only to provide Abbreviated Course Syllabi for these common required courses. However, if you choose to complete a separate CPC table for each major, concentration, specialization, emphasis, option, or track (see items 2 and 3 below), then you will need to provide Abbreviated Course Syllabi for all of the required courses in these supplementary tables as well.

2. Provide a separate Table 1: Summary of Common Professional Component (CPC) Activity for each bachelor’s-level program included in the accreditation review that contains different required courses.

The information in this table should be presented as shown in sample Table 1 in these guidelines. This information comes directly from the Recap section in the Abbreviated Course Syllabi.

Note: If your bachelor’s-level business programs contain required business and business-related courses that are common to multiple majors, concentrations, specializations, emphases, options, or tracks contained within the programs (i.e., a common “business core”), then you need only to provide Table 1 for those common required courses. However, you may choose to prepare a separate Table 1 for each major, concentration, specialization, emphasis, option, or track (see item 3 below).

3. If your bachelor’s-level programs contain majors, concentrations, specializations, emphases, options, or tracks that require additional courses beyond the business core, you may choose to obtain CPC credit for these courses by preparing a separate CPC table for each major, concentration, specialization, emphasis, option, or track.
4. For any bachelor’s-level business programs included in the accreditation review that do not cover all of the CPC topical areas, provide a rationale for this variation in CPC coverage.

Master’s- and Doctoral-Level Programs: This principle does not apply to master’s- and doctoral-level programs. Do not submit a CPC table for these types of programs.

¹⁶ If you have a required course in your bachelor’s-level business programs that is taught by an academic department outside of your academic business unit, prepare an Abbreviated Course Syllabus for the course, and include it and the contact hours with this section of the self-study (e.g., calculus taught by Math Department).

**Table 1: Summary of Common Professional Component (CPC) Activity
BBA (Required Courses Common to All Concentrations)
(Contact Hours)**

COMMON REQUIRED COURSES	CPC AREA														TOTALS
	ACT	MKT	FIN	MGT	OB	HRM	OM	LAW	ECN	ETH	IS	QM	GLOB	INT	
	A	B	C	D1	D2	D3	D4	E1	E2	E3	F1	F2	G	H	
Math 120			6									45			51
Acct 214	45						2				2				49
Acct 224	45	8	2				15								70
Bus 215	3										45	2			50
Bus 220											5	45			50
Econ 233	3							3	45	3		3	5	10	72
Econ 243	2	2	1	3	1	3	2	2	45	1		1	4	1	68
Mgmt 301	1		1	45	23	4	1	2	1	4	3	1	2	2	90
Mgmt 311	3	3	2	4		1	3	1	1	2	45		2		67
Bus 322		3		6	5	45		2	1	4			2	3	71
Bus 323								45		6					51
Mgmt 345	6			4			45					7	3		65
Mktg 372		45		3	1			1	2	1		2	2	1	58
Fin 373	12	2	45					10	1	10					80
Mgmt 485¹	5	2	2	2	3	4	1	3	1	2	4	1	2	45	77
TOTALS	125	65	59	67	33	57	69	69	97	33	104	107	22	62	969

¹ This is a Strategic Management/Business Policy course, which integrates knowledge from all the functional areas of business. Therefore, this course includes all or most of the CPC topics.

Note: The normal range for the contact hour totals for an individual course is 50-65 in a semester program, although for some integrative courses, the total may be higher. The contact hour totals for an individual CPC area normally range from approximately 30 to over 100 in a semester program. In both cases, the assumption involves three-hour courses with 45 class contact hours during a semester. This matrix is an excellent way to review the academic content of a degree program.

3.3 General Knowledge and Skills

Excellence in business education at the undergraduate level requires a broad educational background on which to base collegiate business studies. This requires business students to have the general knowledge and skills that will prepare them to understand and appreciate the broader historical, cultural, social, political, and economic contexts in which business takes place and to function effectively in an ever-changing global environment.

Description

A broad-based education normally includes (i) general knowledge in the traditional areas of the liberal arts such as the humanities, arts, and social and physical sciences, and (ii) general skills areas such as written and verbal communication skills, analytical skills, appropriate language skills, quantitative skills, computer and information technology skills, and information literacy skills.

The IACBE recognizes, acknowledges, and respects the fact that academic business units around the world operate in differing educational, historical, cultural, legal/regulatory, and organizational environments, and that, as a result, students may acquire the general knowledge and skills comprising a broad-based education in different ways. For example, some academic institutions have formal general education requirements that must be met in order for students to graduate with an associate or bachelor's degree. These requirements provide students with the necessary general knowledge and skills education. In other cases, as in some European countries, students acquire general knowledge and skills through thirteen years of education prior to entering college or university. In whatever way it is obtained, business students must be equipped with a broad educational background that will prepare them to be successful in their business studies and to be responsible, knowledgeable, and capable global citizens.

Self-Study Guidelines

Associate- and Bachelor's-Level Programs:

Institutions with Formal General Education Requirements

Each institution establishes the general education requirements for an associate or bachelor's degree. For IACBE purposes, general education consists primarily of non-business courses in traditional liberal arts areas such as the humanities, arts, and social and physical sciences, which are required of all associate or bachelor's degree-seeking students. General education should comprise a significant proportion (normally at least 40 percent) of the total credits required for an associate or bachelor's degree.

Certain required courses in a business program may also be appropriately included in the category of general education. For example, courses in principles of economics and introductory information technology may satisfy the institution's general education requirements. Similarly, certain courses in general education, such as communication, statistics, and calculus, may also be requirements in business programs. Therefore, it is possible to have some courses count as meeting both the institution's general education requirements and the business core requirements for business programs.

Please have on file and make available for inspection by the site visit team, curriculum sheets, degree plans, degree audit forms, or other documents that are used to verify that the institution's general education requirements are being fulfilled for graduation.

In the self-study:

1. *Provide the page numbers for the section in the institution's catalog that describes its general education requirements.*
2. *Provide Table 2: Undergraduate General Education Requirements. The information in this table should be presented as shown in sample Table 2 in these guidelines. The table should include both the number of credit hours in the institution's general education requirements and the percentage of the total number of credits required for graduation that is composed of general education credits. Table 2 should provide the required information for each business program at the associate and bachelor's level included in the accreditation review.*
3. *Describe the remedial and developmental programs employed by the institution to assist undergraduate students in acquiring the basic skills (e.g., written composition and quantitative skills) necessary to be successful in their studies.*

Institutions without Formal General Education Requirements

In the self-study:

1. *Describe the ways in which the institution ensures that business students are equipped with the general knowledge and skills comprising a broad-based education (e.g., admission requirements pertaining to prior education, etc.). If this information is also included in the institution's catalog, provide the page numbers for the relevant sections.*
2. *Provide copies of relevant documents used by the institution to ensure that business students possess the necessary broad-based education (e.g., admission application forms, etc.; these should be placed in the appendix of the self-study).*
3. *Describe the remedial and developmental programs employed by the institution to assist undergraduate students in acquiring the basic skills (e.g., written composition and quantitative skills) necessary to be successful in their studies.*

Master's- and Doctoral-Level Programs: *This principle does not apply to master's- and doctoral-level programs.*

Table 2: Undergraduate General Education Requirements

PROGRAM	CREDIT HOURS	MINIMUM CREDIT HOURS IN GENERAL EDUCATION		CREDIT HOURS REQUIRED FOR GRADUATION
		Hours	Percentage	
ASSOCIATE-LEVEL PROGRAMS				
Associate of Science in Business Administration		24	40%	60
BACHELOR'S-LEVEL PROGRAMS				
Bachelor of Science in Accountancy		55	43%	128
Bachelor of Business Administration with Concentrations in:				
Accounting		55	43%	128
Economics		55	43%	128
Finance		55	43%	128
International Business		55	43%	128
Management		55	43%	128
Marketing		55	43%	128
Supply Chain Management		55	43%	128

3.4 Breadth and Depth of Curriculum

Excellence in business education requires bachelor’s-level programs in business to include sufficient advanced courses to prepare students for careers and/or further study. In areas of business specialization, breadth and depth beyond the Common Professional Component should be demonstrated. (Normally, a minimum of 40 percent of the total credits for a bachelor’s degree should be dedicated to business or business-related courses.)

Description

In bachelor’s-level programs, academic business units will normally offer multiple majors, concentrations, specializations, emphases, options, or tracks in various fields of business that should: (i) have content-specific courses that build upon the Common Professional Component, (ii) require appropriate prerequisites, and (iii) offer students opportunities to demonstrate breadth and depth of knowledge in a particular area of study at the upper-division level.

Majors, concentrations, specializations, emphases, options, and tracks in business should provide:

1. Content areas that convey unique knowledge and deal with the detailed aspects of an organization.
2. Knowledge and skills gained from prerequisite courses that are applied to advanced business courses.
3. Opportunities for application through internships, simulations, or other similar types of activities.

Self-Study Guidelines

Bachelor’s-Level Programs:

In the self-study:

1. *Provide Table 3: Program Curriculum Composition. The information in this table should be presented as shown in sample Table 3 in these guidelines. For each business program included in the accreditation review (including each major, concentration, specialization, emphasis, option, or track contained within the program), the table should include the number of credit hours in the common business core, the required courses beyond the core, and the business and business-related elective courses, along with the percentage of the total number of credits required for graduation that is dedicated to each area.*

Note: *If your bachelor’s-level business programs contain required business and business-related courses that are common to multiple majors, concentrations, specializations, emphases, options, or tracks contained within the programs (i.e., a common “business core”), then (i) list the credit hours for the common required courses in the column labeled “Common Core Requirements,” (ii) list the credit hours for required courses in the majors, concentrations, specializations, emphases, options, tracks in the column labeled “Requirements Beyond the Core,” and (iii) list the credit hours for any elective courses in the majors, concentrations, specializations, emphases, options, tracks in the column labeled “Business and Business-Related Electives.” If your programs contain no majors, concentrations, specializations, emphases, options, or tracks, then (i) list the credit hours for the required courses in each program in the column labeled “Common Core Requirements” and (ii) list the credit hours for any elective courses in each program in the column labeled “Business and Business-Related Electives.”*

2. *For any program listed in Table 3 in which less than 40% of the total credits required for the degree is dedicated to business and business-related courses, provide a rationale explaining why this is the case.*
3. *For each program listed in Table 3, describe the extent to which the business and business-related courses in the program are upper-level courses.*

Associate-, Master’s-, and Doctoral-Level Programs: *This principle does not apply to associate-, master’s-, and doctoral-level programs..*

Table 3: Program Curriculum Composition

PROGRAM	CREDIT HOURS		BUSINESS AND BUSINESS-RELATED CREDIT HOURS					CREDIT HOURS REQUIRED FOR GRADUATION	PERCENTAGE OF CREDIT HOURS REQUIRED FOR GRADUATION DEDICATED TO BUSINESS AND BUSINESS-RELATED COURSES
	COMMON CORE REQUIREMENTS		REQUIREMENTS BEYOND THE CORE		BUSINESS AND BUSINESS-RELATED ELECTIVES		TOTAL BUSINESS AND BUSINESS-RELATED CREDIT HOURS		
	Hours	Pct.	Hours	Pct.	Hours	Pct.			
Bachelor of Science in Accountancy	60	47%	0	0%	0	0%	60	128	47%
Bachelor of Business Administration with Concentrations in:									
Accounting	45	35%	19	15%	0	0%	64	128	50%
Economics	45	35%	15	12%	3	2%	63	128	49%
Finance	45	35%	20	16%	0	0%	65	128	51%
International Business	45	35%	12	9%	6	5%	63	128	49%
Management	45	35%	12	9%	6	5%	63	128	49%
Marketing	45	35%	18	14%	0	0%	63	128	49%
Supply Chain Management	45	35%	15	12%	3	2%	63	128	49%

3.5 Curriculum Review and Improvement

Excellence in business education requires curricula that are both current and relevant. Therefore, curriculum review and improvement should 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.

Description

The business faculty should participate in the continuous review of the curricula, and should recommend changes and improvements as deemed appropriate. It is essential that assessment of student learning outcomes be used in this review process.

In addition, the academic business unit should conduct periodic surveys of graduates, and the employers of graduates, to obtain information with which to assess the success of its business programs in meeting the needs of students and the demands of employers. The results of these reviews and assessments should be used to determine whether changes and improvements are needed in the academic business unit's programs.

Self-Study Guidelines

In the self-study:

1. *Describe your process of continuous evaluation of the curricula in your business programs. This description should include an explanation of the ways in which outcomes assessment supports curriculum review and improvement in your academic business unit.*
2. *Document the involvement of your faculty in the periodic review of business programs and curricula.*
3. *Describe the ways in which your alumni, the business community, and other external groups are involved in the periodic review of your business programs and curricula.*
4. *If the institution has formal general education requirements, describe the extent to which the business faculty is involved in the evaluation of these requirements.*
5. *Describe the process for changing your curricula or developing a new program for your academic business unit. If this process is described in your Faculty Handbook, provide the page numbers for the relevant section.*

3.6 Master's Degree Curriculum

Excellence in business education requires that master's-level business programs should consist of a minimum of thirty semester credit hours (forty-five quarter hours) of graduate-level course work. The level of these courses should be beyond that of the undergraduate Common Professional Component (CPC) courses. The thirty semester hours (forty-five quarter hours) of graduate-level course work should be in courses normally reserved for graduate students.

Description

For the purposes of IACBE accreditation, the review of master's-level business programs is based in part on the institution's published program objectives. The requirement that the level of graduate courses be beyond that of the undergraduate CPC courses means that they should be graduate-level, advanced courses in business fields. For students entering the graduate-level business programs who have not completed an undergraduate business degree or who have not taken the CPC-equivalent of the undergraduate business core prior to enrolling in the program, there must be some mechanism in place to prepare the students for the graduate-level courses in those programs.

Self-Study Guidelines

In the self-study:

1. *List all of the master's-level business programs included in the accreditation review (including each major, concentration, specialization, emphasis, option, and track contained within the programs), and provide a copy of the stated curricular requirements for these programs and/or the page numbers for the sections in the institution's catalog that describe these requirements. Also, identify the required number of course credit hours of graduate-level work beyond the undergraduate CPC for each of these programs.*
2. *Identify those master's-level courses that are not reserved exclusively for graduate students, and provide an explanation for this procedure where applicable.*
3. *Describe the ways in which you are handling the coverage of the undergraduate CPC topical areas for students entering your master's-level programs who have not completed an undergraduate business degree.*
4. *For any master's-level business program included in the accreditation review that requires fewer than thirty semester credit hours (forty-five quarter hours), provide a rationale explaining why this is the case.*

Note: The Common Professional Component (CPC) principle applies only to associate- and bachelor's-level programs. Do not submit a CPC table for your master's-level programs.

