



Board of Commissioners Policies and Procedures 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 policies and procedures manual codifies the ongoing work of the IACBE Board of Commissioners. It documents previously discussed and agreed upon philosophies, policies, and procedures that influence the ways in which the board fulfills its responsibilities as outlined in the IACBE's Bylaws. The underlying philosophy of and approach to accreditation are clearly outlined in the IACBE's *Accreditation Process Manual* and *Self-Study Manual*, and are included in this document as points of reference. The commissioners recognize that the manner in which they fulfill their responsibilities communicates important messages to both prospective and current members about the IACBE's values, priorities, and credibility.

The 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, the scope of accreditation, and the application of the IACBE's Accreditation Principles in accreditation reviews.
- **Section Two:** This section contains references from the IACBE's Bylaws that pertain to the Board of Commissioners.
- **Section Three:** This section describes in detail the specific policies and procedures of the Board of Commissioners.
- **Section Four:** This section contains appendices.

The policies and procedures outlined in this manual are binding by mutual consent of the board members. This document is reviewed and updated periodically to reflect the current decision-making processes of the board.

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

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SECTION ONE: INTRODUCTION

Mission of the IACBE¹

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,² 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 Accreditation³

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

¹ *Accreditation Process Manual*, p. 1; *Self-Study Manual*, p. 1

² 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, or other organizational structure. This unit should be led by a doctorally- or professionally-qualified business educator.

³ *Accreditation Process Manual*, pp. 1-2; *Self-Study Manual*, pp. 1-2

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 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.

Implications of the IACBE’s Mission and Philosophy

The Board of Commissioners is the independent accreditation decision-making body of the IACBE, and it fulfills its responsibilities to the membership by being ever mindful of the IACBE’s purpose and accreditation philosophy. Specifically, the commissioners recognize that the IACBE’s approach to accreditation is distinctively developmental and focused on helping academic business units to achieve excellence in business education consistent with their individual missions. The commissioners are committed to the perpetuation of a developmental philosophy while holding its members accountable for continuous improvement in academic quality.

Given that accreditation reviews focus on the overall performance of the academic business unit and emphasize continuous improvement in academic quality, the commissioners carefully evaluate the extent to which academic business units are completing the outcomes assessment cycle (i.e., are “closing the loop” in outcomes assessment). Specifically, in their accreditation reviews, the commissioners examine whether academic business units are completing the six phases of the assessment cycle—employing appropriate measures of student learning and operational effectiveness; 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.

Characteristics of Excellence in Business Education⁴

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:

⁴ *Accreditation Process Manual*, pp. 2-3; *Self-Study Manual*, pp. 2-3

- 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 Accreditation⁵

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 education⁶ 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,⁷ or 50 percent or more of the total hours required for a graduate degree, diploma, or other equivalent credential;⁸
- The program appears on a student's official transcript, diploma supplement, or other official record of program completion.

Furthermore, all majors, concentrations, specializations, and emphases 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:

- Fifty percent or more of the credit hours (or contact hours as applicable) required for any major, concentration, specialization, or emphasis are in the traditional areas of business education;⁹
- The majors, concentrations, specializations, and emphases 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, and emphases contained within the programs that satisfy the criteria listed above will normally be included in IACBE accreditation reviews, self-studies, and the academic business unit's outcomes assessment plan. Accordingly, intended

⁵ *Accreditation Process Manual*, pp. 3-5; *Self-Study Manual*, pp. 3-5

⁶ 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.

⁷ 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.

⁸ 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.

⁹ 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.

student learning outcomes need to be articulated for each major, concentration, specialization, and emphasis included in accreditation reviews, and the direct and indirect measures of student learning need to include ways to assess those intended outcomes.

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, and emphases 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, and locations it desires to exclude from the accreditation review. If a business program, major, concentration, specialization, emphasis, 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, and locations to be included in and excluded from the accreditation review will be made well in advance of the self-study year by the IACBE Board of Commissioners. The commissioners will consider the following factors 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 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, or emphasis contained within a program are in the traditional areas of business education, then the major, concentration, specialization, or emphasis 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, or emphasis 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, or emphasis 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, or emphasis 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, or emphasis 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, or emphasis 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, or emphasis 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, or emphasis contained within the program) will be included in the IACBE accreditation review. To be excluded, programs, majors, concentrations, specializations, and emphases 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, or emphasis 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, or emphasis contained within the program) not be included in the IACBE accreditation review.

Application of the IACBE's Accreditation Principles

In order to evaluate the overall academic quality of an academic business unit and its business programs, the IABCE 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 [the IACBE's *Self-Study Manual*].¹⁰

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

¹⁰ *Self-Study Manual*, p. 11

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.¹¹

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.¹²

Given the IACBE's philosophy of accreditation as articulated earlier, 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.¹³

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.¹⁴

¹¹ *Self-Study Manual*, p. 11

¹² *Self-Study Manual*, p. 11

¹³ *Self-Study Manual*, p. 11

¹⁴ *Self-Study Manual*, p. 11

SECTION TWO: BYLAWS REFERENCES

The *Bylaws* of the IACBE contain several references that impact the policies and procedures of the Board of Commissioners. These are identified below:

Mission of the IACBE¹⁵

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.

Vision of the IACBE¹⁶

The vision of the IACBE is to be a leader in mission-driven and outcomes-based programmatic accreditation and to be the premier accrediting body of choice for teaching-oriented institutions of higher education worldwide.

Broad-Based Goals of the IACBE¹⁷

The broad-based goals of the IACBE are:

1. To provide a forum for promoting excellence in business education in institutions of higher education throughout the world;
2. To develop and promulgate accreditation principles and processes for advancing academic quality and excellence in business education;
3. To promote continuous improvement in business programs through outcomes assessment and other quality assurance processes, thereby benefiting our members, higher education, and the public;
4. To establish continuing relationships with individuals and groups who are interested in promoting excellence in business education, including business and industry, government agencies, professional associations, and other organizations throughout the world;
5. To promote innovation and creativity in teaching and learning through sharing of best practices in business education and assisting in the professional development of business educators;
6. To be a resource for member academic business units and the public regarding issues in business education and accreditation;
7. To provide beneficial services to member academic business units;
8. To assist academic business units in benchmarking through sharing best practices in business education, and providing research and information;
9. To facilitate the globalization of business education by promoting awareness, understanding, and cooperation among academic business units worldwide;
10. To promote ethical practices in business and business education.

¹⁵ IACBE *Bylaws*, Article II, Section A, p. 1.

¹⁶ IACBE *Bylaws*, Article II, Section B, p. 1.

¹⁷ IACBE *Bylaws*, Article II, Section C, p. 1.

Powers of the Board of Commissioners¹⁸

The Board of Commissioners shall exercise the following powers:

1. Determine the accreditation status of the business programs of academic business unit members. A member of the Board of Commissioners shall not take part in the accreditation review of the business programs in his/her academic business unit.
2. Recommend changes in accreditation principles and processes where appropriate. Any such changes must be approved by the academic business unit members of the IACBE.
3. Re-evaluate the business programs of accredited members as necessary.
4. Exercise such other incidental powers as are reasonable and necessary to carry out the functions of the Board of Commissioners.

Organization and Composition of the Board of Commissioners¹⁹

1. The Board of Commissioners is the independent accreditation decision-making body of the IACBE.
2. Members of the Board of Commissioners shall be elected by the voting membership of the IACBE. The Board of Commissioners shall be composed of at least seven commissioners from the accredited members of the IACBE and at least one member to represent the general public. The Board of Commissioners will develop its own internal procedures, including the election of a Chair and Vice Chair. No member of the Board of Commissioners shall serve concurrently on the Board of Directors. The Board of Commissioners will appoint an ex-officio, non-voting Secretary of the Board. The secretary will be a past member of the Board of Commissioners.

Changes in the Board of Commissioners²⁰

Any commissioner whose academic business unit is withdrawn from the Assembly shall immediately, upon such withdrawal, be removed from office. Any commissioner who changes positions or institutions must have his or her continued eligibility as a commissioner reviewed by the Board of Directors, which will determine whether he or she will be reaffirmed as a commissioner or removed from office.