3.7 Doctoral Curriculum

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

Description

Degree requirements for doctoral-level business programs must require scholarly and professional activities designed to advance the student substantially beyond the educational accomplishments of a master's-level degree program. In addition, professional ethics relevant to the purpose of the degree should be emphasized in the program. The IACBE expects the curricula of accredited doctoral-level programs in business to be appropriate to the goals of the programs and to contribute to the development of doctoral degree students into individuals capable of contributing to the academy. All doctoral-level courses should be rigorous and challenging. While it is acceptable for doctoral students to take some master's-level courses in a doctoral program, a substantial percentage of the required course work should be in courses reserved for doctoral students.

In addition, doctoral education requires a substantial research component, including courses in statistical and research methods, and a rigorous research project (i.e., a thesis or dissertation).

Self-Study Guidelines

In the self-study:

- 1. For each doctoral-level business program included in the accreditation review, describe the ways in which the curriculum of the program contributes to the professional and scholarly development of your doctoral students. Include a description of the ways in which ethical principles are reinforced through the curricula and administrative policies of the program.*
- 2. Provide syllabi for all doctoral courses (these should be placed in the appendix of the self-study).*
- 3. Provide an analysis of the curricular requirements for the doctoral-level business programs included in the accreditation review. For each program, this analysis should list each course and indicate whether the course is reserved for doctoral students, and should provide the percentage of courses in the program that can be taken only by students enrolled in the doctoral program.*
- 4. Describe the research components in each doctoral-level business program included in the accreditation review, and indicate the percentage of the total hours required for the degree program that is dedicated to courses in statistical and research methods and to a rigorous research project such as a thesis or dissertation.*
- 5. Provide a copy of your dissertation manual. This manual should describe the dissertation process, including courses required, composition of the dissertation committee, requirements for the dissertation, etc.*
- 6. Provide a list of students who completed their dissertations/theses during the self-study year along with the title of each dissertation/thesis.*

Note: *Ensure that the completed dissertations/theses are available for review by the site visit team.*

3.8 Summary Evaluation of Curriculum

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 and curricula-related processes in supporting excellence in business education.

Description

The academic business unit should reflect upon the evidence presented in the self-study as it relates to the overall performance of the academic business unit in the context of its mission. In particular, excellence in business education requires the academic business unit to evaluate the sufficiency of its curricula and curricula-related processes in promoting the overall effectiveness of its activities and operations and in advancing academic quality in its business programs.

Self-Study Guidelines

In the self-study:

Provide a summary evaluation of the academic business unit's curricula and curricula-related processes. In this evaluation, consider the evidence presented in the self-study in the context of the academic business unit's mission and:

- 1. Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its curricula and curricula-related processes in supporting excellence in business education.*
- 2. Identify any changes and improvements needed in the academic business unit's curricula and/or curricula-related processes.*
- 3. Describe proposed courses of action to make those changes and improvements.*

Principle 4: Faculty

Each academic business unit seeking IACBE accreditation must (i) ensure that its business programs are supported by qualified and competent faculty, (ii) have an effective method for recruiting faculty, (iii) evaluate faculty based on defined criteria, (iv) provide support for faculty development and scholarly activity, and (v) foster an academic climate conducive to excellence in teaching and learning.

The following characteristics of excellence in business education relate to faculty:

- The academic business unit strives for higher levels of overall performance consistent with its mission as reflected in its student learning outcomes, operational effectiveness, and the accomplishment of its mission and broad-based goals.
- The academic business unit operates in an environment that encourages and promulgates innovation and creativity in business education.
- The academic business unit has meaningful and effective linkages between the classroom and practitioners in the business community, thereby contributing to the assurance of currency in and relevance of its business programs.
- Faculty members in the academic business unit integrate ethical viewpoints and principles in their teaching activities.
- Faculty members in the academic business unit strive to be effective teachers who are current in their professional fields and are active in contributing to their institutions and disciplines. Furthermore, members of the business faculty are positively engaged within their academic business unit and contribute to its mission and broad-based goals through appropriate faculty development and faculty evaluation processes.
- The mix of academic and professional credentials of the business faculty is worthy of the respect of the academic and business communities.
- The institution provides resources to the academic business unit that are adequate to accomplish its mission and broad-based goals.
- The content of business courses is delivered in a manner that is appropriate, effective, and stimulates learning.

4.1 Faculty Qualifications

Excellence in business education requires highly-qualified faculty. Therefore, to ensure that the academic business unit's business programs are properly supported, a high percentage of the undergraduate- and master's-level student credit hours delivered by the academic business unit must be taught by doctorally-qualified and professionally-qualified faculty members. At the doctoral level, it is expected that all doctoral student credit hours will be taught by doctorally-qualified faculty.

Description

High-quality teaching depends on highly-qualified faculty who are capable of providing opportunities for student learning and who are active in professional and scholarly activities. This principle requires extensive academic preparation for faculty, including, but not limited to, holding graduate degrees in business fields in which they teach. The IACBE also recognizes the importance and applicability of

degrees in collateral fields such as computer science, education, engineering, law, and the social sciences. Furthermore, faculty members with appropriate practical and professional experience are encouraged to be part of the academic business unit. The IACBE recognizes that preparation for effective teaching is a life-long task, and that such preparation, emphasizing content as well as pedagogical (or andragogical) skills, is enhanced by the teaching experience itself, which should be considered in evaluating faculty qualifications.

The graduate degrees used to establish faculty credentials should be earned degrees awarded by institutions having nationally-recognized institutional accreditation or its equivalent, or by institutions with recognized program accreditation in business.

For the purposes of evaluating the portfolios of faculty members to determine compliance with this principle, the following definitions apply:

1. To be considered doctorally-qualified to teach at the undergraduate level, a faculty member may:
 - Hold an earned doctorate in a field of business with a major, minor, concentration, specialization, or emphasis in the area of assigned teaching responsibilities; or
 - Hold an earned doctorate in a field of business, and also be professionally-qualified in the area of assigned teaching responsibilities; or
 - Hold a Juris Doctorate and teach in the areas of legal environment of business and/or business law; or
 - Hold a Juris Doctorate and a business-related master's degree, and teach in the areas of legal environment of business, business law, and/or another area that contains significant legal content; or
 - Hold a Juris Doctorate and be a CPA, and teach in the areas of legal environment and/or accounting; or
 - Hold an earned out-of-field doctorate,¹⁷ along with a sufficient combination of graduate course work in the area of assigned teaching responsibilities, professional experience, scholarly achievements, and extensive and substantial documented successful teaching experience at the college level in the area of assigned teaching responsibilities.
2. To be considered doctorally-qualified to teach at the master's level, a faculty member may:
 - Hold an earned doctorate with a major in the area of assigned teaching responsibilities; or
 - Hold an earned doctorate in a field of business and have a sufficient combination of course work, professional experience, and/or scholarly achievements in the area of assigned teaching responsibilities; or
 - Hold an earned out-of-field doctorate, and have a sufficient combination of course work, professional experience, and/or scholarly achievements to be considered equivalent to a doctorate in the area of assigned teaching responsibilities.

¹⁷ Generally, any doctorate other than a Ph.D. or D.B.A. in a business content field is considered, for business accreditation purposes, to be an out-of-field doctorate. Out-of-field doctorates include degrees such as the Doctor of Education degree; the Juris Doctor degree; non-content-area Ph.D.s, such as a Ph.D. in Higher Education Administration; or interdisciplinary degrees, such as a Ph.D. in Leadership.

3. To be considered doctorally-qualified to teach at the doctoral level, a faculty member may:
 - Hold an earned doctorate with a major in the area of assigned teaching responsibilities; or
 - Hold an earned doctorate in a field related to the teaching field (e.g., a faculty member with a Ph.D. in Industrial/Organizational Psychology teaching Organizational Behavior).
4. To be considered professionally-qualified to teach, a faculty member may:
 - Be A.B.D. (has completed all course work required for a Ph.D. or D.B.A. in business, passed the general comprehensive examinations, but has not completed a dissertation) with a major, minor, concentration, specialization, or emphasis in the area of assigned teaching responsibilities; or
 - Hold a master's degree in a business-related field and professional certification (e.g. C.P.A., C.C.P., C.M.A, P.H.R., etc.) appropriate to the area of assigned teaching responsibilities; or
 - Hold a master's degree in a business-related field, and have five or more years of professional and management experience in work directly related to the area of assigned teaching responsibilities, and have extensive and substantial documented successful teaching experience in the area of assigned teaching responsibilities, and demonstrate involvement in meaningful research or/or programs for the enhancement of pedagogical (or andragogical) skills; or
 - Hold a master's degree in a business-related field, and have completed a special post-graduate training program especially designed to improve the faculty member's knowledge and teaching skills in the area of the assigned teaching responsibilities.
5. Minimum Qualifications: The minimum qualification for a faculty member is a master's degree in a field appropriate to the area of assigned teaching responsibilities. An academic business unit may make an exception to this minimum requirement only in emergency cases or special situations where the faculty member has unique qualifications to meet that specialized need.

Self-Study Guidelines

All full-time and part-time faculty members who teach courses offered by the academic business unit must be taken into account in responding to this principle. Full-time faculty includes full-time business faculty, full-time visiting professors, full-time adjunct faculty, and full-time faculty with administrative loads, such as department chairs. Part-time faculty includes adjuncts, administration, and staff teaching on an adjunct basis, and full-time faculty from other units teaching part-time in business programs.

The academic business unit must have complete transcripts of all graduate work completed by each faculty member readily available for the site visit team. The academic business unit should provide the site visit team with a credentials justification and a portfolio of qualifications for any faculty member with an out-of-field doctorate. A credentials justification and a portfolio of qualifications should also be provided for any faculty member who is not either doctorally- or professionally-qualified. Sample forms for analyzing and justifying faculty credentials are provided in Appendices C and D of this manual. A portfolio consists of:

1. *Current vita.*
2. *Transcripts of all graduate work; graduate courses that relate to the discipline(s) in which the faculty member is teaching should be highlighted.*
3. *A description of the faculty member's teaching, professional, and consulting experience.*
4. *A listing of the scholarly and professional activities in which a faculty member has been involved during the past five years (see Principle 5: Scholarly and Professional Activities).*

In the self-study:

1. *Provide the page numbers for the section in the institution's catalog that describes the academic credentials of each full-time and part-time faculty member.*
2. *Provide a current vita for all full-time and part-time business faculty members (these should be placed in the appendix of the self-study; See Appendix E of this manual for a suggested vita outline.).¹⁸*
3. *Provide Table 4: Faculty Qualifications. The information in this table should be presented as shown in sample Table 4 in these guidelines. All faculty who teach courses offered by the academic business unit must be included, with full- and part-time faculty members listed separately and in alphabetical order. In cases where a faculty member teaches at more than one program level (undergraduate, master's, doctoral levels) and/or in more than one major discipline during the self-study year, list each program level and discipline on a separate line under the headings "Program Level" and "Assigned Teaching Disciplines," respectively. Then, indicate the faculty member's qualification status for each program level and teaching discipline under the heading "Level of Qualification." For each full-time faculty member who is indicated to be either doctorally- or professionally-qualified in a teaching discipline outside of his/her degree discipline(s), provide a brief rationale for this qualification status. In determining whether a faculty member is doctorally-, professionally-, or minimally-qualified, see the definitions above (4.1, Description).*
4. *Provide Table 5: Teaching Load and Student Credit Hours Generated. The information in this table should be presented as shown in sample Tables 5(U), 5(M), or 5(D) in these guidelines. Submit only one table, using the form that is appropriate for your academic business unit. Use Table 5(U) if you have only undergraduate programs, Table 5(M) if you have master's programs, and Table 5(D) if you have doctoral programs. Full and part-time faculty members should be shown alphabetically and grouped separately. The table should account for all student credit hours taught in the business programs during the self-study year, including both required and elective business courses and courses taught at all off-campus locations. The qualification level of each faculty member for the credit hours taught, and totals, by faculty qualification level (doctorally- and professionally-qualified, and other) should be shown, as well as a grand total for undergraduate-, master's-, and doctoral-level student credit hours taught. If the institution is operating on a quarter system, the table will require a slight modification to include three quarters rather than two semesters. This table should also include the number of sections, course preparations, and disciplines taught by each faculty member.*
5. *Provide Table 6: Faculty Coverage Summary. The information in this table should be presented as shown in sample Tables 6(U), 6(M), or 6(D) in these guidelines. The data for this table come directly from the totals in Tables 5(U), 5(M), or 5(D): Teaching Load and Student Credit Hours Generated. Submit only one table, using the form that is appropriate for your academic business unit. Use Table 6(U) if you have only undergraduate programs, Table 6(M) if you have master's programs, and Table 6(D) if you have doctoral programs.*

¹⁸ If your academic business unit has a very large number of adjunct and part-time faculty members, contact the IACBE's headquarters for instructions on how to submit this information.

Table 4: Faculty Qualifications

FACULTY MEMBERS	YEAR OF HIRE	HIGHEST DEGREE		PROFESSIONAL CERTIFICATION	ASSIGNED TEACHING DISCIPLINES	PROGRAM LEVEL	LEVEL OF QUALIFICATION	TENURE
		TYPE	DISCIPLINE					
FULL-TIME FACULTY								
Chen, J.	1999	MA	Accounting	CPA	Accounting Accounting	Undergraduate Master's	Professional Professional	No
Gonzales, R.	2002	DBA	International Business		International Business International Business International Business	Undergraduate Master's Doctoral	Doctoral Doctoral Doctoral	Yes
Kramer, B.	2011	PhD	Health Care Management		Management Health Care Administration Management Management	Undergraduate Master's Master's Doctoral	Doctoral Doctoral Doctoral Doctoral	No
O'Neill, P.	1996	PhD	Economics	CFP	Economics Finance Economics Finance Economics	Undergraduate Undergraduate Master's Master's Doctoral	Doctoral Doctoral Doctoral Doctoral Doctoral	Yes
Schneider, C. ¹	1996	EdD	Business Education		Management Marketing	Undergraduate Undergraduate	Doctoral Professional	Yes
Williams, E.	2007	MBA	Logistics Management		Supply Chain Management	Undergraduate	Professional	No
Zimmer, K. ²	1997	JD	Law	CPA CFP	Business Law Accounting Finance Finance	Undergraduate Undergraduate Undergraduate Master's	Doctoral Doctoral Professional Professional	Yes
PART-TIME FACULTY								
Davis, C.	2012	MS	Computer Science		Information Systems	Undergraduate	Minimal	N/A
Mitchell, T.	2004	MBA	HRM	PHR	Human Resources Human Resources	Undergraduate Master's	Professional Professional	N/A

¹ Dr. Schneider is considered to be doctorally-qualified to teach management because she holds an Ed.D, has taken four graduate-level courses in management, and has 10 years of professional experience as vice president of a non-profit organization; she is considered to be professionally-qualified to teach marketing because she has taken four graduate-level courses in marketing. (See portfolio containing complete transcripts and vita.)

² Dr. Zimmer is considered to be doctorally-qualified to teach accounting because she holds a JD and is a Certified Public Accountant. She is considered to be professionally-qualified to teach finance because she has 6 years of consulting experience in that area and is a Certified Financial Planner. (See portfolio containing complete transcripts and vita with detailed descriptions of professional experience.)

**Table 5(U): Teaching Load and Student Credit Hours Generated
(For use by academic business units with only undergraduate programs)**

FACULTY MEMBERS	FALL SEMESTER				SPRING SEMESTER				QUALIFICATION LEVEL (UNDERGRADUATE)		
	UG	# of	# of	# of	UG	# of	# of	# of	DQ	PQ	OTHER
	SCH	SECT	PREP	DISC	SCH	SECT	PREP	DISC	SCH	SCH	SCH
FULL-TIME FACULTY											
Chen, J.	451	4	2	1	270	4	3	1		721	
Gonzales, R.	207	4	3	1	183	4	3	1	390		
Kramer, B.	315	4	3	1	375	4	3	1	690		
O'Neill, P. ¹	267	3	2	2	246	3	2	2	513		
Schneider, C.	213	4	3	2	381	4	2	2	81	513	
Williams, E.	378	4	3	1	258	4	2	1		636	
Zimmer, K.	300	4	3	2	336	4	3	3	636		
PART-TIME FACULTY											
Davis, C. ²	48	1	1	1	69	1	1	1			117
Mitchell, T.	141	2	2	1	120	2	2	1		261	
TOTALS	2320	30	22		2238	30	21		2310	2131	117
TOTAL STUDENT CREDIT HOURS TAUGHT BY DOCTORALLY-QUALIFIED FACULTY									2310		
TOTAL STUDENT CREDIT HOURS TAUGHT BY DOCTORALLY- AND PROFESSIONALLY-QUALIFIED FACULTY									4441		
TOTAL STUDENT CREDIT HOURS TAUGHT BY BUSINESS FACULTY DURING THE SELF-STUDY YEAR									4558		

¹ Dr. O'Neill also taught a statistics course for the Math department, but since this is a non-business course, it is not considered to be a part of the business program, and is therefore not included in this table.

² Ms. Davis is a full-time Assistant Professor of Computer Science who teaches in the Math department, but she teaches one microcomputer applications course per semester in business (a business-coded course); therefore she is considered to be a part-time faculty member in the listing of business faculty.

Column Headings: UG = Undergraduate Level; SCH = Student Credit Hours; SECT = Course Sections; PREP = Course Preparations; DISC = Disciplines; DQ = Doctorally-Qualified; PQ = Professionally-Qualified

**Table 5(M): Teaching Load and Student Credit Hours Generated
(For use by academic business units with undergraduate and master's programs)**

FACULTY MEMBERS	FALL SEMESTER					SPRING SEMESTER					QUALIFICATION LEVEL (UNDERGRADUATE)			QUALIFICATION LEVEL (MASTER'S)		
	UG	MAST	# of	# of	# of	UG	MAST	# of	# of	# of	DQ	PQ	OTHER	DQ	PQ	OTHER
	SCH	SCH	SECT	PREP	DISC	SCH	SCH	SECT	PREP	DISC	SCH	SCH	SCH	SCH	SCH	SCH
FULL-TIME FACULTY																
Chen, J.	451	39	4	2	1	270	30	4	3	1		721			69	
Gonzales, R.	207		4	3	1	183	84	4	3	1	390			84		
Kramer, B.	315	30	4	3	1	375	24	4	3	1	690			54		
O'Neill, P. ¹	267	66	3	2	2	246	87	3	2	2	513			153		
Schneider, C.	213		4	3	2	381		4	2	2	81	513				
Williams, E.	378		4	3	1	258		4	2	1		636				
Zimmer, K.	300	99	4	3	2	336	75	4	3	3	636				174	
PART-TIME FACULTY																
Davis, C. ²	48		1	1	1	69		1	1	1			117			
Mitchell, T.	141		2	2	1	120	81	2	2	1		261			81	
TOTALS	2320	234	30	22		2238	381	30	21		2310	2131	117	291	324	0
TOTAL STUDENT CREDIT HOURS TAUGHT BY DOCTORALLY-QUALIFIED FACULTY											2310			291		
TOTAL STUDENT CREDIT HOURS TAUGHT BY DOCTORALLY- AND PROFESSIONALLY-QUALIFIED FACULTY											4441			615		
TOTAL STUDENT CREDIT HOURS TAUGHT BY DEGREE LEVEL											4558			615		
TOTAL STUDENT CREDIT HOURS TAUGHT BY BUSINESS FACULTY DURING THE SELF-STUDY YEAR													5173			

¹ Dr. O'Neill also taught a statistics course for the Math department, but since this is a non-business course, it is not considered to be a part of the business program, and is therefore not included in this table.

² Ms. Davis is a full-time Assistant Professor of Computer Science who teaches in the Math department, but she teaches one microcomputer applications course per semester in business (a business-coded course); therefore she is considered to be a part-time faculty member in the listing of business faculty.

Column Headings: UG = Undergraduate Level; MAST = Master's Level; SCH = Student Credit Hours; SECT = Course Sections; PREP = Course Preparations; DISC = Disciplines; DQ = Doctorally-Qualified; PQ = Professionally-Qualified

**Table 5(D): Teaching Load and Student Credit Hours Generated
(For use by academic business units with undergraduate, master's, and doctoral programs)**

FACULTY MEMBERS	FALL SEMESTER						SPRING SEMESTER						QUALIFICATION LEVEL (UNDERGRADUATE)			QUALIFICATION LEVEL (MASTER'S)			QUALIFICATION LEVEL (DOCTORAL)					
	UG	MAST	DOCT	# of	# of	# of	UG	MAST	DOCT	# of	# of	# of	DQ	PQ	OTHER	DQ	PQ	OTHER	DQ	PQ	OTHER			
	SCH	SCH	SCH	SECT	PREP	DISC	SCH	SCH	SCH	SECT	PREP	DISC	SCH	SCH	SCH	SCH	SCH	SCH	SCH	SCH	SCH			
FULL-TIME FACULTY																								
Chen, J.	451	39		4	2	1	270	30		4	3	1		721			69							
Gonzales, R.	207		15	4	3	1	183	84	12	4	3	1	390			84			27					
Kramer, B.	315	30	20	4	3	1	375	24	33	4	3	1	690			54			53					
O'Neill, P. ¹	267	66	18	3	2	2	246	87	21	3	2	2	513			153			39					
Schneider, C.	213			4	3	2	381			4	2	2	81	513										
Williams, E.	378			4	3	1	258			4	2	1		636										
Zimmer, K.	300	99		4	3	2	336	75		4	3	3	636				174							
PART-TIME FACULTY																								
Davis, C. ²	48			1	1	1	69			1	1	1			117									
Mitchell, T.	141			2	2	1	120	81		2	2	1		261			81							
TOTALS	2320	234	53	30	22		2238	381	66	30	21		2310	2131	117	291	324	0	119	0	0			
TOTAL STUDENT CREDIT HOURS TAUGHT BY DOCTORALLY-QUALIFIED FACULTY													2310			291			119					
TOTAL STUDENT CREDIT HOURS TAUGHT BY DOCTORALLY- AND PROFESSIONALLY-QUALIFIED FACULTY													4441				615				119			
TOTAL STUDENT CREDIT HOURS TAUGHT BY DEGREE LEVEL													4558				615				119			
TOTAL STUDENT CREDIT HOURS TAUGHT BY BUSINESS FACULTY DURING THE SELF-STUDY YEAR																			5292					

¹ Dr. O'Neill also taught a statistics course for the Math department, but since this is a non-business course, it is not considered to be a part of the business program, and is therefore not included in this table.

² Ms. Davis is a full-time Assistant Professor of Computer Science who teaches in the Math department, but she teaches one microcomputer applications course per semester in business (a business-coded course); therefore she is considered to be a part-time faculty member in the listing of business faculty.

Column Headings: UG = Undergraduate Level; MAST = Master's Level; DOCT = Doctoral Level; SCH = Student Credit Hours; SECT = Course Sections; PREP = Course Preparations; DISC = Disciplines; DQ = Doctorally-Qualified; PQ = Professionally-Qualified

Table 6(U): Faculty Coverage Summary
(For use by academic business units with only undergraduate programs)

STUDENT CREDIT HOURS (SCH) TAUGHT DURING SELF-STUDY YEAR	UNDERGRADUATE SCH
Total SCH Taught by Business Faculty	4,558
SCH Taught by Doctorally- and Professionally-Qualified Faculty	4,441
Percent of Total SCH Taught by Doctorally- and Professionally-Qualified Faculty	97.4%
SCH Taught Only by Doctorally-Qualified Faculty	2,310
Percent of Total SCH Taught Only by Doctorally-Qualified Faculty	50.7%

Table 6(M): Faculty Coverage Summary
(For use by academic business units with undergraduate and master's programs)

STUDENT CREDIT HOURS (SCH) TAUGHT DURING SELF-STUDY YEAR	UNDERGRADUATE SCH	MASTER'S SCH	TOTAL
Total SCH Taught by Business Faculty	4,558	615	5,173
SCH Taught by Doctorally- and Professionally-Qualified Faculty	4,441	615	5,056
Percent of Total SCH Taught by Doctorally- and Professionally-Qualified Faculty	97.4%	100%	97.7%
SCH Taught Only by Doctorally-Qualified Faculty	2,310	291	2,601
Percent of Total SCH Taught Only by Doctorally-Qualified Faculty	50.7%	47.3%	50.3%

Table 6(D): Faculty Coverage Summary
(For use by academic business units with undergraduate, master's, and doctoral programs)

STUDENT CREDIT HOURS (SCH) TAUGHT DURING SELF-STUDY YEAR	UNDERGRADUATE SCH	MASTER'S SCH	DOCTORAL SCH	TOTAL
Total SCH Taught by Business Faculty	4,558	615	119	5,292
SCH Taught by Doctorally- and Professionally-Qualified Faculty	4,441	615	119	5,175
Percent of Total SCH Taught by Doctorally- and Professionally-Qualified Faculty	97.4%	100%	100%	97.8%
SCH Taught Only by Doctorally-Qualified Faculty	2,310	291	119	2,720
Percent of Total SCH Taught Only by Doctorally-Qualified Faculty	50.7%	47.3%	100%	51.4%

4.2 Faculty Load

Excellence in business education requires that faculty members have adequate time to devote to teaching, service, and scholarly activity. Therefore, a faculty member should not be expected to teach an excessive number of credit hours per academic term, nor should a faculty member be expected to have an excessive number of course preparations per academic term.

Appropriate reductions in teaching loads should be provided for faculty members who teach graduate courses; have significant administrative or service duties; direct multiple graduate theses, projects, or dissertations; or are engaged in extensive approved research.

Description

Excellence in teaching depends on appropriate faculty workloads. If workloads are excessive, it is likely that student learning outcomes, as measured by the outcomes assessment process, will be adversely affected.

Self-Study Guidelines

In the self-study:

1. *Provide the following information pertaining to the institutional policies that relate to the teaching loads of faculty:*
 - a. *The institutional policy that determines the normal teaching load of full-time faculty.*
 - b. *A description of the ways in which the policies are administered in terms of overloads and extra pay for overloads.*
 - c. *An explanation of any variations between the academic load policies used in the academic business unit and other academic units of the institution.*
 - d. *The policy on teaching loads for part-time and/or adjunct faculty.*
 - e. *An identification of the documents that contain these policies and the page numbers for the relevant sections where these policies are stated.*
2. *Referring to Table 5(U), (M), or (D): Teaching Load and Student Credit Hours Generated, explain any deviations between actual teaching loads and the institution's academic load policy.*
3. *List all faculty members who receive reductions in teaching loads for other professional responsibilities, and indicate the amount of the reduction and the reason.*

4.3 Program Coverage

Excellence in business education requires appropriate program coverage by qualified faculty. Therefore, for each business program offered (including majors, concentrations, specializations, emphases, options, and tracks), the academic business unit should have at least one full-time doctorally-qualified or professionally-qualified faculty member who teaches in that program.

Description

Faculty members should be deployed in such a way as to give all students reasonable access to instruction from doctorally-qualified and/or professionally-qualified full-time faculty.

For each major, concentration, specialization, emphasis, option, or track included in the accreditation review, there must be at least one full-time faculty member who is doctorally-qualified or professionally-qualified to teach in that field of study. If an individual faculty member is doctorally-qualified or professionally-qualified in more than one discipline, it is possible for the faculty member to teach in more than one major, concentration, specialization, emphasis, option, or track and still comply with this principle. It is expected that faculty assigned to a major, concentration, specialization, emphasis, option, or track will also provide coordination and leadership for that major, concentration, specialization, emphasis, option, or track.

Self-Study Guidelines

In the self-study:

Provide Table 7: Program Coverage. The information in this table should be presented as shown in sample Table 7 in these guidelines. This table should list all programs included in the accreditation review (including majors, concentrations, specializations, emphases, options, and tracks contained within the programs), and should identify one full-time doctorally- or professionally-qualified faculty member who teaches in that program.

Table 7: Program Coverage

PROGRAM	FACULTY MEMBER	QUALIFICATION LEVEL
ASSOCIATE-LEVEL PROGRAMS		
Associate of Science in Business Administration	C. Schneider	Doctorally-Qualified
BACHELOR'S-LEVEL PROGRAMS		
Bachelor of Science in Accountancy	K. Zimmer	Doctorally-Qualified
Bachelor of Business Administration with Concentrations in:		
Accounting	K. Zimmer	Doctorally-Qualified
Economics	P. O'Neill	Doctorally-Qualified
Finance	P. O'Neill	Doctorally-Qualified
International Business	R. Gonzales	Doctorally-Qualified
Management	B. Kramer	Doctorally-Qualified
Marketing	C. Schneider	Professionally-Qualified
Supply Chain Management	E. Williams	Professionally-Qualified
MASTER'S-LEVEL PROGRAMS		
Master of Business Administration with Specializations in:		
Finance	P. O'Neill	Doctorally-Qualified
Health Care Administration	B. Kramer	Doctorally-Qualified
DOCTORAL-LEVEL PROGRAMS		
Ph.D. in Business Administration	B. Kramer	Doctorally-Qualified

4.4 Faculty Evaluation

Excellence in business education requires institutions and their academic business units to have high-quality processes for faculty evaluation. Therefore, each institution should have a formal system of faculty evaluation for use in personnel decisions, such as the awarding of tenure and/or promotion, and for use in determining teaching effectiveness and the quality of student learning outcomes. This process should be appropriate for the level of degree program in which faculty are teaching.