Terms of Office of the Board of Commissioners²¹

1. Commissioners shall be elected to staggered terms of three years.
2. All newly-elected Commissioners shall take office upon their election by the Assembly or when appointed by the Board of Directors to fill a vacant position.
3. Commissioners may not serve for more than two full consecutive terms. The time spent in filling a partial term created by removal or vacancy shall not count towards the two term limitation.
4. When a vacancy on the Board of Commissioners occurs for any reason other than completion of a term of office, the Board of Directors will appoint a replacement for the balance of the term.

¹⁸ IACBE *Bylaws*, Article VII, Section A, p. 7.

¹⁹ IACBE *Bylaws*, Article VII, Section B, p. 7.

²⁰ IACBE *Bylaws*, Article VII, Section C, p. 7.

²¹ IACBE *Bylaws*, Article VII, Section D, pp. 7-8.

SECTION THREE: SPECIFIC POLICIES AND PROCEDURES

Eligibility for Academic Business Unit Membership

In order for an academic business unit to be considered for academic business unit membership in the IACBE, the following criteria must be satisfied:

1. The academic business unit's parent 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.
2. The academic business unit's parent institution must grant business degrees at the bachelor's, master's, or doctoral level.
3. The institution must have a publicly-stated mission appropriate to a college or university. This mission must have been approved by the institution's governing body (i.e., trustees, regents, directors).

Qualifications for Non-Public Membership on the Board of Commissioners

In order to be considered for non-public membership on the IACBE's Board of Commissioners, a nominee, except in extraordinary cases, must satisfy the following membership criteria:

1. The nominee must be a faculty member or administrator from the accredited membership of the IACBE.
2. The nominee must be at least professionally-qualified to teach business courses.
3. The nominee must have participated in a site-visit peer reviewer training workshop.
4. The nominee must have been a member of a site-visit team.
5. The nominee must have participated in a site-visit team chair training workshop.

Composition of the Board of Commissioners

In addition to the policies pertaining to the composition of the IACBE's Board of Commissioners as outlined in the IACBE's *Bylaws*, the following policies will also apply:

1. When possible, the composition of the Board of Commissioners will include at least one person from an accredited member of the IACBE outside of the U.S..
2. The composition of the Board of Commissioners should reflect the diversity of the parent institutions of the academic business units that comprise the IACBE's academic business unit membership.

Global Accreditation Activities

The following general policies apply to the IACBE's global accreditation activities:

1. It is the policy of the IACBE and the Board of Commissioners to implement an accreditation process in which academic quality is evaluated within the framework of the mission of an academic business unit and that of its parent institution.

2. The IACBE and the Board of Commissioners shall treat all academic business units, regardless of the educational, historical, cultural, legal/regulatory, and organizational environments in which they operate, fairly and consistently in the application of the IACBE's Accreditation Principles and policies.
3. The IACBE and the Board of Commissioners shall treat all academic business units, regardless of whether they are located in the United States or outside of the United States, fairly and consistently in the application of the IACBE's Accreditation Principles and policies.

In order to ensure fair and consistent treatment of all academic business units, the IACBE implements the following sets of policies and procedures for institutions located outside of the United States:

Documentation of Institutional Accreditation, Recognition, Approval, or Authorization to Award Degrees

1. For institutions located outside of the United States, when an academic business unit in its application for educational membership, its application for candidacy status, or in its self-study submits evidence from an appropriate accrediting, governing, legal, or similar body in the relevant country or region that its parent institution has institutional accreditation, recognition, approval, or authorization to award degrees, the documentation must include a copy of the original letter, certificate, charter, or license and, when the original documentation is not in English, an English translation of the original documentation.
2. In order to verify the reliability of institutional accreditation, recognition, approval, or authorization to award degrees for institutions located outside of the United States, the following procedures will apply:
 - a. When an academic business unit located outside of the United States submits documentation that its parent institution has institutional accreditation, recognition, approval, or authorization to award degrees, the IACBE staff will determine whether the accrediting, governing, legal, or similar body identified in the documentation (i) is listed in an appropriate accreditation registry, and/or (ii) is recognized by an equivalent regional, governmental, or accreditation recognition body, and/or (iii) is otherwise approved as a regional or national higher education quality assurance organization.
 - b. If the accrediting, governing, legal, or similar body identified in the documentation submitted by the academic business unit is not among those bodies identified in a.(i), a.(ii), or a.(iii) above, the IACBE staff will investigate the reliability of the body by contacting other appropriate higher education organizations to determine whether that body has appropriate and recognized standing in the relevant country or region.
 - c. Once the reliability of an accrediting, governing, legal, or similar body located outside of the United States is established, that body will be added to the IACBE's database of acceptable and reliable accrediting, governing, legal, or similar bodies.

Communication and Consultation with Appropriate Quality Assurance Bodies in Other Countries

1. When an application for educational membership is received from an academic business unit located in a country in which the IACBE does not currently have members, the IACBE staff will contact and consult with the appropriate quality assurance body in the relevant country or region to determine the rules, regulations, policies, and procedures pertaining to accreditation activities in that country or region.
2. Where possible, the IACBE will become a member of, become associated with, or develop a relationship with the relevant national or regional quality assurance bodies.

Board of Commissioners

1. When possible, the composition of the Board of Commissioners will include at least one person from an accredited member of the IACBE outside of the U.S..
2. When possible, the commissioner who is from an accredited member of the IACBE outside of the U.S. will be either the first reviewer or the second reviewer of self-studies during accreditation reviews of academic business units located outside of the United States.

Site Visits and Site-Visit Teams

1. When site visits are conducted at institutions located outside of the United States, at least one member of the site-visit team will be a faculty member or administrator from an accredited member of the IACBE outside of the U.S..
2. When site visits are conducted at institutions located outside of the United States and where the business programs of the academic business unit are taught in a language other than English, at least one member of the site-visit team, when possible, will be fluent in the language of instruction. In addition, this site-visit team member will be responsible for attesting to the reliability of the institutional accreditation, recognition, approval, or authorization to award degrees of the academic business unit's parent institution.
3. When site visits are conducted at institutions located outside of the United States and where required by the relevant regional or national accreditation recognition bodies, a student member will be included on the site-visit team.
4. When site visits are conducted at institutions located outside of the United States, the site-visit team will be composed of three members, one of whom will be a consultant from the IACBE staff.
5. Three-day site visits will be conducted at institutions located outside of the United States.

Applications and Self-Study Materials

1. Academic business units located outside of the United States must submit applications for educational membership, candidacy status, accreditation, and reaffirmation of accreditation and all required supporting materials in English.
2. Academic business units located outside of the United States must submit their self-studies and all supporting materials in English.

Conflicts between Accreditation Principles, Policies, and Procedures and National, State, or Local Laws

The IACBE exists to promote and recognize excellence in business education, and expects its members and their accredited programs to comply with its accreditation principles and policies. When these principles and policies conflict with national, state, or local laws governing an academic business unit and its business programs, the IACBE will follow the process described below:

1. The appropriate governing body will be identified and then contacted to determine the scope of and the facts pertaining to the potential conflict.
2. The results of the investigation of a potential conflict will be reported in writing to the IACBE's Board of Commissioners at its next regularly-scheduled meeting and to the academic business unit and its parent institution.

3. The Board of Commissioners of the IACBE will determine the appropriate action to be taken to resolve the potential conflict. This decision will be communicated in writing to the academic business unit and its parent institution.
4. If the academic business unit and its parent institution disagree with the decision of the Board of Commissioners, they may request a reconsideration of the decision and may present their case, including new information and/or evidence, in a fair and impartial hearing before the Board of Commissioners at its next regularly-scheduled meeting. The right to such a hearing and the procedures that will apply to the hearing (as detailed in item 5 below) will be communicated in writing to the academic business unit and its parent institution in the Board of Commissioners' decision letter.
5. The procedures for a request for reconsideration hearing are as follows:
 - a. The request for such a hearing must be made within fifteen days of the date of notification of the decision, must be in writing, and must be signed by the chief executive officer of the institution. The arguments and reasons in support of the request must be limited to the points enumerated in the Board of Commissioners' decision letter.
 - b. The academic business unit and its parent institution may present only information and/or evidence not already considered. The academic business unit and its parent institution may send one or more representatives, including legal counsel, to present their case. The IACBE records and subsequently transcribes all proceedings of this type for its own use.

During this period, the academic business unit will continue to hold its membership status with the IACBE.