Description

This principle requires institutional justification of human resource decisions to be based on the mission and broad-based goals of the academic business unit. The process used for faculty evaluations should be within the jurisdiction of the academic business unit, and should include a combination of student, peer, supervisor, and self-evaluation. The results of faculty evaluations should be shared with the individual faculty members who are being evaluated. A record of these evaluations should be maintained in the faculty member's personnel file. When there are disagreements regarding the results of faculty evaluations, the evaluation system should provide an opportunity for faculty members to appeal.

The evaluation process should include ways to measure teaching effectiveness and the quality of student learning outcomes, as well as other areas, such as:

1. Student advising and counseling
2. Scholarly and professional activities
3. Service activities
4. Administrative activities
5. Business and industry relations
6. Faculty development activities
7. Consulting activities
8. Additional contributions to the academic business unit

The faculty evaluation process for faculty members who teach in master's or doctoral degree programs should recognize that graduate teaching—and especially doctoral-level teaching—differs substantially from undergraduate teaching, and that the scholarly contributions required of doctoral program faculty substantially exceed those expected of faculty teaching only at the undergraduate level.

Self-Study Guidelines

In the self-study:

1. *Describe the faculty evaluation process for your academic business unit and the ways in which it is used to measure teaching and student learning effectiveness. If the process is described in the Faculty Handbook, provide the page numbers for the relevant section.*
2. *Provide copies of the instruments that are used in the faculty evaluation process and evidence that these instruments are being used (these instruments should be placed in the appendix of the self-study).*

4.5 Faculty Development

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

Description

Excellence in business education requires faculty to be current in their assigned field(s), to be engaged with the academic and business communities, and continually to seek to improve themselves as academic professionals. The institution should encourage and reward appropriate professional development activities through research grants, sabbaticals, leaves of absence, travel to professional meetings, student assistance, and clerical help for research projects. The institution should have appropriate policies for all aspects of professional development.

Self-Study Guidelines

In the self-study:

- 1. Describe the faculty development program for your institution and for your academic business unit. If this information is contained in your Faculty Handbook, provide the page numbers for the relevant sections.*
- 2. Demonstrate the effectiveness of your faculty development program by providing examples of the results of its implementation within the academic business unit.*

4.6 Faculty Policies

Excellence in business education requires the policies pertaining to faculty to be appropriate, published, and applied in a fair and consistent manner. Each institution should have written procedures, policies, and practices pertaining to faculty and their activities. These materials should be distributed to all faculty members.

Description

Faculty policies, procedures, and practices normally encompass the following areas:

1. Faculty recruitment, including means of ensuring that qualified and competent faculty are hired
2. Faculty development, including eligibility criteria
3. Tenure and promotion practices for faculty
4. Evaluation procedures and criteria for faculty
5. Workload policies for faculty
6. Service policies for faculty
7. Professional activities of faculty
8. Scholarly activities of faculty
9. Termination and leave policies for faculty

Self-Study Guidelines

In the self-study:

1. *Provide a copy of the institution's Faculty Handbook. This handbook should describe the institutional policies and practices that relate to faculty. If it is too bulky to include in the appendix of the self-study, send it as a separate document with the self-study.*
2. *Describe the ways in which faculty are made aware of these policies and are notified of changes.*

4.7 Summary Evaluation of Faculty

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.

Description

The academic business unit should reflect upon the evidence presented in the self-study as it relates to the overall performance of the academic business unit in the context of its mission. In particular, excellence in business education requires the academic business unit to evaluate the sufficiency of its faculty characteristics and activities and its faculty-related processes in promoting the overall effectiveness of its activities and operations and in advancing academic quality in its business programs.

Self-Study Guidelines

In the self-study:

Provide a summary evaluation of the academic business unit's faculty characteristics and activities and its faculty-related processes. In this evaluation, consider the evidence presented in the self-study in the context of the academic business unit's mission and:

- 1. Describe the general conclusions that the academic business unit drew from the self-study regarding its faculty characteristics and activities and its faculty-related processes in supporting excellence in business education.*
- 2. Identify any changes and improvements needed in the academic business unit's faculty characteristics and activities and/or its faculty-related processes.*
- 3. Describe proposed courses of action to make those changes and improvements.*

Principle 5: Scholarly and Professional Activities

Excellence in business education requires faculty members to be engaged with the academic and professional communities in ways that benefit students, the faculty member, the institution, the academic business unit, and the community.

The following characteristics of excellence in business education relate to scholarly and professional activities of faculty:

- The academic business unit strives for higher levels of overall performance consistent with its mission as reflected in its student learning outcomes, operational effectiveness, and the accomplishment of its mission and broad-based goals.
- The academic business unit has meaningful and effective linkages between the classroom and practitioners in the business community, thereby contributing to the assurance of currency in and relevance of its business programs.
- The academic business unit encourages both internal and external cooperative relationships with other educational units and institutions that are consistent with its mission and broad-based goals.
- Faculty members in the academic business unit integrate ethical viewpoints and principles in their teaching activities.
- Faculty members in the academic business unit strive to be effective teachers who are current in their professional fields and are active in contributing to their institutions and disciplines. Furthermore, members of the business faculty are positively engaged within their academic business unit and contribute to its mission and broad-based goals through appropriate faculty development and faculty evaluation processes.
- The mix of academic and professional credentials of the business faculty is worthy of the respect of the academic and business communities.
- The institution provides resources to the academic business unit that are adequate to accomplish its mission and broad-based goals.
- The curricula in business programs reflect the missions of the institution and its academic business unit, and are consistent with current, acceptable business practices and the expectations of professionals in the academic and business communities.
- The curricula in business programs ensure that students understand and are prepared to deal effectively with critical issues in a changing global business environment.
- The content of business courses is delivered in a manner that is appropriate, effective, and stimulates learning.

5.1 Scholarly and Professional Activities

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

Description

Faculty participation in scholarly and professional activities is essential to maintain professional competency and currency. These activities should contribute to the body of knowledge in the disciplines in which they teach. Each faculty member has a continuing professional responsibility to devote an

appropriate amount of time to professional and scholarly activities, and these intellectual endeavors should be documented. The amount and type of involvement should be consistent with the mission and broad-based goals of the academic business unit and the level of programs offered. For example, doctoral program faculty should be engaged in significant research activities, including collaborative research with doctoral students and the supervision of doctoral student research. Scholarly activity and professional activity are each described below.

Scholarly Activity:

For the purposes of this principle, scholarly activity can be categorized into the following four types:¹⁹

1. **The scholarship of teaching** can be the most rigorous scholarship of all. It starts with what the teacher knows—teachers must be widely read, current, and intellectually engaged in their fields. The scholarship of teaching requires knowledge of one’s field to be reflected in the content of courses and in the composition of program curricula. However, teaching becomes consequential only when knowledge can be conveyed and is understood by others. Therefore, the scholarship of teaching also includes an understanding of the ways in which students learn in different fields. To be a good teacher means not only knowing and remaining current in a field, but also understanding and using the most effective teaching methodologies available. Consequently, the scholarship of teaching can be defined as active intellectual engagement with a field of study that results in the application of disciplinary knowledge and expertise to curricular and instructional analysis, innovation, development, and evaluation.

Examples of the scholarship of teaching include:

- Curriculum review and revision
 - The development of new courses and curricula
 - Published and unpublished cases with instructional materials
 - The development of new teaching materials
 - The development and evaluation of new methods of instruction, including instructional software
 - The development of techniques and tools to assess the effectiveness of teaching and learning
 - Publications dealing with pedagogy and/or teaching techniques
 - Participation and/or presentation in workshops, seminars, and professional meetings devoted to improving teaching skills
 - Written evaluations of teaching materials
2. **The scholarship of discovery** is the closest to what is meant by the term “basic research.” Freedom of inquiry and freedom of scholarly investigation are essential to higher education. Each faculty member should establish credentials as a researcher. The capacity to carry out the scientific method and to conduct meaningful research is an important aspect of learning. In institutions whose primary mission is undergraduate teaching, the dissertation or other comparable piece of creative work could suffice for this. However, faculty in institutions with research missions and graduate programs are expected to be engaged in ongoing research activities. The scholarship of discovery can be defined as

¹⁹ These four descriptions are based on *Scholarship Reconsidered: Priorities of the Professoriate*, a special report from the Carnegie Foundation for the Advancement of Teaching, and on material from *Developing a Comprehensive Faculty Evaluation System* by Raoul Arreola.

investigation and research in a field of study that result in a contribution to the body of knowledge in the field, and the dissemination of that knowledge in the professional community.

Examples of the scholarship of discovery include:

- Unpublished research
- Published articles, manuscripts, monographs, and books
- Faculty research seminars
- Participation in professional meetings as a paper presenter, discussant, or session chair
- Book reviews

3. **The scholarship of integration** seeks to interpret, to draw together, and to bring new insights to bear on original research. The scholarship of integration means fitting one's work into larger intellectual patterns. The scholarship of integration is necessary in dealing with the boundaries of the human problems of today, which do not always neatly fall within defined disciplines. It is essential to integrate ideas and then apply them to the world in which we live. Therefore, the scholarship of integration can be defined as the interpretation, synthesis, and connection of theories, ideas, and concepts across disciplines that result in new insights, broader perspectives, and a more comprehensive understanding of those disciplines.

Examples of the scholarship of integration include:

- Comprehensive, interdisciplinary articles and/or monographs
- The development of new multidisciplinary courses and curricula
- The development of interdisciplinary seminars or workshops, or participation and/or presentation in such seminars and workshops
- Textbook authoring

4. **The scholarship of application** moves toward the active engagement of the scholar. It focuses on the responsible application of knowledge to consequential problems. In the past, this type of activity has been called applied research and/or development. The scholarship of application does not include regular service activities or routine consulting—these are considered professional activities, and are discussed below. The scholarship of application must be tied directly to one's field of knowledge, and relate to and flow directly out of creative professional activity. This kind of scholarship requires creativity and critical thought in analyzing significant problems. Consequently, the scholarship of application can be defined as intellectual activities related to a field of study that flow directly out of scholarly investigation and research in the field, and involve the application of disciplinary expertise to the analysis and solution of significant practical problems, leading to new intellectual understandings and contributions to human knowledge.

Examples of the scholarship of application include:

- Contract research
- Consultation
- Technical assistance
- Policy analysis
- Program evaluation
- Articles or monographs dealing with contributions to practice
- Articles in trade publications

Each of these types of scholarship of application should be meaningful intellectual activities, must be documented, and where appropriate, should include an evaluation from the individuals or organizations served by these activities.

Professional Activity:

For the purposes of this principle, professional activities are defined as activities related to a faculty member's recognized area of disciplinary expertise for the purposes of providing professionally-related service to individuals or organizations in the public or private sectors; developing, maintaining, or enhancing content expertise, skills, or professional standing; or supporting professional organizations.

Examples of professional activity include:

- Routine professionally-related consulting
- Professionally-related service activities directly related to the academic discipline of the faculty member, and consistent with the stated mission of the academic business unit
- Attendance and participation in seminars, symposia, short courses, workshops, or professional meetings that are intended as professional development or enrichment activities
- Service in a leadership role in or as an officer of a professional organization
- Membership in professional organizations

Professional activities include the routine application of a faculty member's professional expertise in helping to solve problems in either the private or public sectors. These may include activities for which a faculty member is paid, or volunteer services for which no pay is received. The key word in defining these activities is "professionally-related." Community activities that are not professionally-related are not to be included. General community service such as coaching sports teams or delivering meals to shut-ins are not considered to be professionally-related. For example, if a faculty member conducts a men's Bible class, it is not professionally-related; however, if an accounting faculty member conducts an annual audit of the church's financial affairs, and prepares an opinion letter, the work is considered to be professionally-related activity.

Self-Study Guidelines

In the self-study:

1. *Provide a current vita for all full-time and part-time business faculty members. The scholarly and professional activities of each faculty member should be referenced in the vita (these should be placed in the appendix of the self-study; See Appendix E of this manual for a suggested vita outline.)²⁰*
2. *Provide Table 8: Scholarly and Professional Activities of Full-Time Faculty. The information in this table should be presented as shown in sample Table 8 in these guidelines. Summarize the scholarly and professional activities for each full-time faculty member for the self-study year and the previous four years. Make certain that dates for all activities (e.g., professional meetings, papers presented, etc.) are provided in the vita. Supporting evidence for scholarly and professional activities should be readily available for the site visit team to review. Although they do not need to be included in this summary, a current vita reflecting scholarly and professional activities for all part-time and adjunct faculty members should be available to the site visit team.*

²⁰ If your academic business unit has a large number of adjunct and part-time faculty, contact the IACBE's headquarters for special instructions regarding the way this information should be presented.