Based on the information and/or evidence presented at the hearing, the IACBE Board of Commissioners may affirm, modify, or reverse its previous decision. If the previous decision is upheld, the decision becomes final.

If the academic business unit and its parent institution do not exercise their right to request reconsideration of the decision or if the previous decision is upheld by the Board of Commissioners in a reconsideration hearing, then no further remedy is available for the period of one year.

The institution must pay in advance any additional costs associated with scheduling meetings of the Board of Commissioners to address requests for reconsideration of its decision.

Self-Studies

The following policies apply to self-studies:

1. Academic business units will use the self-study manuals in effect at the time of the preparation of their self-studies. However, if the manuals are revised prior to the submission of their self-studies, academic business units may choose to use the newly-revised manuals.
2. All academic business units must have a representative or representatives attend a self-study workshop prior to the submission of their self-studies for both first-time accreditation and reaffirmation of accreditation.
3. Academic business units located outside of the United States must submit their self-studies and all supporting materials in English.

4. Self-study materials will not be sent to the Board of Commissioners for review unless they are complete, address all of the IACBE's Accreditation Principles, and are in the appropriate format with accurate tables.
5. Self-studies will undergo a preliminary technical review by an IACBE staff member, who will determine whether they are complete, accurate, and address all principles before a site visit takes place.
6. If a self-study is incomplete, the IACBE's Director of Accreditation and Organizational Advancement will notify the academic business unit and attempt to obtain the missing information.
7. No explicit site-visit travel arrangements will be made until the preliminary self-study technical review has been completed by the IACBE staff and it has been determined that the self-study is complete.
8. Self-study technical reviews will not be distributed to members of site-visit teams.
9. A site visit should not take place unless a completed outcomes assessment plan is on file with the IACBE.
10. The academic business unit's most recent annual report to the IACBE will be included with the self-study materials that are sent to the Board of Commissioners for review.
11. The business programs of an academic business unit cannot be considered for accreditation by the Board of Commissioners until a copy of the most recent letter from an appropriate nationally-recognized accrediting organization affirming or reaffirming institutional accreditation of its parent institution is received by the IACBE. For institutions located outside of the United States, this 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.
12. In cases where information in a self-study is erroneous or incomplete, the Board of Commissioners may determine that a note, rather than an observation, is the necessary response in its accreditation decisions. The Board of Commissioners may also require that the academic business unit rectify the error or omission within a relatively short time period.
13. Faculty portfolios will normally be reviewed by the IACBE staff.

Candidacy Process and Candidacy Visits

The following policies and procedures apply to the candidacy process and candidacy visits:

1. As part of their applications to become candidates for accreditation (hereafter referred to as candidacy status), academic business units will submit the most recent documentation that their parent institutions have nationally-recognized institutional accreditation (or its equivalent) or appropriate legal authorization to award degrees. For institutions located outside of the United States, this documentation must include a copy of the original letter, certificate, charter, or license and, when the original documentation is not in English, an English translation of the original documentation.
2. The most recent documentation that the parent institutions of applicants for candidacy status have nationally-recognized institutional accreditation (or its equivalent) or appropriate legal authorization to award degrees shall accompany the materials that are provided to the commissioners for their consideration in conducting candidacy reviews.
3. All academic business units must have a representative or representatives attend an outcomes assessment workshop prior to the submission of their applications for candidacy status.

Site Visits and Site-Visit Teams

The following policies apply to site visits and site-visit teams:

1. All site-visit team members must come from the accredited membership of the IACBE.
2. When possible, one member of every site-visit team will be from an institution that is reasonably similar to the institution to be visited.
3. All site-visit team members must attend a training session conducted by the IACBE prior to making a site visit.
4. The chair of every site-visit team must have prior experience as a site-visit team member.
5. When site visits are conducted at institutions located outside of the United States, at least one member of the site-visit team will be a faculty member or administrator from an accredited member of the IACBE outside of the U.S..
6. When site visits are conducted at institutions located outside of the United States and where the business programs of the academic business unit are taught in a language other than English, at least one member of the site-visit team, when possible, will be fluent in the language of instruction. In addition, this site-visit team member will be responsible for attesting to the reliability of the institutional accreditation, recognition, approval, or authorization to award degrees of the academic business unit's parent institution.
7. When site visits are conducted at institutions located outside of the United States and where required by the relevant regional or national accreditation recognition bodies, a student member will be included on the site-visit team.
8. When site visits are conducted at institutions located outside of the United States, the site-visit team will be composed of three members, one of whom will be a consultant from the IACBE staff.
9. If separate, additional instructional sites are used for the delivery of business courses and a particular site generates 25 percent or more of the total student credit hours in the overall business programs, then a visit to that site is required. In addition, if 40 percent or more of the total student credit hours in business are taught at sites other than the main instructional site, then a visit to one of those sites will be required, even if no individual site generates 25 percent or more of the total student credit hours.
10. When an institution's nationally-recognized institutional accrediting organization or its appropriate governing, legal, or similar body requires a focus visit, the IACBE may require a follow-up site visit to the academic business unit. The purpose of the IACBE visit would be to evaluate the findings of the accrediting, governing, legal, or similar body and to examine the academic business unit's progress in ameliorating the deficiencies identified in any notes issued by the Board of Commissioners.
11. A member of the Board of Commissioners will be involved in commissioner-mandated follow-up site visits.

Reports of Findings of Site-Visit Teams

The following policies apply to the reports of findings of site-visit teams:

1. In site-visit teams' reports of findings, issues pertaining to an academic business unit's compliance with the IACBE's Accreditation Principles will be referred to as "findings," and not as observations and notes. The determination of observations and notes is the prerogative of the Board of Commissioners, not site-visit teams.

2. The lead sentences in site-visit teams' reports of findings will read: "This is a report on the findings of the accreditation site-visit team....The IACBE Board of Commissioners will review this report and your response at its next meeting, and will use this information in determining the accreditation status of your business programs."
3. Site-visit teams' reports of findings will consist of the following three sections: (i) Compliance Findings: the team's findings pertaining to the degree of compliance with the IACBE's Accreditation Principles, (ii) Commendations: areas in which the team believes that the academic business unit is demonstrating exceptional performance, and (iii) Findings Supplement: feedback to the academic business unit consisting of the team's recommendations for changes and improvements that it believes will help the unit in achieving excellence in business education.
4. A disclaimer will be included in site-visit teams' reports of findings indicating that the reports do not abrogate the Board of Commissioners' responsibility to review an academic business unit's compliance with all of the IACBE's Accreditation Principles. Consequently, during accreditation reviews, the commissioners are not limited to the findings identified in the site-visit teams' reports, and may make additional comments and raise additional issues not covered in the reports.

Granting of Accreditation

The following policies apply to the granting of accreditation by the Board of Commissioners:

1. IACBE accreditation will not be granted at a higher level than that which is awarded by the appropriate institutional accrediting, governing, legal, or similar body. Therefore, when an institution is sanctioned by its institutional accrediting, governing, legal, or similar body, the IACBE will impose a similar action as it applies to the academic business unit's business programs.
2. If an academic business unit does not respond to accreditation notes in a timely manner, a warning notice will be sent to the academic business unit by the IACBE. If the warning notice is not successful in eliciting a response to the accreditation notes, the chair of the Board of Commissioners will write a warning letter to the academic business unit. If there still is no response, the Board of Commissioners will determine the action to be taken regarding the accreditation status of the business programs of the academic business unit.

The following policies apply to the issuance of accreditation letters:

1. Accreditation letters must include an attachment listing the business programs that are accredited by the IACBE.
2. Findings in accreditation letters will be identified as commendations, observations, or notes.
3. If a current member of the Board of Commissioners is a faculty member, administrator, or staff member of an institution that is undergoing accreditation review, the accreditation letter should not be addressed to that individual.
4. Accreditation letters will include the commissioner-determined degree of compliance with each of the accreditation principles addressed in the letters.

The following policy applies to accreditation certificates issued by the IACBE:

1. The time period identified on accreditation certificates will be the same as the time period for which accreditation is granted by the Board of Commissioners.

Board of Commissioners' Actions

The Board of Commissioners is the independent accreditation decision-making body of the IACBE. The board (i) acts on an academic business unit's request for candidate for accreditation status, (ii) determines the accreditation status of an academic business unit's business programs, and (iii) imposes sanctions on an academic business unit's accredited programs.

Actions on Candidate for Accreditation Status

The Board of Commissioners takes one of the following actions on an academic business unit's request for candidacy status:

1. Candidacy Granted
2. Action on Candidacy Deferred
3. Candidacy Denied

These actions are described in Appendix A.

Actions on Accreditation

The Board of Commissioners takes one of the following actions on an academic business unit's request for accreditation or reaffirmation of accreditation of its business programs:

1. Accreditation Granted
2. Action on Accreditation Deferred
3. Accreditation Denied

These actions are described in Appendix B.

Sanctions on Accredited Programs

The Board of Commissioners may impose one of the following sanctions on an academic business unit's accredited business programs:

1. Probation
2. Withdrawal of Accreditation

These actions are described in Appendix C.

Requests for Reconsideration of Board of Commissioners' Decisions

In situations not otherwise covered in the IACBE's *Accreditation Process Manual*, the following policies and procedures will apply to cases in which an academic business unit and/or its parent institution request a reconsideration of a decision by the Board of Commissioners:

1. If an academic business unit and its parent institution disagree with a decision of the Board of Commissioners, they may request a reconsideration of the decision and may present their case, including new information and/or evidence, in a fair and impartial hearing before the Board of

Commissioners at its next regularly-scheduled meeting. The right to such a hearing and the procedures that will apply to the hearing (as detailed in items 2-6 below) will be communicated in writing to the academic business unit and its parent institution.

2. The procedures for a request for reconsideration hearing are as follows:
 - a. The request for such a hearing must be made within fifteen days of the date of notification of the decision, must be in writing, and must be signed by the chief executive officer of the institution. The arguments and reasons in support of the request must be limited to the points enumerated in the Board of Commissioners' written statement of its decision.
 - b. The academic business unit and its parent institution may present only information and/or evidence not already considered. The academic business unit and its parent institution may send one or more representatives, including legal counsel, to present their case. The IACBE records and subsequently transcribes all proceedings of this type for its own use.
3. During this period, the academic business unit will continue to hold its membership status with the IACBE.
4. Based on the information and/or evidence presented at the hearing, the IACBE Board of Commissioners may affirm, modify, or reverse its previous decision. If the previous decision is upheld, the decision becomes final.
5. If the academic business unit and its parent institution do not exercise their right to request reconsideration of the decision or if the previous decision is upheld by the Board of Commissioners in a reconsideration hearing, then no further remedy is available for the period of one year.
6. The institution must pay in advance any additional costs associated with scheduling meetings of the Board of Commissioners to address requests for reconsideration of its decisions.

New Program Review

The following policies apply to new business programs offered by accredited members of the IACBE:

1. If a new business program is initiated by an accredited member of the IACBE, the Board of Commissioners will review the program after it has been operational and has produced two sets graduates.
2. In cases where the institution's institutional accrediting, governing, legal, or similar body requires information on new programs, a copy of the material sent to that body, and its response, must be submitted to the IACBE.
3. If an institution begins to offer new business programs after accreditation has been granted, then the IACBE must be notified in writing of these new program offerings. For IACBE purposes, a new business program is defined to be any business program 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. These new programs may be newly created or existing programs transferred to the academic business unit to administer. New programs must have been operational and have produced two sets graduates before the Board of Commissioners will consider them for accreditation. A self-study must be submitted for the new programs, and must address the following IACBE New Program Accreditation Principles as they apply to the new programs:

New Program Accreditation Principle	Description
1.1	Outcomes Assessment
2.1	Program Design
2.2	Common Professional Component
2.3	General Knowledge and Skills ¹
2.4	Master's Degree Curriculum
2.5	Doctoral Curriculum
3.1	Faculty Qualifications
3.2	Faculty Load
3.3	Faculty Deployment
4.1	Financial Resources
4.2	Facilities
4.3	Learning Resources
4.4	Educational Technology and Support
4.5	Off-Campus Locations
5.1	Admissions Processes ²

¹ This principle needs to be addressed only if there have been changes in this area since the last IACBE accreditation review.

² This principle needs to be addressed only if the admissions policies and procedures for the new program(s) are different than those for previously IACBE-accredited programs.

4. When an accredited member of the IACBE develops a new business program and wishes to submit the program to the IACBE for accreditation, an outcomes assessment plan must be developed for the program and at least one assessment cycle (i.e., one cycle of “closing the loop” in assessment) must have been completed for the program before it can be considered for accreditation by the Board of Commissioners.
5. A copy of the original accreditation letter will be included in the materials for new program reviews by the commissioners.
6. In new program reviews, one commissioner will fill out the New Program Review Form and a second commissioner will fill out the Commissioner’s Accreditation Review and Evaluation Form.

Changes in Accreditation Manuals

The following policies and procedures will apply to changes in the IACBE’s *Accreditation Process Manual* and *Self-Study Manual*:

1. The IACBE’s accreditation manuals may be amended by a recommendation of the Board of Commissioners.

2. The primary representative of any academic business unit member of the IACBE may recommend changes in the IACBE's accreditation manuals. These recommendations must be sent to the Board of Commissioners.
3. A 60-day period of public comment on proposed revisions to the IACBE's accreditation manuals must precede any vote on the amended manuals. The notice of public comment on proposed revisions to the IACBE's accreditation manuals must be sent to the primary representatives of all academic business unit members of the IACBE and must also be posted on the IACBE's website.
4. Voting on the amended accreditation manuals may be conducted at the Annual Conference and Assembly Meeting or electronically.
5. Changes to the IACBE's accreditation manuals must be approved by two-thirds of those academic business unit members voting.

Board Meetings and Accreditation Reviews

The following procedures apply to IACBE Board of Commissioners meetings and accreditation reviews:

1. The Board of Commissioners meets three times per year: (i) in the spring at the IACBE Annual Conference and Assembly meeting, (ii) in the summer in conjunction with the IACBE Summer Institute, and (iii) in the fall. At these meetings, the Board of Commissioners determines the accreditation status of the business programs of academic business unit members and deals with other issues related to IACBE accreditation.
2. Members of the Board of Commissioners are responsible for reviewing one or more self-studies in preparation for board meetings and for preparing summary reports for the meetings (see Commissioner's Review and Evaluation Form in Appendix D). Two commissioners will be responsible for taking the lead in reviewing each self-study. The first reviewer will complete the Commissioner's Accreditation Review and Evaluation Form and forward it electronically to the second reviewer, who will provide additional comments in italics. The second reviewer will then return the form to the first reviewer. The reviewers should discuss any changes that need to be made in the form, and then forward the form to IACBE headquarters.
3. In their accreditation reviews of academic business units, the commissioners who are the first and second reviewers of self-studies will use the following process:
 - a. The two commissioners will review the academic business unit's self-study, the site-visit team's self-study/site visit evaluation form, and the site-visit team's report of findings, and will take note of the site-visit team's evaluation of (i) the academic business unit's degree of compliance with the provision of information, evidence, or documentation as required in the self-study guidelines accompanying the IACBE's Accreditation Principles, (ii) the degree of achievement of the academic business unit's mission, broad-based goals, and intended outcomes, and (iii) the academic business unit's degree of compliance with the IACBE's Accreditation Principles.
 - b. For each item in the site-visit team's report of findings pertaining to a.(i) and a.(ii) above, and with the additional information provided by the academic business unit's response to the team's report, the reviewers will evaluate the academic business unit's degree of compliance with or degree of achievement of that item. The reviewers will provide a definitive statement of the degree of compliance or achievement, and will explain the reasons for their evaluations and for any resulting notes and/or observations. The reviewers will use the evaluation rubrics provided with the Commissioner's Accreditation Review and Evaluation Form (see Appendix D) to make these determinations.