**Table 8: Scholarly and Professional Activities of Full-Time Faculty
(Example for one faculty member for five years)**

FACULTY MEMBER	HIGHEST DEGREE EARNED	PROFESSIONAL CERTIFICATION	SCHOLARLY AND PROFESSIONAL ACTIVITIES, PAST FIVE YEARS				
			SCHOLARSHIP OF:				PROFESSIONAL ACTIVITIES
			TEACHING	DISCOVERY	INTEGRATION	APPLICATION	
O'Neill, P. (2008-09)	PhD	CFP	f-1 g-3 h-2	b-1	d-1 f-1	d-1	a-2 b-1 f-1
O'Neill, P. (2007-08)	PhD	CFP	e-3 g-2 h-1		c-1 d-1	d-2	a-1 b-2 f-1
O'Neill, P. (2006-07)	PhD	CFP	f-1 g-1	a-1	d-1		a-1 e-1 f-1
O'Neill, P. (2005-06)	PhD	CFP	f-1 g-2	b-1	d-1	d-1	a-1 f-1
O'Neill, P. (2004-05)	PhD	CFP	f-1 g-1		d-1	d-1	a-1 f-1

Codes to Use

Scholarship of Teaching

- a. Published Articles/Manuscripts/Books
- b. Unpublished Articles/Manuscripts/Books
- c. Published Cases with Instructional Materials
- d. Unpublished Cases with Instructional Materials
- e. Presentations at Conferences/Workshops
- f. Conference/Workshop Attendance
- g. Professional Meeting Attendance
- h. Curriculum Review/Revision
- i. New Courses/Curricula
- j. New Teaching Materials
- k. Instructional Software Development
- l. New Instructional Methods
- m. New Teaching/Learning Assessment Tools
- n. Evaluations of Teaching Materials
- o. Other (Specify)

Scholarship of Discovery

- a. Published Articles/Manuscripts/Books
- b. Unpublished Articles/Manuscripts/Books
- c. Papers Presented
- d. Session Chair
- e. Paper Discussant
- f. Dissertation/Thesis
- g. Faculty Research Seminars
- h. Book Reviews
- i. Other (Specify)

Scholarship of Integration

- a. Published Articles/Manuscripts/Books
- b. Unpublished Articles/Manuscripts/Books
- c. Presentations at Conferences/Workshops
- d. Conference/Workshop Attendance
- e. Professional Meeting Attendance
- f. New Courses/Curricula
- g. Other (Specify)

Scholarship of Application

- a. Published Articles/Manuscripts/Books
- b. Unpublished Articles/Manuscripts/Books
- c. Presentations at Conferences/Workshops
- d. Consultation
- e. Contract Research
- f. Technical Assistance
- g. Policy Analysis
- h. Program Evaluation
- i. Articles/Monographs on Contributions to Practice
- j. Articles in Trade Publications
- k. Other (Specify)

Professional Activities

- a. Routine Consulting
- b. Professionally-Related Service
- c. Officer of Professional Organization
- d. Conference/Workshop Attendance
- e. Professional Meeting Attendance
- f. Professional Membership
- g. Other (Specify)

5.2 Summary Evaluation of Scholarly and Professional Activities

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 the scholarly and professional activities of its faculty in supporting excellence in business education.

Description

The academic business unit should reflect upon the evidence presented in the self-study as it relates to the overall performance of the academic business unit in the context of its mission. In particular, excellence in business education requires the academic business unit to evaluate the sufficiency of the scholarly and professional activities of its faculty in promoting the overall effectiveness of its activities and operations and in advancing academic quality in its business programs.

Self-Study Guidelines

In the self-study:

Provide a summary evaluation of the scholarly and professional activities of the faculty in the academic business unit. In this evaluation, consider the evidence presented in the self-study in the context of the academic business unit's mission and:

- 1. Describe the general conclusions that the academic business unit drew from the self-study regarding the scholarly and professional activities of its faculty in supporting excellence in business education.*
- 2. Identify any changes and improvements needed in the scholarly and professional activities of the faculty in the academic business unit.*
- 3. Describe proposed courses of action to make those changes and improvements.*

Principle 6: Resources

Excellence in business education requires appropriate resources to be provided to the academic business unit, especially in relationship to the support provided to other academic units of the institution. The allocation of resources should be related to the specific mission and broad-based goals of the academic business unit. Adequate financial support for human resources, libraries, facilities, and equipment is essential to ensuring excellence in the academic business unit's business programs.

The following characteristics of excellence in business education pertain to resource allocation:

- The academic business unit strives for higher levels of overall performance consistent with its mission as reflected in its student learning outcomes, operational effectiveness, and the accomplishment of its mission and broad-based goals.
- The academic business unit operates in an environment that encourages and promulgates innovation and creativity in business education.
- Faculty members in the academic business unit integrate ethical viewpoints and principles in their teaching activities.
- Faculty members in the academic business unit strive to be effective teachers who are current in their professional fields and are active in contributing to their institutions and disciplines. Furthermore, members of the business faculty are positively engaged within their academic business unit and contribute to its mission and broad-based goals through appropriate faculty development and faculty evaluation processes.
- The institution provides resources to the academic business unit that are adequate to accomplish its mission and broad-based goals.
- The organizational structures of the institution and the academic business unit support excellence in business education.

6.1 Financial Resources

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

Description

The resources allocated to the academic business unit should be sufficient to support all aspects of its activities. Student learning outcomes, as measured by the outcomes assessment process, may be adversely affected if the resources allocated to the academic business unit are inadequate. One consideration should be whether the resources allocated to the academic business unit are commensurate with those allocated to other comparable academic units of the institution.

Self-Study Guidelines

Associate-, Bachelor's-, and Master's-Level Programs:

In the self-study:

1. *Describe the budget development and budget amendment processes of the institution. If applicable, this narrative should also include a description of the ways in which the results from implementing the academic business unit's outcomes assessment plan are integrated into the budget development process.*

2. *Provide Table 9: Educational and General Expenditures. The information in this table should be presented as shown in sample Table 9 in these guidelines. This table should provide financial and student credit hour data for your institution and academic business unit for the self-study year, the year prior to the self-study year, and the budgeted figures for the site-visit year.²¹*

Note:

Institutions for which the academic business unit is the institution (i.e., institutions that consist of no academic units other than the academic business unit) need only provide this information for items A and E in Table 9.

3. *List the support personnel (non-faculty) in your academic business unit by classification type.*
4. *Provide Table 10: Salary Ranges by Rank. The information in this table should be presented as shown in sample Table 10 in these guidelines. This table should contain the actual full-time faculty salary ranges (lowest, mean, and highest) during the self-study year (academic year salaries—9 month salaries before overloads) for each of the faculty ranks in the academic business unit. Do not include faculty who are on leave or on sabbatical and are receiving a reduced rate during the period of absence.*
5. *If applicable, state the method of computation for extra pay of full-time faculty in the following areas (Note: Extra pay is additional compensation over and above a faculty member's annual contract compensation during the self-study year.):*
 - a. *Overload*
 - b. *Evening courses*
 - c. *Off-campus courses*
 - d. *Summer courses*
 - e. *Non-credit courses*
6. *State the rates of pay for part-time (adjunct) faculty who teach business courses.*
7. *Provide the page numbers for the section in your institution's catalog that describes the tuition and fees for each business program.*

Doctoral-Level Programs:

In the self-study:

Describe the financial resources supporting the academic business unit's doctoral-level business programs.

²¹ You may need your chief financial officer's assistance in compiling this information.

Table 9: Educational and General Expenditures

ITEM	YEAR PRIOR TO SELF-STUDY YEAR (ACTUAL)	SELF-STUDY YEAR (ACTUAL)	SITE-VISIT YEAR (BUDGETED)
A. Total Unrestricted Educational and General Expenditures for the Institution	\$16,615,000	\$17,513,000	\$18,320,000
B. Total Unrestricted Educational and General Expenditures for All Academic Instructional Units of the Institution	\$9,545,000	\$9,650,000	\$10,260,000
C. Total Unrestricted Educational and General Expenditures Allocated to the Academic Business Unit	\$944,955	\$974,650	\$1,077,300
D. Percentage of Total Unrestricted Academic Expenditures Allocated to the Academic Business Unit (C divided by B)	9.9%	10.1%	10.5%
E. Total Student Credit Hours Taught by the Institution	27,084	27,706	28,354
F. Total Student Credit Hours Taught by the Academic Business Unit	5,119	5,292	5,444
G. Percentage of Institutional Student Credit Hours Taught by the Academic Business Unit (F divided by E)	18.9%	19.1%	19.2%

Table 10: Salary Ranges by Rank

FACULTY RANK	NUMBER OF FULL-TIME FACULTY	ACADEMIC YEAR SALARY RANGES BY RANK		
		LOWEST	MEAN	HIGHEST
Professor	2	\$61,000	\$63,750	\$66,500
Associate Professor	2	\$50,500	\$54,500	\$58,500
Assistant Professor	3	\$45,000	\$46,733	\$48,700
Instructor	0	N/A	N/A	N/A
Other	0	N/A	N/A	N/A

6.2 Facilities

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

Description

The classrooms and computer laboratories used by the academic business unit should be sufficient in number, size, and quality to provide an educational environment that supports excellence in teaching and learning. Furthermore, full-time business faculty should be provided with office space that is adequate for their teaching and scholarly activities.

Self-Study Guidelines

In the self-study:

- 1. Describe the physical facilities, such as classrooms, computer laboratories, and faculty offices, that are available to business students and faculty. Plans for renovation of space or construction of new facilities associated with the business programs should also be described.*
- 2. Provide Table 11: Office Facilities for Business Faculty. The information in this table should be presented as shown in sample Table 11 in these guidelines. This table should identify the types of offices available for faculty in the academic business unit and the number of faculty members in each type of office.*
- 3. Provide Table 12: Evaluation of Educational Space. The information in this table should be presented as shown in sample Table 12 in these guidelines. This table should contain an overall, summary evaluation of the adequacy of the educational space that is available to the academic business unit.*

Note: The site visit team will want to see the classrooms, computer laboratories, and offices that are used by students and faculty in the academic business unit.

Table 11: Office Facilities for Business Faculty

TYPE OF OFFICE	FULL-TIME FACULTY	PART-TIME FACULTY	GRADUATE ASSISTANTS	EMERETI FACULTY
One-Person Office	5			
Two-Person Office	2	2		
Three-Person Office				
Four-Person Office				
TOTAL	7	2	0	0

Table 12: Evaluation of Educational Facilities

CHARACTERISTIC	EXCELLENT	GOOD	FAIR	POOR	UNSATISFACTORY
Adequacy of Existing Classroom Space	✓				
Adequacy of Faculty Office Space		✓			
Proximity of Classrooms to Faculty Offices			✓		
Proximity of Classrooms to Computer Labs, Audio-Visual Services, Library, etc.			✓		

6.3 Learning Resources

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

Description

The definition of learning resources is changing, and as electronic resources and access become increasingly available, so too are the methods of making learning resources available to students and faculty. It is expected that the institution will provide comprehensive learning resources that are sufficient to support the business programs of the academic business unit in a manner that is consistent with the mission and broad-based goals of the institution.

Library holdings should be sufficient in size and scope to (i) complement the total instructional program of the academic business unit, (ii) provide incentives for individual learning, and (iii) support appropriate scholarly and professional activities of the faculty.

Evidence should exist that a focused and systematic acquisitions program is in operation, and that some form of faculty consultation and review is a continuing aspect of library acquisitions.

In off-campus programs (including online and hybrid delivery methods), there also should be adequate library support, which includes access to library facilities and/or electronic library access. Evidence should be available that off-campus students are provided library support for research and reading assignments comparable to that of the on-campus students. It is usually beneficial to have cooperative arrangements with information sources external to the institution to augment the library support.

Self-Study Guidelines

The site visit team will need to review the learning resources pertaining to the field of business and the annual budget for the learning resources supporting business education.

In the self-study:

- 1. Provide a list of the business journals, databases, and other learning resources available to business students and faculty.*
- 2. Provide a general statement of library support for the business programs offered by the academic business unit.²² This statement should address:*
 - a. Inter-library loan program.*
 - b. Library support for faculty.*
 - c. Library support for students.*
 - d. Acquisitions program (including faculty consultation and review).*
 - e. Library support for off-campus programs (including online and hybrid delivery methods).*

²² This statement is normally prepared by the director of the library.

6.4 Educational Technology and Support

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

Description

The institution should obtain, maintain, and support instructional and educational technology that is sufficient in quality and quantity to support all of the business programs offered by the academic business unit. This includes the provision of comparable equipment and support at off-campus sites.

Self-Study Guidelines

In the self-study:

Describe the instructional and educational technology and support available to business faculty and students. This description should address the following areas:

- 1. Technology available in the classrooms used by the academic business unit.*
- 2. Technology available to students in computer laboratories and libraries.*
- 3. Technology available to faculty in their offices.*
- 4. Technology available at off-campus locations.*
- 5. Technology support available to business students and faculty (both on- and off-campus).*

6.5 Off-Campus Locations

Excellence in business education requires the resources available to off-campus locations to be comparable to those at on-campus locations. Therefore, human and financial resources, facilities, libraries, and equipment at all off-campus locations should be sufficient to support the business programs taught at those locations.

Description

The off-campus locations at which the business programs of the academic business unit are offered should have resources that are comparable to those that are available to on-campus students and faculty. These resources include student access to full-time faculty, computers and other learning resources, and student advising.

Self-Study Guidelines

In the self-study:

1. *Provide Table 13: Off-Campus Locations. The information in this table should be presented as shown in sample Table 13 in these guidelines. This table should list each of your instructional sites (including the main campus and all off-campus sites), and indicate the number of business student credit hours taught at each location, along with the percentage of the total number of business student credit hours taught at each location.²³*
2. *Describe the resources that are available at each off-campus location at which the business programs or courses included in the accreditation review are offered. This description should address the following areas:*
 - a. *Full-time faculty*
 - b. *Financial resources*
 - c. *Facilities*
 - d. *Libraries*
 - e. *Equipment*
3. *Describe the ways in which you ensure that the quality of off-campus business programs and courses is comparable to the quality of those programs and courses that are taught on-campus.*

²³ If 25 percent or more of the academic business unit's total student credit hours are generated at an off-campus location, the site visit team will visit that location. Furthermore, if 40 percent or more of the academic business unit's total credit hours are taught at off-campus locations, the site team will visit at least one off-campus location, even if no single off-campus location accounts for 25 percent or more of the total student credit hours.

Table 13: Off-Campus Locations

LOCATION	BUSINESS STUDENT CREDIT HOURS TAUGHT AT THIS LOCATION	PERCENTAGE OF THE TOTAL NUMBER OF BUSINESS STUDENT CREDIT HOURS TAUGHT AT THIS LOCATION
Main Campus	3,117	58.9%
Off-Campus Site A	1,360	25.7%
Off-Campus Site B	815	15.4%
TOTAL	5,292	100%

6.6 Summary Evaluation of Resources

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 all of its resources in supporting excellence in business education.

Description

The academic business unit should reflect upon the evidence presented in the self-study as it relates to the overall performance of the academic business unit in the context of its mission. In particular, excellence in business education requires the academic business unit to evaluate the sufficiency of its financial, physical, learning, and technological resources in promoting the overall effectiveness of its activities and operations and in advancing academic quality in its business programs.

Self-Study Guidelines

In the self-study:

Provide a summary evaluation of the academic business unit's financial, physical, learning, and technological resources (both on campus and at off-campus locations). In this evaluation, consider the evidence presented in the self-study in the context of the academic business unit's mission and:

- 1. Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its financial, physical, learning, and technological resources (both on campus and at off-campus locations) in supporting excellence in business education.*
- 2. Identify any changes and improvements needed in the academic business unit's financial, physical, learning, and technological resources (both on campus and at off-campus locations).*
- 3. Describe proposed courses of action to make those changes and improvements.*

Principle 7: Internal and External Relationships

Excellence in business education requires the academic business unit to have effective internal and external working relationships with other units, institutions, organizations, and individuals, including effective linkages with the “real world” of business. Excellence in business education also requires accountability to the public for student learning outcomes.