- c. Based on the review of the self-study and all site-visit materials, and with the additional information provided by the academic business unit's response to the site-visit team's report of findings, the reviewers will evaluate the academic business unit's degree of compliance with the IACBE's Accreditation Principles. Compliance with each principle will be evaluated in terms of the extent to which the resource or process examined in the principle contributes to overall academic quality as defined by the IACBE, i.e., the extent to which the resource or process contributes to producing 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 other words, compliance should be evaluated in terms of the overall level of performance of the academic business unit relative to its mission. The reviewers will provide a definitive statement of the degree of compliance, and will explain the reasons for their evaluations and for any resulting notes and/or observations. The reviewers will use the evaluation rubric provided with the Commissioner's Accreditation Review and Evaluation Form (see Appendix D) to make these determinations.
 - d. If the reviewers indicate that the academic business unit is less than fully compliant with or has less than fully achieved a particular item, then a note or observation may be appropriate. If the reviewers indicate that the academic business unit is fully compliant with or has fully achieved a particular item, then an observation may still be appropriate.
 - e. In cases where information/evidence/documentation is still missing and/or inaccurate, the reviewers must determine whether that information/evidence/documentation is necessary in order to make a determination of the academic business unit's degree of compliance with the IACBE's Accreditation Principles.
 - f. Based on the review of the self-study and all site-visit materials, and with the additional information provided by the academic business unit's response to the site-visit team's report of findings, the reviewers will provide a recommendation regarding the action to be taken on the commendations identified by the site-visit team and will provide an explanation for this recommendation.
 - g. Based on the review of the self-study and all site-visit materials, and with the additional information provided by the academic business unit's response to the site-visit team's report of findings, the reviewers will provide a recommendation regarding the action to be taken on the feedback recommendations for changes and improvements provided to the academic business unit by the site-visit team. In addition, the reviewers will provide an explanation for this recommendation and for any resulting notes and/or observations.
 - h. After the consideration of all of the available evidence, the reviewers will provide a concluding evaluation of the academic business unit's overall level of performance relative to its mission, i.e., the degree of academic quality in its business programs and operations. The reviewers will use the evaluation rubric provided with the Commissioner's Accreditation Review and Evaluation Form (see Appendix D) to guide their evaluations.
4. To help ensure fair and consistent decision making during accreditation reviews by the Board of Commissioners, the Secretary of the Board:
 - a. Will read each appropriate Accreditation Principle so that discussions of an academic business unit's compliance with the principle focus on relevant issues and the intent of the principle.
 - b. Will read the actions that are available to the board as appropriate.
 5. For the purpose of internal decision making during accreditation reviews by the Board of Commissioners, notes will be categorized as follows:

- a. Reporting Notes: These are notes that require an academic business unit to provide a progress report on making changes and improvements in its resources and/or processes.
 - b. Action Notes: These are notes that require an academic business unit to provide additional information/evidence/documentation pertaining to one or more of the IACBE's Accreditation Principles and/or to take some specified action to make changes and improvements in its resources and/or processes.
6. During accreditation reviews, if the Board of Commissioners identifies an issue or deficiency relating to an academic business unit's compliance with one or more of the IACBE's Accreditation Principles and that issue or deficiency is not among the findings in the site-visit team's report, then the following policies will apply:
- a. If, in the judgment of the commissioners, the issue or deficiency is significant enough to warrant the denial of accreditation, then the commissioners must defer action on accreditation so that the academic business unit has an opportunity to respond to that issue or deficiency.
 - b. A letter from the commissioners must be sent to the academic business unit detailing the additional issue or deficiency, and the academic business unit must be given time to respond in writing.
 - c. Upon receipt of the academic business unit's response, the accreditation review for that academic business unit would then take place at the next regularly-scheduled meeting of the Board of Commissioners.
 - d. If the issue or deficiency identified by the Board of Commissioners does not rise to a level that warrants the denial of accreditation, then the commissioners may grant accreditation with a note requiring that a report addressing the issue or deficiency be filed within a specified period of time or that some kind of appropriate action be taken within a certain time period.
 - e. After all accreditation reviews have been completed at each commissioners' meeting, a debriefing session will be conducted and a report will be prepared that identifies those issues that the commissioners found to be important but were not contained in the findings letters.
 - f. The debriefing reports will be distributed to the site-visit team members who conducted the visit to that academic business unit in order to apprise them of the issues and deficiencies that were not identified in their report of findings.
 - g. The debriefing reports will be reviewed as part of site-visit team training.
7. At each meeting of the Board of Commissioners, the IACBE staff will provide an update on:
- a. The status of annual reports of academic business unit members so that the board can take appropriate action as necessary.
 - b. The status of notes of accredited members so that the board can take appropriate action as necessary.
8. At the first meeting of the Board of Commissioners that takes place after the Annual Conference and Assembly Meeting each year, the IACBE staff will provide an update on:
- a. The status of the public notification of accreditation of accredited members so that the board can take appropriate action as necessary.
 - b. The status of the public disclosure of student achievement information of accredited members so that the board can take appropriate action as necessary.

9. After all academic business units that are seeking accreditation or reaffirmation of accreditation for their business programs have been reviewed at a meeting of the board, the Board of Commissioners:
 - a. Will conduct an holistic review of its accreditation decisions to analyze and ensure consistency in its actions.
 - b. Will conduct an evaluation and assessment of its policies and procedures in order to determine whether any revisions are needed.
 - c. Will conduct a review of the ways in which its activities contribute value to the IACBE's academic business unit members, their parent institutions, the higher education community, and the public at large.
10. The IACBE staff will follow up on all focus visits/reviews required by an institution's institutional accrediting, governing, legal, or similar body, and will provide updates, as appropriate, at each regularly scheduled meeting of the Board of Commissioners.
11. At the last meeting of the Board of Commissioners at each Annual Conference and Assembly Meeting:
 - a. The IACBE staff will provide a copy of this manual to newly-elected commissioners.
 - b. The board will conduct an orientation session for newly-elected commissioners.
 - c. The board will conduct a comprehensive review of the Board of Commissioners Policies and Procedures Manual in order to determine whether any revisions are needed.
 - d. The board will conduct a review of the results of the most recent surveys and evaluations in order to determine whether any revisions are needed in its policies or procedures, or in the IACBE's accreditation process or Accreditation Principles.
12. The Board of Commissioners will conduct a comprehensive review of the IACBE's *Accreditation Process Manual* and *Self-Study Manual* at least every three years in order to determine whether any revisions are needed. This review will be conducted at the first meeting of the board that takes place after the Annual Conference and Assembly Meeting.
13. Members of the Board of Commissioners are expected to attend all meetings of the board. If a member is unable to attend a scheduled meeting, the IACBE headquarters should be notified.

Other Policies and Procedures

1. The Board of Commissioners authorizes the IACBE staff to (i) review the status of note compliance of accredited members, (ii) determine whether the issues identified in the notes have been satisfactorily addressed, and (iii) decide whether notes should be removed.
2. The Board of Commissioners authorizes the IACBE staff to make the determinations regarding whether programs and instructional locations should be included in or excluded from both first-time accreditation reviews and reaffirmation of accreditation reviews.

SECTION FOUR: APPENDICES

Appendix A: Board of Commissioners' Actions on Candidate for Accreditation Status

Appendix B: Board of Commissioners' Actions on Accreditation

Appendix C: Board of Commissioners' Sanctions on Accredited Programs

Appendix D: Commissioner's Review and Evaluation Form

Appendix E: Glossary of Terms

Appendix A: Board of Commissioners' Actions on Candidate for Accreditation Status²²

The Board of Commissioners takes one of the following actions on an academic business unit's request for candidacy status:

1. Candidacy Granted
2. Candidacy Action Deferred
3. Candidacy Denied

These actions are described below.

Candidacy Granted

If, in the judgment of the Board of Commissioners, the academic business unit's application for candidacy, the candidacy visit report, and the academic business unit's response indicate that the academic business unit is substantially ready to pursue IACBE accreditation, then the academic business unit will be granted candidacy status. The institution and its academic business unit will be notified in writing of the Board of Commissioners' decision and will be sent the commissioners-approved list of programs and locations that will be included in and excluded from the accreditation review. The academic business unit will remain an educational member until it is granted candidacy status.

Once candidacy status has been obtained, the academic business unit will, in consultation with the IACBE, determine a timeframe for attaining first-time accreditation.

Candidacy status in the IACBE normally will not exceed five years. Under extenuating circumstances, an extension of an academic business unit's candidacy status may be approved by the Board of Commissioners. Under no circumstance is there any guarantee that the business programs of candidates for accreditation will be accredited. This determination is made by the IACBE Board of Commissioners after a self-study is prepared and a site visit is conducted.

If granted candidacy status by the Board of Commissioners, an academic business unit is permitted to claim publicly that it is a candidate for accreditation by the IACBE, but it is not allowed to claim or imply accreditation by the IACBE until accreditation has been granted.

Action on Candidacy Deferred

If there are issues of concern pertaining to the academic business unit's operations and/or its business programs, the Board of Commissioners may defer action on candidacy status for a time period not to exceed one year pending remedial action and/or receipt of additional information. The Board of Commissioners will provide written reasons for the deferred action and will invite the academic business unit to respond. The academic business unit will continue to hold the status of educational member during this period. A deferred action is, in effect, a ruling of no action on candidacy status at that time, and therefore, the action cannot be appealed. If, within the time period specified by the Board of Commissioners, the academic business unit takes appropriate remedial action, the academic business unit may provide written notification to the IACBE requesting reconsideration of the deferred action, and describing the corrective actions it has taken. The letter must provide evidence and documentation that the issues that led to the deferred action have been satisfactorily addressed. Based on a review of the academic business unit's request for reconsideration of the deferred action and the evidence and documentation provided, the Board of Commissioners will then determine the action to be taken on the

²² *Accreditation Process Manual*, pp. 11-12.

academic business unit's request for candidacy status. The institution and its academic business unit will be notified in writing of the action of the Board of Commissioners on its request for reconsideration of deferral.

If the academic business unit does not take the identified remedial action and/or does not request reconsideration of the deferred action within the specified time period, then no further remedy is available to it for the period of one year, after which it may reapply to become a candidate for accreditation.

Candidacy Denied

If there are substantial deficiencies in the academic business unit's operations and/or its business programs, and if, in the judgment of the Board of Commissioners, the academic business unit is not sufficiently prepared to pursue accreditation, then candidacy status may be denied. In the case of denial of candidacy status, the Board of Commissioners will provide written reasons for the denial. The academic business unit may request a reconsideration of the denial action and may present its case, including new evidence, in a fair and impartial hearing before the Board of Commissioners at its next scheduled meeting. The procedures for this type of hearing are as follows:

1. The request for such a hearing must be made within fifteen days of the date of notification of the denial, must be in writing, and must be signed by the chief executive officer of the institution. The arguments and reasons in support of the request must be limited to the points enumerated in the Board of Commissioners' written statement of denial.
2. The academic business unit may present only evidence **not** already considered. The academic business unit may send one or more representatives, including its legal counsel, to present its case. The IACBE records and subsequently transcribes all proceedings of this type for its own use.

During this period, the academic business unit will continue to hold the status of educational member.

Based on the evidence presented at the hearing, the IACBE Board of Commissioners may affirm, modify, or reverse its previous decision to deny candidacy status. If the previous action of denial is upheld, the denial becomes final.

If the academic business unit does not exercise its right to request reconsideration of the denial action or if the previous action of denial is upheld by the Board of Commissioners in a reconsideration hearing, then no further remedy is available to it for the period of one year, after which it may reapply to become a candidate for accreditation.

The institution must pay in advance any additional costs associated with scheduling meetings of the Board of Commissioners to address requests for reconsideration of denial of candidacy.

Appendix B: Board of Commissioners' Actions on Accreditation²³

The Board of Commissioners takes one of the following actions on an academic business unit's request for accreditation or reaffirmation of accreditation of its business programs:

1. Accreditation Granted
2. Action on Accreditation Deferred
3. Accreditation Denied

These actions are described below.

Accreditation Granted

Accreditation is granted to those business programs judged by the IACBE Board of Commissioners to be in compliance with the IACBE's Accreditation Principles. The academic business unit must be current with its membership dues, and the site visit expenses must have been paid to the IACBE before accreditation is granted. The institution and its academic business unit will be notified in writing of the Board of Commissioners' decision regarding the accreditation status of their business programs, and will be provided a list of those programs to which accreditation applies. If accreditation is granted by the Board of Commissioners, it may be accompanied by one or more of the following items:

- **Observations.** Observations are suggestions for improvement that are intended to assist the academic business unit in achieving excellence in business education. Action by the academic business unit on observations is recommended, but is not required.
- **Notes.** Notes represent areas in which the IACBE's Accreditation Principles have not been fully met. The academic business unit is required to take action on notes and has up to three years to eliminate the deficiencies identified in the notes. Until the IACBE Board of Commissioners determines that these deficiencies have been eliminated, the progress made in ameliorating the deficiencies must be addressed each year in the academic business unit's annual report to the IACBE.

When accreditation is accompanied by notes, the Board of Commissioners may require a commissioners' visit to validate that the deficiencies identified in the notes have been corrected or that sufficient progress is being made in addressing the notes. The decision to require a commissioners' visit and the timeframe for the visit will be based on the number and seriousness of the deficiencies and other factors as deemed appropriate by the Board of Commissioners. In the case of a required commissioners' visit, the accreditation status of the business programs offered by academic business unit will be determined by the Board of Commissioners based on a written commissioners' report of the visit. The institution will pay in advance the costs of this visit, which include travel expenses, hotel accommodations, food, transportation, and an administrative fee.

- **Commendations.** Commendations represent areas of excellence in which the academic business unit could be an example to other academic business units.

Action on Accreditation Deferred

When the business programs of an academic business unit that is a candidate for accreditation or that is seeking reaffirmation of accreditation are found to be in noncompliance with a number of the IACBE's Accreditation Principles, the Board of Commissioners may defer action on accreditation for a time period not to exceed three years pending remedial action and/or receipt of additional information. The Board of

²³ *Accreditation Process Manual*, pp. 22-25.

Commissioners will provide written reasons for the deferred action and will invite the academic business unit to respond.

During this period, the academic business unit will continue to hold the status of candidate for accreditation, or in the case of reaffirmation of accreditation, the academic business unit's business programs will continue to hold their accredited status.

A deferred action is, in effect, a ruling of no action on accreditation at that time, and therefore, the action cannot be appealed. The two major reasons for a deferred action are as follows:

1. The deficiencies are extensive, and/or
2. Adequate information pertaining to compliance with the IACBE's Accreditation Principles was not included in the self-study or other related documents.

If, within the time period specified by the Board of Commissioners, the academic business unit corrects the identified deficiencies, it may provide written notification to the IACBE requesting reconsideration of the deferred action, and describing the corrective actions it has taken. If the request for reconsideration is not received by the IACBE within one year of the deferred action, the academic business unit must prepare and submit to the IACBE a new self-study. Upon receipt of a request for reconsideration of a deferred action, the IACBE will assign a commissioner to make a one-day visit to the academic business unit to validate that the deficiencies have been corrected. Subsequent to the one-day visit, a written commissioner's report of the visit will be provided to the IACBE. Based on a review of the academic business unit's request for reconsideration of deferral, the commissioner's report, and the new self-study (if applicable), the Board of Commissioners will then determine the accreditation status of the business programs of the academic business unit. The institution and its academic business unit will be notified in writing of the action of the Board of Commissioners on the request for reconsideration of deferral.

If an academic business unit that is a candidate for accreditation does not correct the identified deficiencies and/or does not request reconsideration of the deferred action within the specified time period, then its candidacy status lapses and no further remedy is available to it for the period of one year, after which it may reapply to become a candidate for accreditation. In the case of reaffirmation of accreditation, the accredited status of the business programs of the academic business unit lapses and no further remedy is available to it for the period of one year, after which it must begin anew the process of accreditation in order to regain it. In this case, the academic business unit and its parent institution must strike any reference to IACBE accreditation from their websites, catalogs, and other public documents.

The costs of the commissioner's visit to validate corrective action will be paid in advance by the institution. These costs include travel expenses, hotel accommodations, food, and transportation.

Accreditation Denied

If the business programs of the academic business unit are in significant noncompliance with the IACBE's Accreditation Principles, the Board of Commissioners may deny accreditation. If accreditation is denied, the Board of Commissioners will provide written reasons for the denial. The academic business unit may request a reconsideration of the denial action and may present its case, including new evidence, in a fair and impartial hearing before the Board of Commissioners at its next scheduled meeting. The procedures for this type of hearing are as follows:

1. The request for such a hearing must be made within fifteen days of the date of notification of the denial, must be in writing, and must be signed by the chief executive officer of the institution. The

arguments and reasons in support of the request must be limited to the points enumerated in the Board of Commissioners' written statement of denial.

2. The academic business unit may present only evidence **not** already considered. The academic business unit may send one or more representatives, including its legal counsel, to present its case. The IACBE records and subsequently transcribes all proceedings of this type for its own use.