The following characteristics of excellence in business education address the need for effective internal and external relationships:

- The academic business unit has a clearly defined mission and broad-based goals that are consistent with those of the institution.
- The academic business unit strives for higher levels of overall performance consistent with its mission as reflected in its student learning outcomes, operational effectiveness, and the accomplishment of its mission and broad-based goals.
- The academic business unit engages in a strategic planning process that is driven by the approved mission and broad-based goals of the academic business unit, is consistent with the strategic planning process of the institution, and is in touch with the realities of business education and the marketplace.
- The academic business unit operates in an environment that encourages and promulgates innovation and creativity in business education.
- The academic business unit has meaningful and effective linkages between the classroom and practitioners in the business community, thereby contributing to the assurance of currency in and relevance of its business programs.
- The academic business unit encourages both internal and external cooperative relationships with other educational units and institutions that are consistent with its mission and broad-based goals.
- Faculty members in the academic business unit integrate ethical viewpoints and principles in their teaching activities.
- Faculty members in the academic business unit strive to be effective teachers who are current in their professional fields and are active in contributing to their institutions and disciplines. Furthermore, members of the business faculty are positively engaged within their academic business unit and contribute to its mission and broad-based goals through appropriate faculty development and faculty evaluation processes.
- The mix of academic and professional credentials of the business faculty is worthy of the respect of the academic and business communities.
- The missions of the institution and the academic business unit are effectively communicated to current and prospective students.
- The institution provides resources to the academic business unit that are adequate to accomplish its mission and broad-based goals.
- The curricula in business programs reflect the missions of the institution and its academic business unit, and are consistent with current, acceptable business practices and the expectations of professionals in the academic and business communities.
- The curricula in business programs ensure that students understand and are prepared to deal effectively with critical issues in a changing global business environment.
- The organizational structures of the institution and the academic business unit support excellence in business education.

7.1 Internal Relationships

Excellence in business education requires the academic business unit to have effective working relationships with other functional units within the institution.

Description

The relationships between the academic business unit and other individuals and functional units within the institution should support excellence in business education.

Self-Study Guidelines

All Programs:

In the self-study:

1. *Provide the following institutional information:*
 - a. *The approved statement of your institution's mission (if the mission is stated in your institution's catalog, provide the page numbers for the relevant section).*
 - b. *The institution's organizational chart (the names of position holders and their titles should be included on or with the chart; this should be placed in the appendix of the self-study).*
 - c. *A list of the names, titles, and organizational affiliations of your institution's governing board members and a statement of how often the governing board meets to review academic policies (this should be placed in the appendix of the self-study).*
2. *Provide the following academic business unit information:*
 - a. *The academic business unit's organizational chart (the names of position holders and their titles should be included on or with the chart; this should be placed in the appendix of the self-study).*
 - b. *The job description for the head of the academic business unit (this should be placed in the appendix of the self-study).*
3. *Describe the procedure for recommending degree candidates. This description should include the procedure that is used by the Registrar's Office to validate that the requirements for business programs have been fulfilled.*

Associate- and Bachelor's-Level Programs:

In the self-study:

1. *Provide the page numbers for the sections in your institution's catalog that describe the academic policies pertaining to associate and bachelor's degree students.*
2. *Describe the academic policies used by your academic business unit to place associate and bachelor's degree students on probation or suspension, and to readmit suspended students.*
3. *State the number of students in each associate- and bachelor's-level business program included in the accreditation review who were subject to academic sanctions during the self-study year.*

Master's-Level Programs:

In the self-study:

- 1. Provide the page numbers for the sections in your institution's catalog that describe the academic policies pertaining to master's degree students.*
- 2. Describe the academic policies used by your academic business unit to place master's degree students on probation or suspension, and to readmit suspended students.*
- 3. State the number of students in each master's-level business program included in the accreditation review who were subject to academic sanctions during the self-study year.*

Doctoral-Level Programs:

In the self-study:

- 1. Provide the page numbers for the sections in your institution's catalog that describe the academic policies pertaining to doctoral degree students.*
- 2. Describe the academic policies used by your academic business unit to place doctoral degree students on probation or suspension, and to readmit suspended students.*
- 3. State the number of students in each doctoral-level business program included in the accreditation review who were subject to academic sanctions during the self-study year.*

7.2 Admissions Processes

Excellence in business education requires admissions processes and policies that ensure that students who are admitted to business programs have a reasonable chance of success in the program to which they have been admitted.

Description

Associate- and Bachelor's-Level Programs: Students who are admitted to a business program should have a reasonable chance to succeed in the program. This requires admissions policies and processes that are appropriate to the business programs offered by the institution.

Master's-Level Programs: Institution's that offer master's-level business programs should have admissions standards in place that will help to ensure that students have a reasonable chance to succeed in the program to which they have been admitted. The admissions standards should be based on relevant criteria that have been shown, at the institutional level, to be highly correlated with student success. Criteria may include such factors as performance on graduate entrance examinations such as the GMAT or GRE, undergraduate grades, professional experience, performance in required prerequisite courses, or graduate courses taken prior to admission.

Doctoral-Level Programs: Admission to doctoral-level business programs is expected to be highly competitive. Only those students who are likely to excel as academic professionals should be admitted to a doctoral program. Each institution should have doctoral program admissions standards in place that will help to ensure that students have a reasonable chance to succeed in the doctoral program to which they have been admitted. The admissions standards should be based on relevant criteria that have been shown, at the institutional level, to be highly correlated with student success. Criteria may include such factors as performance on graduate entrance examinations such as the GMAT or GRE, undergraduate and graduate grades, professional experience, or performance in required prerequisite courses.

Self-Study Guidelines

Associate- and Bachelor's-Level Programs:

In the self-study:

1. *For the associate- and bachelor's-level business programs included in the accreditation review, describe the policies and procedures for admission to these programs in the following areas (if these are described in your institution's catalog, provide the page numbers for the relevant sections):*
 - a. *Admission of freshmen to these programs.*
 - b. *Admission of students from within your institution to these programs.*
 - c. *Admission of transfer students from other institutions to these programs.*
 - d. *Admission of students from within your institution between the traditional and nontraditional formats of these programs.*
 - e. *Acceptance of transfer credit from other institutions, and your method of validating the credits for these programs.*
2. *Describe the exceptions you have made in the administration of your admissions policies for associate and bachelor's degree students in your academic business unit during the self-study year.*

Master's-Level Programs:

In the self-study:

- 1. For the master's-level business programs included in the accreditation review, describe the policies and procedures for admission to these programs. If these are described in your institution's catalog, provide the page numbers for the relevant sections. Describe the ways in which the admission of students to these programs conforms to the approved admissions policies, and identify any exceptions that you have made.*
- 2. Describe any differences in admissions policies for each format in which your master's-level business programs are offered (e.g., day, evening, weekend, online, distance, intensive, or accelerated).*
- 3. Describe the policies and procedures pertaining to the acceptance of transfer credit from other institutions, and your method of validating the credits for your master's-level programs in business and business fields.*
- 4. Explain the ways in which your master's-level program admissions requirements attempt to ensure that students admitted to master's-level programs have a reasonable chance to succeed in the program to which they are admitted.*

Doctoral-Level Programs:

In the self-study:

- 1. For the doctoral-level business programs included in the accreditation review, describe the policies and procedures for admission to these programs. If these are described in your institution's catalog, provide the page numbers for the relevant sections. Describe the ways in which the admission of students to these programs conforms to the approved admissions policies, and identify any exceptions that you have made.*
- 2. Describe any differences in admissions policies for each format in which your doctoral-level business programs are offered (e.g., day, evening, weekend, online, distance, intensive, or accelerated).*
- 3. Describe the policies and procedures pertaining to the acceptance of transfer credit from other institutions, and your method of validating the credits for your doctoral-level programs in business and business fields.*
- 4. Explain the ways in which your doctoral-level program admissions requirements attempt to ensure that students admitted to doctoral-level programs have a reasonable chance to succeed in the program to which they are admitted.*

7.3 Business and Industry Linkages

Excellence in business education requires the academic business unit to have current and meaningful linkages to business practitioners and organizations.

Description

In professional programs, linkages with business, industry, and professional practitioners are essential. Both students and faculty benefit from these interactions. Practitioners can serve as role models and career counselors for students. They can help the faculty to identify topics that may be worthy of scholarly pursuit, and can provide input to administrators and faculty regarding changes in curricula. They can also help to bring speakers to campus, and place representatives of the institution before significant public forums.

Examples of linkages may include:

1. Advisory boards
2. Executives-in-residence programs
3. Guest speakers
4. Institutional outreach programs
5. Partnerships and joint venture agreements with organizations
6. Professionally-active student organizations in various business disciplines
7. Internship programs in business
8. Economic research bureaus

Self-Study Guidelines

In the self-study:

Describe the academic business unit's activities and linkages with business, industry, and other relevant organizations. This description should address any of the following linkages that apply to your academic business unit:

1. *Business advisory boards. Include the names, titles, and organizational affiliations of board members, and describe the board's contributions to the academic business unit.*
2. *Executive-in-residence programs. Describe the program and identify its major accomplishments.*
3. *Internship programs. Describe the program and identify its major contributions.*
4. *Cooperative education programs. Describe the program and identify its major contributions.*
5. *Student organizations. Describe the purpose of the organization and the involvement of business or community leaders with the organization.*
6. *Business/economic research bureaus. Describe the activities of the bureau and the benefits generated for the academic business unit and the community.*
7. *Any other significant external linkages. Describe each program and its contributions.*

7.4 External Cooperative Relationships

Excellence in business education requires effective relationships with external educational institutions and organizations. Therefore, the academic business unit should encourage cooperative relationships with external educational institutions and organizations in ways that advance the missions of the institution and the academic business unit.

Description

For the purpose of defining roles, relationships, and procedures that promote the interests of transfer students, the academic business unit should provide evidence of articulation and/or course transfer relationships resulting from ongoing communications between the administration and faculty of the academic business unit, and representatives of community colleges from which the academic business unit regularly receives transfer students. Effective relationships should also be in place with institutions that provide a significant number of candidates for master's degree programs.

The relationships between the academic business unit and other external educational institutions and organizations should be cooperative and synergistic and should be consistent with the missions and broad-based goals of the institution and the academic business unit.

Self-Study Guidelines

In the self-study:

1. *List the principal institutions from/to which your institution receives/sends transfer students. Copies of articulation and/or course transfer agreements in effect should be available for review by the site visit team.*
2. *Describe the advising procedure for transfer students.*
3. *Describe the relationships between the academic business unit and external educational institutions or organizations (other than transfer agreements as covered above). This description should include the following relationships (describe all that apply to your academic business unit):*
 - a. *Joint degree programs*
 - b. *Consortium agreements*
 - c. *Other cooperative or partnership arrangements*

7.5 External Oversight

Excellence in business education requires the institution and its academic business unit to have appropriate oversight from governing or accrediting bodies.

Description

In order for the business programs of an institution's academic business unit to be considered for IACBE accreditation, the institution must have institutional accreditation from an appropriate nationally-recognized institutional accrediting organization. Institutions located outside of the United States must have equivalent recognized institutional accreditation from an appropriate organization in the relevant country or region, or approvals or authorizations to award degrees from an appropriate governing, legal, or similar body.

Self-Study Guidelines

In the self-study:

- 1. Provide evidence that the institution has institutional accreditation from an appropriate nationally-recognized institutional accrediting organization. Institutions located outside of the United States must provide evidence of equivalent recognized institutional accreditation from an appropriate organization in the relevant country or region, or approvals or authorizations to award degrees from an appropriate governing, legal, or similar body. This evidence should take the form of a copy of the letter from an appropriate nationally-recognized accrediting organization affirming or reaffirming institutional accreditation. For institutions located outside of the United States, this evidence would be an equivalent letter, certificate, charter, or license from an appropriate accrediting, governing, legal, or similar body in the relevant country or region granting institutional accreditation, recognition, approval, or authorization to award degrees (this evidence should be placed in the appendix of the self-study).*
- 2. Describe any other relevant governing body authorizations or approvals that apply to your institution and academic business unit.*

7.6 External Accountability

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

Description

Accountability for student learning outcomes is essential to excellence in business education. Public confidence and investment in education are enhanced when information pertaining to student achievement is made available to the public.

Self-Study Guidelines

In the self-study:

1. *Provide the following information pertaining to your public disclosure of student learning outcomes:
 - a. *A description of the ways in which you communicate student learning results to the public.*
 - b. *The website address for the location of your public disclosure of student learning results for each business program included in the accreditation review.**
2. *Provide copies of the documents containing the information described in item 1 above.*
3. *Describe the ways in which the public is notified of and can access this information.*

7.7 Summary Evaluation of Internal and 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 internal and external relationships in supporting excellence in business education.

Description

The academic business unit should reflect upon the evidence presented in the self-study as it relates to the overall performance of the academic business unit in the context of its mission. In particular, excellence in business education requires the academic business unit to evaluate the sufficiency of its internal and external relationships in promoting the overall effectiveness of its activities and operations and in advancing academic quality in its business programs.

Self-Study Guidelines

In the self-study:

Provide a summary evaluation of the academic business unit's internal and external relationships. In this evaluation, consider the evidence presented in the self-study in the context of the academic business unit's mission and:

- 1. Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its internal and external relationships in supporting excellence in business education.*
- 2. Identify any changes and improvements needed in the academic business unit's internal and external relationships.*
- 3. Describe proposed courses of action to make those changes and improvements.*

Principle 8: International Business Education

Excellence in business education requires business students to be prepared to function effectively in a changing global environment.

The following characteristics of excellence in business education relate to international business education:

- The academic business unit has a clearly defined mission and broad-based goals that are consistent with those of the institution.
- The academic business unit strives for higher levels of overall performance consistent with its mission as reflected in its student learning outcomes, operational effectiveness, and the accomplishment of its mission and broad-based goals.
- The academic business unit engages in a strategic planning process that is driven by the approved mission and broad-based goals of the academic business unit, is consistent with the strategic planning process of the institution, and is in touch with the realities of business education and the marketplace.
- The academic business unit develops students, both personally and professionally, into well-educated, ethical, and competent business professionals.
- The academic business unit operates in an environment that encourages and promulgates innovation and creativity in business education.
- The academic business unit has meaningful and effective linkages between the classroom and practitioners in the business community, thereby contributing to the assurance of currency in and relevance of its business programs.
- The academic business unit encourages both internal and external cooperative relationships with other educational units and institutions that are consistent with its mission and broad-based goals.
- The curricula in business programs reflect the missions of the institution and its academic business unit, and are consistent with current, acceptable business practices and the expectations of professionals in the academic and business communities.
- The curricula in business programs ensure that students understand and are prepared to deal effectively with critical issues in a changing global business environment.