During this period, the academic business unit will continue to hold the status of candidate for accreditation, or in the case of reaffirmation of accreditation, the academic business unit's business programs will continue to hold their accredited status.

Based on the evidence presented at the hearing, the IACBE Board of Commissioners may affirm, modify, or reverse its previous decision to deny accreditation. If the previous action of denial is upheld, the denial becomes final.

If an academic business unit that is a candidate for accreditation does not exercise its right to request reconsideration of the denial action or if the previous action of denial is upheld by the Board of Commissioners in a reconsideration hearing, then its candidacy status lapses and no further remedy is available to it for the period of one year, after which it may reapply to become a candidate for accreditation. In the case of reaffirmation of accreditation, no further remedy is available to the academic business unit for the period of one year, after which it must begin anew the process of accreditation in order to regain it. In this case, the academic business unit and its parent institution must strike any reference to IACBE accreditation from their websites, catalogs, and other public documents.

The institution must pay in advance any additional costs associated with scheduling meetings of the Board of Commissioners to address requests for reconsideration of denial of accreditation.

Appendix C: Board of Commissioners' Sanctions on Accredited Programs²⁴

The Board of Commissioners may impose one of the following sanctions on an academic business unit's accredited business programs:

1. Probation
2. Withdrawal of Accreditation

These actions are described below.

Probation

The IACBE Board of Commissioners may place the accredited business programs of an academic business unit on probation for the following three reasons:

1. When an academic business unit whose business programs have been accredited with notes does not remove the deficiencies identified in the notes within the required three-year period, the Board of Commissioners may place those programs on probation.
2. When the institution is placed on probation by its institutional accrediting body, its business programs normally will be placed on probation by the IACBE.
3. When a business program that is accredited becomes significantly out of compliance with the IACBE's Accreditation Principles, the Board of Commissioners may place that program on probation.

When the business programs of an academic business unit are placed on probation, the academic business unit will be notified of and requested to respond to the issues that caused the probationary status. These issues must be remedied within the time frame specified by the IACBE Board of Commissioners, but will not exceed two years. When the deficiencies are ameliorated, the academic business unit will submit to the IACBE a written request for a review and removal of the probationary status.²⁵ A commissioner will visit the academic business unit to verify that the deficiencies have been corrected to the satisfaction of the IACBE Board of Commissioners. The report of these findings is made to the Board of Commissioners for its final disposition. If the deficiencies are not corrected or if the academic business unit does not submit a request for removal of probationary status within the specified time period, the academic business unit will be subject to withdrawal of accreditation of its business programs.

Withdrawal of Accreditation

Withdrawal of accreditation differs significantly from denial of accreditation. Denial applies to the business programs for which the academic business unit is seeking first-time accreditation or reaffirmation of accreditation, while withdrawal applies to the academic business unit's programs after they have been granted first-time accreditation or reaffirmation of accreditation. Withdrawal of accreditation typically occurs following a period of probation. Accreditation may be withdrawn by the IACBE Board of Commissioners through the following two types of actions:

1. Suspension of Accreditation
2. Revocation of Accreditation

²⁴ *Accreditation Process Manual*, pp. 27-30.

²⁵ While the academic business unit is expected to report on its progress toward remedying each deficiency in its annual report to the IACBE, a separate letter is required to request that its probationary status be reviewed by the Board of Commissioners.

The IACBE will notify the institution and its academic business unit by certified mail regarding the business programs facing withdrawal of accreditation. The academic business unit will have a 60-day time period in which to initiate an appeal of accreditation withdrawal. The accreditation status of the academic business unit's business programs is protected pending final disposition of the appeal process (see the subsection entitled "Due Process"). The types of withdrawal of accreditation actions are described below.

Suspension of Accreditation

Suspension of accreditation occurs when, in the judgment of the Board of Commissioners, an accredited business program no longer complies with the IACBE's Accreditation Principles and/or policies and procedures. A judgment of suspension will specify the time period, conditions, and terms by which the program may regain accreditation through correction of the conditions that led to the suspension.

Reasons for suspension include, but are not limited, to the following circumstances:

1. When any component of an accredited business program is thoroughly examined and found not to be in compliance with current IACBE Accreditation Principles and/or policies and procedures.
2. When periodic reports filed by the academic business unit fail to conform to IACBE reporting requirements as described in Section Four: Reporting Requirements.
3. When any substantial or significant change in the operation, structure, governance, ownership, control, location, facilities of the institution, or in the business programs of the academic business unit is made without notification to the IACBE.
4. When the academic business unit fails to respond adequately to inquiries or requests for information, or fails to cooperate in completing arrangements for a scheduled evaluation.
5. When the academic business unit has substantially disregarded directives of the IACBE.
6. When the academic business unit fails to file an annual report on a timely basis as required by the IACBE.
7. When the academic business unit has failed to pay its annual membership dues or accreditation fees in a timely manner as established by the IACBE Board of Directors.

If the academic business unit does not correct the conditions that led to the suspension in the specified time period, its business programs will be subject to revocation of accreditation.

Revocation of Accreditation

Revocation of accreditation most often follows suspension by the IACBE, and thereafter, the failure of the academic business unit to correct deficiencies noted by the IACBE. A judgment of revocation by the IACBE requires that the academic business unit begin anew the process of accreditation in order to regain it.

Due Process

In all cases where accreditation has been withdrawn, either by suspension or revocation, the academic business unit is afforded the following procedural guarantees:

1. A right of appeal as described below; the academic business unit will have a 60-day time period in which to initiate an appeal of accreditation withdrawal. The accreditation status of the academic business unit's business programs is protected pending final disposition of the appeal process.
2. Opportunity for a hearing before the Board of Commissioners on all material issues in controversy.
3. Written prior notice of the proceedings, the charges levied, and the standards by which the programs are ultimately to be judged.

Appeal procedures have been established for academic business units whose business program accreditation has been withdrawn. These procedures are intended to provide due process to academic business units claiming to be aggrieved by the withdrawal actions. They do not apply to decisions by the IACBE to deny accreditation. An academic business unit must file an appeal with the IACBE, signed by the chief executive officer of the institution, within 60 days after withdrawal notification by the IACBE. An appeal of withdrawal of accreditation by the IACBE must be on the grounds that such a decision was:

1. Arbitrary, capricious, or otherwise in substantial disregard of the IACBE's Accreditation Principles, policies, or procedures, or
2. Not supported by sufficient evidence in the record upon which the IACBE Board of Commissioners based the withdrawal action.

The academic business unit's appeal of withdrawal of accreditation will be heard by the Board of Appeal. The Board of Appeal is a separate, independent appeals body established by the IACBE for the purpose of hearing appeals by academic business units whose business program accreditation has been withdrawn, and serves as another level of due process for these academic business units.

The Board of Appeal has no jurisdiction or authority pertaining to the reasonableness of the IACBE's Accreditation Principles, policies, and procedures. Nor will the Board of Appeal consider any evidence that was not in the record for review by the IACBE's Board of Commissioners.

The Board of Appeal is composed of five persons, each of whom must be a business faculty member or academic administrator of an institution whose IACBE-accredited programs are in good standing. The appointments are made by the Executive Committee of the Board of Directors of the IACBE, which will also appoint the chair of the Board of Appeal. Terms of appointment are also set by the Executive Committee. The qualifications of each member appointed to the Board of Appeal must include knowledge of, and experience with, the IACBE accreditation process. An appointee to the Board of Appeal may not be currently serving as a member of the IACBE's Board of Commissioners.

The Board of Appeal is empowered to review, upon notice of appeal by an academic business unit, the withdrawal of accreditation of an academic business unit's business programs. The Board of Appeal has the authority to:

1. Affirm the decision of the Board of Commissioners.
2. Remand the case to the Board of Commissioners with recommendations for further consideration if it finds the appeal to have been well founded or justified.

When a case is remanded to the Board of Commissioners, the recommendation of the Board of Appeal will not bind or limit the Board of Commissioners in any way.

When the decision of the Board of Commissioners is affirmed by the Board of Appeal, the appeal will be deemed to have received final disposition upon issuance of the Board of Appeal's decision. An appeal

remanded to the Board of Commissioners by the Board of Appeal shall be deemed to have received final disposition when the Board of Commissioners takes final action on the remand.