8.1 International Business Education

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, should ensure that students possess the knowledge, skills, and abilities to understand and deal effectively with critical issues in a dynamic global business environment.

Description

The IACBE expects its accredited members to be leaders in the internationalization of the business curricula. This may include international experiences provided through the institution, the academic business unit, other universities, or educational consortia; articulation agreements with institutions in other countries; or the promotion of student/faculty exchanges abroad.

Self-Study Guidelines

In the self-study:

Describe the ways in which the academic business unit prepares students to function effectively in a global business environment. This description should include all of the following items that apply to your business programs:

- 1. Describe the ways in which your curricular and co-curricular programs prepare students to understand the global business environment. This description should encompass any majors, concentrations, specializations, emphases, options, tracks, and courses in international business in the academic business unit's degree programs.*
- 2. Describe all cooperative arrangements involving the academic business unit and international institutions or organizations (e.g., international student and/or faculty exchange programs, etc.; this is especially important if your students earn college credit from these institutions that is used to satisfy degree requirements in the academic business unit.). Provide contact information for these organizations, and provide the number of students and faculty involved in each program for the past three years.*
- 3. Describe any other international programs offered by the academic business unit (e.g., short-term international study tours, etc.). This description should include the number of students and faculty who have participated in these programs for the past three years.*

8.2 Summary Evaluation of International 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 international business programs in supporting excellence in business education.

Description

The academic business unit should reflect upon the evidence presented in the self-study as it relates to the overall performance of the academic business unit in the context of its mission. In particular, excellence in business education requires the academic business unit to evaluate the sufficiency of its international business programs in promoting the overall effectiveness of its activities and operations and in advancing academic quality in its business programs.

Self-Study Guidelines

In the self-study:

Provide a summary evaluation of the academic business unit's international business programs. In this evaluation, consider the evidence presented in the self-study in the context of the academic business unit's mission and:

- 1. Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its international business programs in supporting excellence in business education.*
- 2. Identify any changes and improvements needed in the academic business unit's international business programs.*
- 3. Describe proposed courses of action to make those changes and improvements.*

Principle 9: Educational Innovation

As the global business environment becomes increasingly complex, excellence in business education requires innovation and creativity in the design and delivery of business programs.

The following characteristics of excellence in business education are related to educational innovation:

- The academic business unit strives for higher levels of overall performance consistent with its mission as reflected in its student learning outcomes, operational effectiveness, and the accomplishment of its mission and broad-based goals.
- The academic business unit engages in a strategic planning process that is driven by the approved mission and broad-based goals of the academic business unit, is consistent with the strategic planning process of the institution, and is in touch with the realities of business education and the marketplace.
- The academic business unit has developed and implemented an outcomes assessment process that promotes continuous improvement in its business programs and its operations, and is linked to the strategic plans of both the academic business unit and the institution.
- The academic business unit operates in an environment that encourages and promulgates innovation and creativity in business education.
- The academic business unit has meaningful and effective linkages between the classroom and practitioners in the business community, thereby contributing to the assurance of currency in and relevance of its business programs.
- The academic business unit encourages both internal and external cooperative relationships with other educational units and institutions that are consistent with its mission and broad-based goals.
- The curricula in business programs reflect the missions of the institution and its academic business unit, and are consistent with current, acceptable business practices and the expectations of professionals in the academic and business communities.
- The curricula in business programs ensure that students understand and are prepared to deal effectively with critical issues in a changing global business environment.
- The content of business courses is delivered in a manner that is appropriate, effective, and stimulates learning.
- The organizational structures of the institution and the academic business unit support excellence in business education.

9.1 Educational Innovation

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

Description

The cultural, demographic, and technological shifts that are taking place in society, and their resulting impacts on the needs of business, place increasing demands on business education. Consequently, academic business units must adapt to these changes by developing new approaches to educating business students, including teaching strategies appropriate for the diverse populations that are served.

Individual business faculty members should be encouraged, supported, and rewarded for their creativity and for developing educational innovations related to course content and instruction. The development of new and different teaching strategies is essential to a thriving future in business education.

Self-Study Guidelines

In the self-study:

- 1. Provide a statement that reflects your institution's posture regarding educational innovation. This statement should describe the institution's support for innovation in the academic business unit.*
- 2. Describe the process that is used by the academic business unit to encourage and support educational innovation.*
- 3. Provide examples of educational innovation in recent years, including improvements in the business programs offered by the academic business unit.*

9.2 Summary Evaluation of Educational Innovation

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.

Description

The academic business unit should reflect upon the evidence presented in the self-study as it relates to the overall performance of the academic business unit in the context of its mission. In particular, excellence in business education requires the academic business unit to evaluate the sufficiency of its processes for fostering educational innovation in promoting the overall effectiveness of its activities and operations and in advancing academic quality in its business programs.

Self-Study Guidelines

In the self-study:

Provide a summary evaluation of the academic business unit's processes for fostering educational innovation. In this evaluation, consider the evidence presented in the self-study in the context of the academic business unit's mission and:

- 1. Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its processes for fostering educational innovation in supporting excellence in business education.*
- 2. Identify any changes and improvements needed in the academic business unit's processes for fostering educational innovation.*
- 3. Describe proposed courses of action to make those changes and improvements.*

SECTION FOUR: APPENDICES

Appendix A: Title Page of Self-Study

Appendix B: Example of Abbreviated Course Syllabus

Appendix C: Analysis of Credentials for Business Faculty

Appendix D: Credentials Justification Example

Appendix E: Vita Outline

Appendix F: Integrating Strategic Planning and Outcomes Assessment

Appendix G: Glossary of Terms

Appendix A

Cover Page of Self-Study

International Accreditation Council for Business Education (IACBE)

Name of Institution _____

Chief Executive Officer's Name/Title _____

Chief Academic Officer's Name/Title _____

Head of Academic Business Unit's Name/Title _____

Academic Year Covered by Self-Study _____

Date of Submission of Self-Study to the IACBE _____

Primary Contact During Accreditation Site Visit:

Name _____

Title _____

Street Address _____

City and State or Country, ZIP/Postal Code _____

Phone (with Country Code if Outside of the U.S.) _____

FAX (with Country Code if Outside of the U.S.) _____

E-mail _____

Appendix B

Example of Abbreviated Course Syllabus

Course Number: Marketing (Mktg) 372

Course Name: Principles of Marketing

Instructors: Brown, Smith and True

Required Text: McCarthy, Perreault: Basic Marketing, Irwin

Course Description A description and analysis of business activities designed to plan price, promote, and distribute products and services to customers. Topics studied include the marketing environment, consumer buying habits and motives, types of middlemen, marketing institutions and changes, government regulations, advertising and current marketing practices.

Topic Outline	Estimated Contact Hours
I. Introduction to Principles	9
A. Environmental Factors	
B. Market Segmentation, Sales Forecasting	
C. Buyer Behavior	
D. Market Research and Marketing	
E. Information Systems	
II. Product Variables	3
A. Classification, Branding, Packaging, Labeling	
B. Product Mix, Product Assortments, Product Positioning	
III. Place/Distribution Decisions	9
A. Channels of Distribution	
B. Wholesaling	
C. Retailing	
D. Physical Distribution/Logistics/Supply-Chain Management	
IV. Promotion Decisions	7.5
A. Advertising and Publicity	
B. Personal Selling	
V. Pricing Decisions	6
A. Pricing Concepts	
B. Setting Prices	
VI. Uncontrollable Variables	3

Example of Abbreviated Course Syllabus (Continued)

VII. Selected Applications	7.5
A. Marketing Management	
B. Industrial Marketing	
C. International Marketing	
D. Non-business Marketing	
Total Sessions Expressed as Contact Hours	45

Recap

Identification of CPC Topics Covered in this Course:	Estimated Contact Hours
Accounting	0
Marketing	45
Finance	0
Management	
Management Principles	3
Organizational Behavior	1
Human Resource Management	0
Operations Management	0
Economic/Social/Legal Environment	
Legal Environment of Business	1
Economics	2
Business Ethics	1
Decision-Support Tools	
Information Systems	0
Quantitative Methods/Statistics	2
International/Global Dimensions of Business	2
Integrative Experience	<u>1</u>
Total (estimate of contact hours)	58 ²⁴

²⁴ CPC topics covered in business core courses are not mutually exclusive. The CPC contact hours shown in this summary for a marketing course add to more than 45 hours because other topical areas of the CPC are covered in the course along with the primary subject of marketing. For example, a lecture on international marketing could include contact hours under CPC headings of both “Marketing” and “International/Global Dimensions of Business.”

Appendix C

Analysis of Credentials for Business Faculty

Faculty Member's Name _____

EDUCATION

1. Doctoral Degree: Ph.D. D.B.A. Ed.D. Th.D. D.Div./D.Min J.D

Institution		Year		Field	
-------------	--	------	--	-------	--

2. Master's Degree: M.B.A. M.S. M.A. LL.M. Other

Institution		Year		Field	
-------------	--	------	--	-------	--

3. Bachelor's Degree: B.S. B.A. B.B.A. Other

Institution		Year		Field	
-------------	--	------	--	-------	--

4. Graduate Credit Hours

Discipline	Credits	Discipline	Credits
Accounting		Law	
Business Administration		Leadership	
E-Commerce		Management	
Economics		Marketing	
Finance		Quantitative Methods	
Information Systems		Theology/Ethics	
International Business			

PROFESSIONAL EXPERIENCE

Area	Years of Experience	Area	Years of Experience
Accounting		Information Systems	
Advertising		International Business	
Auditing		Investments	
Banking		Law	
Consulting		Manufacturing	
E-Commerce		Market Research	
Economic Research		Marketing Management	
Entrepreneurship/SBM		Nonprofit Management	
Finance		Operations Management	
General Management		Public Relations	
Health Care Admin.		Quality Control	
HR Management		Sales	

PREVIOUS TEACHING EXPERIENCE (here since: _____)

Institution	Years	FT/PT	Teaching Disciplines

SCHOLARLY ACTIVITY

Discipline	√	Discipline	√
Accounting		Leadership	
Business Administration		Management	
Economics		Marketing	
Finance		Nonprofit Organizations	
Information Systems		Quantitative Methods	
International Business		Theology/Ethics	
Law			

CERTIFICATIONS

CPA (_____) CFP CMA Other: _____

Appendix D

Credentials Justification Example

Faculty Name: John Doe, Ed.D., MBA, MSQS

Faculty Rank: Assistant Professor

List courses covered by this credential justification:

- MBA _____ - Quantitative Methods
- MBA _____ - Organizational Development
- MBA _____ - Total Quality Management
- MBA _____ - Operations Management
- MBA _____ - International Marketing
- MBA _____ - International Management

_____ University deems Dr. John Doe to be qualified and competent to teach the above listed classes based upon the following criteria:

1. Dr. Doe has a Doctor of Education degree in Adult Education from the Nova Southeastern University. He also holds a Master of Business Administration degree and a Master of Science in Quality Systems degree from the University of Dallas. His master's level coursework focuses extensively on quantitative methods, operations management, and quality management.
2. Dr. Doe has served as the Manager of Quality Assurance Special Projects for Texas Instruments, where he played a leading role in TI's successful quest for the Malcolm Baldrige National Quality Award, which TI won in 1992. For that effort, Dr. Doe received the Texas Instruments Quality Award.
3. Dr. Doe has a national reputation as an expert in quality management. He has served on the Malcolm Baldrige Quality Award board of examiners; as a senior examiner for those awards; and as a judge for the Texas Quality Award and the Presidential Quality Award.
4. Dr. Doe is certified as a licensed Professional Quality Engineer. He is also certified by the American Society for Quality Control as a quality manager, quality auditor, and quality and reliability engineer.
5. Dr. Doe accumulated significant experience in international management and marketing while working for Texas Instruments. He conducted quality assurance training classes in Singapore as part of the establishment of the Singapore Quality Award. He worked with European Economic Community officials in five European countries concerning metric conversions. He also worked with officials in Argentina, Brazil, El Salvador, Mexico, Canada, Japan, South Korea, Taiwan, Hong Kong, Malaysia, Singapore, Australia, and Spain on metric initiatives. He served on an international marketing team for the TI Optical Interferometer. He traveled to England, Scotland, Germany, Italy, France, and Spain to market the Multi-Role Combat Aircraft Radar. He also traveled to Europe, the Far East, Southeast Asia, South America, Mexico, and Canada to select international suppliers, coordinate with international trade associations and government entities, evaluate and audit suppliers, and resolve differences among international specifications and operating procedures.

Dean, Academic Business Unit

Date

Vice President for Academic Affairs

Date

Appendix E

Vita Outline

1. Name
2. Rank
3. Tenured or non-tenured
4. Department or division
5. Year joined the institution
6. Teaching experience
7. Areas of assigned teaching responsibility
8. Education background (include fields of specialization)
9. Prior experience not in education
10. Professional memberships (include offices held)
11. Professional meetings attended (include dates)
12. Papers presented (include dates)
13. Publications
14. Other research activity
15. Consulting
16. Professional growth activities
17. Seminars, training programs, etc., conducted for business and industry
18. Professional presentations, speeches, etc.
19. Institutional services performed
20. Awards, honors, and recognitions
21. Professionally-related community activities

Appendix F

Integrating Strategic Planning and Outcomes Assessment

One approach to linking the strategic planning and outcomes assessment processes of the academic business unit is to integrate the two into a single, comprehensive process. In this fully-integrated approach, the process would include the following elements:

1. A profile of the academic business unit, including its history, mission, broad-based goals, vision, foundational assumptions, and guiding values.
2. A description and assessment of the academic business unit's resources, including human, physical, financial, and technological resources (situational analysis).
3. An external environmental analysis, including key sociological, technological, economic, political, educational, and competitive environments in which the academic business unit operates.
4. A summary of the academic business unit's strengths, weaknesses, opportunities, and threats (SWOT Analysis).
5. An identification of intended student learning outcomes for each business program; strategies and action plans for achieving the outcomes and for making changes and improvements.
6. An identification of intended operational outcomes for the academic business unit; strategies and action plans for achieving the outcomes and for making changes and improvements.
7. Outcomes assessment and evaluation processes for measuring the extent of accomplishment of mission, goals, and outcomes.
8. An identification and copies of at least two direct and two indirect measures of student learning and their associated rubrics that will be used to assess intended student learning outcomes in each business program; performance targets/criteria for each measurement tool.
9. An identification and copies of the tools/techniques that will be used to assess the operational effectiveness of the academic business unit (operational outcomes); performance targets/criteria for each assessment tool/technique.

Appendix G

Glossary of Terms

Academic Business Unit: The principal organizational unit responsible for the administration of the business programs of the institution, whether that unit is a department, division, school, college, faculty, or other organizational structure.

Academic Business Unit Member: An academic business unit that is (1) an Educational Member of the IACBE, or (2) a Candidate for Accreditation by the IACBE, or (3) an Accredited Member of the IACBE. *See also "Educational Member," "Candidate for Accreditation," and "Accredited Member."*

Academic Quality: The overall level of performance of the academic business unit in the context of its mission as measured by the extent of accomplishment of the unit's intended student learning and operational outcomes and its mission and broad-based goals.

Accreditation: 1. The process of self-study and external peer review for quality assurance, accountability, and quality improvement of an institution of higher education offering business programs. 2. The recognition of excellence in business education by the IACBE; excellence in business education for the academic business unit includes achieving its mission and broad-based goals, and compliance with the IACBE's Accreditation Principles.

Accreditation Recognition: In the United States, accreditation recognition is the process of quality assurance for institutional and specialized accrediting bodies by either the U.S. Department of Education (DOE) or the Council for Higher Education Accreditation (CHEA). Internationally, quality assurance for accrediting bodies is provided by governmental bodies or non-governmental organizations.

Accredited Member: The status granted by the IACBE Board of Commissioners to an academic business unit that has successfully completed the IACBE accreditation review process and has business programs accredited by the IACBE.

Action Plan: A series of steps designed to accomplish a goal or an objective, or to make changes and improvements related to strategic planning and outcomes assessment.

Annual Report: A report required of all academic business unit members of the IACBE, regardless of accreditation status, which is to be submitted annually to the IACBE. The annual reports are used to monitor the status of academic business unit members and their efforts toward continuous improvement.

Applicant: An academic business unit that has submitted a completed IACBE membership application form with appropriate enclosures as specified in the IACBE's criteria for educational membership.

Articulation: Articulation agreements are agreements between two or more institutions of higher education in which they mutually agree to accept courses as if the courses had been taught by their own institutions. The agreement would specify the courses that would be transferable, and whether they would be applicable toward a given degree program.

Assessment: A process of determining whether established student learning and operational goals/objectives have been achieved, and whether the mission and broad-based goals of the academic business unit are being accomplished. The process involves gathering, evaluating, and interpreting results in light of intended outcomes. *See also "Closing the Loop."*

Benchmarking: The process of continuously measuring and comparing an academic business unit's resources, processes, and outcomes against comparable resources, processes, and outcomes in the academic business units of leading institutions of higher education, and against educational best practices to obtain information that will assist the academic business unit in identifying and implementing improvements.

Board of Commissioners: The Board of Commissioners is the independent accreditation decision-making body of the IACBE and is elected by the organization's membership in accordance with IACBE

bylaws. The commissioners review and evaluate requests for specialized business program accreditation, and determine the accreditation status of all IACBE academic business unit members. The commissioners are responsible for maintaining and updating the IACBE accreditation processes and associated manuals.

Board of Directors: The Board of Directors is elected by the IACBE's academic business unit membership in accordance with the bylaws of the IACBE. The directors are responsible for general oversight of the affairs of the Council and for establishing policy.

Broad-Based Goals: These represent aspirations of the academic business unit and should be directly related to the accomplishment of the academic business unit's mission. In support of IACBE's Accreditation Principles, there are two general types of broad-based goals: student learning goals and operational goals.

Business Core: The business and business-related courses, modules, credits, classes, subjects, papers, etc. in a degree program that are required of all students and are common to the program overall regardless of any major, concentration, specialization, emphasis, option, or track comprising any portion of the program.

Business Program: A program of study consisting of an organized set of courses, modules, credits, classes, subjects, papers, etc. that satisfies all of the following three criteria: (1) the program leads to the awarding of a degree, diploma, or other equivalent credential at the associate, bachelor's, master's, or doctoral level, (2) the credit hours (or contact hours as applicable) in the traditional areas of business education in the courses, modules, credits, classes, subjects, papers, etc. comprising the program constitute 20 percent or more of the total hours required for an undergraduate degree, diploma, or other equivalent credential, or 50 percent or more of the total hours required for a graduate degree, diploma, or other equivalent credential, and (3) the program appears on a student's official transcript, diploma supplement, or other official record of program completion. Furthermore, all majors, concentrations, specializations, emphases, options, and tracks comprising any portion of the program will also be encompassed by the IACBE's scope of accreditation if and only if they satisfy the following two criteria: (1) fifty percent or more of the credit hours (or contact hours as applicable) required for any major, concentration, specialization, emphasis, option, or track are in the traditional areas of business education and (2) the majors, concentrations, specializations, emphases, options, and tracks appear on a student's official transcript, diploma supplement, or other official record of program completion. *See also "Traditional Areas of Business Education."*

Candidacy: A process during which an academic business unit prepares for a first-time accreditation review by the IACBE. Educational members of the IACBE apply for and may be granted candidacy status by the IACBE Board of Commissioners.

Candidate for Accreditation: The status granted by the IACBE Board of Commissioners to an academic business unit that has successfully completed the candidacy process as outlined in the IACBE's *Accreditation Process Manual*.

CHEA: The Council for Higher Education Accreditation is a private, nonprofit national organization that coordinates accreditation activities in the United States. The purposes of CHEA are: (a) advocacy for voluntary accreditation and quality assurance, (b) service, (c) and recognition/certification of regional, national, and specialized accrediting organizations.

Closing the Loop: Completing all six phases of the assessment cycle: employing appropriate measures of student learning and operational assessment; evaluating the results against intended outcomes; identifying changes and improvements that are needed; developing action plans to implement those changes and improvements; integrating the action plans into the strategic planning process; and identifying realized outcomes.

Common Professional Component (CPC): The Common Professional Component (CPC) is composed of required coverage of topical/ subject areas in undergraduate business programs, as set forth in the IACBE's *Self-Study Manual*.

Degree Program: An organized sequence of courses, modules, credits, classes, subjects, papers, etc. that leads to the awarding of a degree, diploma, or other equivalent credential at the undergraduate or graduate level in an institution of higher education. *See also “Business Program.”*

Direct Measures: *See Measures, Direct*

Educational Innovation: Responses to the cultural, demographic, and technological shifts in society that require changes in business education. Those changes will involve the application of effective new ideas, methods, and approaches to business education.

Educational Member: An academic business unit that has met the IACBE’s requirements for educational membership as outlined in the IACBE’s *Accreditation Process Manual*.

Faculty Development: A process whereby faculty members seek to improve their scholarship of teaching, discovery, application, and integration (Boyer, 1990).

Faculty Load: Consists of teaching loads (the actual number of courses taught during an academic term for full-time, part-time, and adjunct faculty), and other academic assignments (e.g., student advising, committee work, and other administrative assignments).

Faculty Qualification Levels: A faculty member’s education, certifications, industry experience, and teaching experience determine his or her qualification level. Faculty members are classified as being doctorally-qualified, professionally-qualified, minimally-qualified, or unqualified.

Findings: Items and issues identified by a site-visit team resulting from its visit to the institution and its evaluation of the academic business unit’s self-study in order to determine compliance with the IACBE’s Accreditation Principles. The IACBE Board of Commissioners examines these findings to determine whether they should be identified as observations, notes, or commendations.

Goal: *See Mission/Goal/Objective*

Hybrid Program: A program delivered to students partially online and partially face-to-face.

IACBE: The International Accreditation Council for Business Education. The IACBE is a specialized accrediting body that promotes and recognizes excellence in business education in institutions of higher education worldwide through mission-driven and outcomes-based accreditation of business programs at both the undergraduate and graduate levels.

Indirect Measures: *See Measures, Indirect*

Institution of Higher Education: For IACBE purposes, an institution of higher education:

- Is an academic institution that is institutionally accredited by and in good standing with an appropriate recognized national institutional accrediting organization. For institutions located outside of the United States, it is an academic institution that has either (1) recognized institutional accreditation from and good standing with an appropriate organization in the relevant country or region, or (2) approvals or authorizations to award degrees from an appropriate governing, legal, or similar body; and
- Has an approved, publicly-stated mission appropriate to a college or university; and
- Offers at least one bachelor- or graduate-level program in business, with enrolled students, for at least two years.

See also “Recognized National Institutional Accreditation.”

Institutional Accreditation: Accreditation granted to an academic institution in its entirety by an accrediting organization.

Intended Outcome: A planned or desired result pertaining to student learning or academic business unit operational effectiveness.

Measurement Instruments: Tools used to determine the extent to which intended outcomes have been achieved. Measurement instruments for student learning can be either direct measures or indirect measures.

Measures, Direct: Methods used to assess the extent of student achievement of intended learning outcomes. The measures provide direct evidence to determine whether the desired learning has taken place (the evidence provided should be relevant, verifiable, and representative). Examples of direct measures include comprehensive exams, capstone course assessments, portfolio evaluations, pre- and post-test assessments.

Measures, Indirect: Methods used to assess students' or external bodies' perceptions, thoughts, or opinions pertaining to the educational experiences of students. Examples of indirect measures include exit surveys, exit interviews, focus groups, and alumni surveys.

Mission/Goal/Objective: *Mission* is a statement of the purpose of an institution or an academic business unit, the reason(s) for its existence, and sometimes includes its future direction or vision. *Goals* are established to place into action various facets of the mission, purpose, and vision of the institution or the academic business unit (the results it wants to accomplish in the future). The mission and goals of the academic business unit should be congruent with those of the institution. *Objectives* are the specific, measurable results that the institution or the academic business unit expects to achieve consistent with its mission and goals.

New Business Program: For IACBE purposes, a new business program is defined to be any business program (including new majors, concentrations, specializations, emphases, options, and/or tracks) that is added to an institution's offerings subsequent to the granting of accreditation and that does not appear in the listing of accredited programs that are identified in the attachment to the institution's accreditation letter.

Note: A note indicates that a specific accreditation principle in the IACBE's *Self-Study Manual* has not been fully met. The academic business unit is responsible for taking corrective action on all notes in the commissioners' accreditation letter within the specified timeframe. The academic business unit is required to report corrective action taken on each note in its annual report until the deficiencies identified in the note have been eliminated.

Objective: See *Mission/Goal/Objective*

Observation: An observation is a recommendation by the IACBE Board of Commissioners that it believes would be helpful to the academic business unit in achieving excellence in business education. Action on observations is highly recommended, but is not required.

Off-Campus: Any site other than the main campus at which courses are taught by the academic business unit is considered to be "off campus." Online and/or video delivery of courses to dedicated sites may also be considered "off-campus."

Operational Effectiveness: The ability of the academic business unit to accomplish its operational goals and intended operational outcomes.

Outcomes Assessment Plan: A document prepared by an academic business unit that outlines the process it uses to measure the academic quality of its business programs, the extent of its operational effectiveness, and the degree to which it is accomplishing its mission and broad-based goals. For IACBE purposes, the document includes a statement of mission and broad-based goals (both student learning and operational goals); identification of intended student learning outcomes and their associated measurement tools for each business program; identification of intended operational outcomes and their associated measurement tools; and a description of the ways in which outcomes assessment is integrated into both the institution's and the academic business unit's strategic planning and budgeting processes.

Principle: The IACBE's Accreditation Principles represent its criteria for accreditation. The accreditation principles are based on best practices in business education as defined by the IACBE's "Characteristics of Excellence in Business Education." Each principle is linked to one or more characteristics of excellence.

Principles allow for a continuum of accomplishment, and are used to assess outcomes, evaluate progress toward excellence, and encourage continuous improvement.

Program Coverage: Identifies the field of study and courses assigned to a faculty member as part of his/her teaching load, in order to provide evidence of compliance with the IACBE's Accreditation Principle 4.3, which reads "for each business program offered (including majors, concentrations, specializations, emphases, options, and tracks), the academic business unit should have at least one full-time doctorally-qualified or professionally-qualified faculty member who teaches in that program."

Reaffirmation of Accreditation: Once a business program has been granted accreditation by the IACBE, an academic business unit must have that accreditation reaffirmed periodically by developing a self-study, undergoing a site visit, and being reviewed by the IACBE Board of Commissioners.

Realized Outcome: A measurable statement of performance resulting from the implementation of a course of action. A realized outcome may or may not be an indicator of success in achieving goals and objectives.

Recognized National Institutional Accreditation: Institutional accreditation granted to an academic institution by an institutional accrediting body recognized by the Council for Higher Education Accreditation (CHEA) or the United States Department of Education (DOE). For IACBE purposes, the equivalent for institutions located outside of the United States would be recognized institutional accreditation from an appropriate organization in the relevant country or region.

Rubric: An established guide used to provide consistent evaluations of assessment results generated by identified measurement instruments. A rubric establishes criteria for objective assessment and evaluation. A rubric can be a description of performance characteristics corresponding to points on a rating scale, or an explicit expectation of performance qualities on a rating scale, or a defined scoring point on a scale.

Scholarly and Professional Activities: Those activities and tasks that faculty members undertake in order to enhance and further develop their knowledge, skills, and abilities within their fields of study.

Self-Study: A comprehensive report prepared by an academic business unit that documents the extent of the unit's compliance with the IACBE's Accreditation Principles.

Site Visit: A comprehensive, on-campus review of the academic business unit's business programs and operations in response to the unit's request for specialized program accreditation. The site visit includes evaluation of the academic business unit's self-study by an IACBE site-visit team of professionally-trained peer reviewers.

Specialized Business Program: A niche program in business that is designed to serve a relatively small target audience. Examples include programs such as health care management, supply-chain management, hospitality management, sport management, and forensic accounting. Given their unique focus, undergraduate specialized business programs may justify deviation from Common Professional Component (CPC) coverage.

Student Learning Outcomes: Measurable knowledge, skills, and abilities of students related to a course or program of study.

Traditional Areas of Business Education: The following typical disciplinary areas in business: business administration, accounting, finance, human resources, information management, international business, management, marketing, economics (principles of microeconomics/macroeconomics), business law, business ethics, business communication, and business-related quantitative methods.