A hearing will be held at a time and place designated by the Chair of the Board of Appeal. Three members constitute a quorum. The Board of Appeal may be convened as necessary.

Prior to the hearing, briefs may be submitted by the academic business unit and the Board of Commissioners in a manner prescribed by the Board of Appeal. The Chair, or the member of the Board of Appeal designated in the Chair's absence, will preside at the hearing. The Chair will rule on all procedural matters.

The hearing shall be as informal as possible and appropriate under the circumstances. The academic business unit may waive personal appearance, in which case the matter will be handled solely on the basis of the submitted briefs.

Every decision must have the concurrence of a majority of the members of the Board of Appeal in attendance at the hearing. Within a reasonable time following the conclusion of the hearing, the Board of Appeal shall issue a written statement of its decision along with its reasons for the decision and recommendation, if any, to the Board of Commissioners. Dissenting opinions, if any, will be furnished to the institution and its academic business unit. Publication of the decision is the responsibility of and shall be made by the IACBE.

The parent institution of the appealing academic business unit will bear the following expenses in connection with the appeal:

1. Travel, hotel accommodations, and food for the members of the Board of Appeal participating in the review.
2. Cost of the hearing room.

An appeals deposit of \$5,000 must be made to the IACBE at the time of filing the appeals notice described herein. This deposit will be applied to the expenses to be paid by the institution as described above. Prior to the hearing, the IACBE may increase the amount of the deposit required to meet a realistic estimate of expenses involved should they be likely to exceed \$5,000.

If the academic business unit does not exercise its right of appeal within the 60-day time period afforded to it, or if the academic business unit's appeal is denied and the withdrawal of accreditation is upheld, then the academic business unit and its parent institution must strike any reference to IACBE accreditation from their websites, catalogs, and other public documents.

Appendix D: Commissioner's Review and Evaluation Form



Commissioner's Review and Evaluation Form

Directions

1. Review the academic business unit's self-study, the site-visit team's self-study/site visit evaluation form, and the site-visit team's report of findings. In your review, take particular note of the site-visit team's evaluation of (i) the academic business unit's degree of compliance with the provision of information, evidence, or documentation as required in the self-study guidelines accompanying the IACBE's Accreditation Principles, especially those with which the academic business unit was less than fully compliant, (ii) the degree of achievement of the academic business unit's mission, broad-based goals, and intended outcomes, especially those that were less than fully achieved (in Principle 1.1 Outcomes Assessment: Outcomes Assessment Results), and (iii) the academic business unit's degree of compliance with the IACBE's Accreditation Principles, especially those with which the academic business unit was less than fully compliant. In addition, review the site-visit team's feedback to the academic business unit pertaining to its recommendations for changes and improvements relating to the IACBE's Accreditation Principles.
2. For each item in the site-visit team's report of findings pertaining to 1.(i) and 1.(ii) above, and with the additional information provided by the academic business unit's response to the team's report, evaluate the academic business unit's degree of compliance with or degree of achievement of that item. In the "Commissioner's Comments" column in the Commissioner's Review and Evaluation Form, provide a definitive statement regarding your evaluation. If you indicate that the academic business unit is less than fully compliant with or has less than fully achieved a particular item, explain the reasons for this evaluation and for any resulting notes and/or observations. Use evaluation rubrics 1 and 2 to make these determinations.
3. Based on your review of the self-study and all site-visit materials, and with the additional information provided by the academic business unit's response to the site-visit team's report of findings, evaluate the academic business unit's degree of compliance with the IACBE's Accreditation Principles. Provide this evaluation by selecting the appropriate response from the drop-down list accompanying each Accreditation Principle in the Commissioner's Review and Evaluation Form. Keep in mind that compliance with the IACBE's Accreditation Principles is evaluated in terms of the extent to which the resource or process examined in the principle contributes to overall academic quality as defined by the IACBE, i.e., the extent to which the resource or process contributes to producing 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 other words, compliance should be evaluated in terms of the overall level of performance of the academic business unit relative to its mission. If you indicate that the academic business unit is less than fully compliant with a particular principle, provide an explanation for this evaluation and for any resulting notes and/or observations in the "Commissioner's Comments" column in the form. Use evaluation rubric number 3 to make these determinations.

4. In your evaluations, if you indicate that the academic business unit is less than fully compliant with or has less than fully achieved a particular item, then a note or observation may be appropriate. If you indicate that the academic business unit is fully compliant with or has fully achieved a particular item, then an observation may still be appropriate.
5. In cases where information, evidence, or documentation is still missing and/or inaccurate, you will need to determine whether that information, evidence, or documentation is necessary in order to make a determination of the academic business unit's degree of compliance with the IACBE's Accreditation Principles. If it is, then a note will be required.
6. Based on your review of the self-study and all site-visit materials, and with the additional information provided by the academic business unit's response to the site-visit team's report of findings, provide a recommendation regarding the action to be taken on the commendations identified by the site-visit team. Provide an explanation for this recommendation in the "Commissioner's Comments" column in the form.
7. Based on your review of the self-study and all site-visit materials, and with the additional information provided by the academic business unit's response to the site-visit team's report of findings, provide a recommendation regarding the action to be taken on the feedback recommendations for changes and improvements provided to the academic business unit by the site-visit team. Provide an explanation for this recommendation and for any resulting notes and/or observations in the "Commissioner's Comments" column in the form.
8. After your review of all of the available evidence, provide a concluding evaluation of the academic business unit's overall level of performance relative to its mission, i.e., the degree of academic quality in its business programs and operations. Provide your evaluation by selecting the appropriate response from the drop-down list in the table provided in the "Conclusion" section of this form. Use evaluation rubric number 4 to guide your evaluation. Then, in the text box supplied, provide a recommendation pertaining to the action that should be taken by the Board of Commissioners regarding the accreditation status of the business programs offered by the academic business unit.

Evaluation Rubrics

1. Evaluation Rubric for Provision of Information/Evidence/Documentation

Use the following rubric for items that call for your evaluation of the academic business unit's degree of compliance with the provision of required information/evidence/documentation as specified in the self-study guidelines for each accreditation principle.

Rubric for Provision of Information/Evidence/Documentation			
Fully Compliant	Substantially Compliant	Partially Compliant	Noncompliant
All of the required information/evidence/documentation is provided and is accurate.	Most of the required information/evidence/documentation is provided and is accurate; Some information is missing and/or inaccurate.	Some of the required information/evidence/documentation is provided; A significant amount of information is missing and/or inaccurate.	None of the required information/evidence/documentation is provided; or all of the information provided is inaccurate.

2. Evaluation Rubric for Achievement of Mission/Goals/Outcomes

Use the following rubric for items that call for your evaluation of the degree of achievement of the academic business unit's mission, broad-based goals, or intended outcomes.

Rubric for Achievement of Mission/Goals/Outcomes			
Fully Achieved	Substantially Achieved	Partially Achieved	Not Achieved
All aspects of the mission, all broad-based goals, or all intended outcomes have been accomplished.	Most aspects of the mission, most broad-based goals, or most intended outcomes have been accomplished; Some have not been realized.	Some aspects of the mission, some broad-based goals, or some intended outcomes have been accomplished; Most have not been realized.	No aspects of the mission, no broad-based goals, or no intended outcomes have been accomplished.

3. Evaluation Rubric for Compliance with Accreditation Principles

Use the following rubric for items that call for your evaluation of the academic business unit's degree of compliance with the IABCE's Accreditation Principles.

Rubric for Compliance with Accreditation Principles			
Fully Compliant	Substantially Compliant	Partially Compliant	Noncompliant
There are no deficiencies present that would prevent the achievement of mission, goals, and intended outcomes; The resource or process contributes to a high level of overall performance.	There are some deficiencies present, but they do not currently significantly prevent the achievement of mission, goals, and intended outcomes; The resource or process is of sufficient quality to contribute to an acceptable level of overall performance.	There are significant deficiencies present that could prevent the achievement of mission, goals, and intended outcomes; The quality of the resource or process contributes to a less-than-satisfactory level of overall performance.	There are major deficiencies present that prevent the achievement of mission, goals, and intended outcomes; The resource or process does not contribute to an acceptable level of overall performance.

4. Evaluation Rubric for the Overall Level of Mission-Related Performance

Use the following rubric to evaluate the overall level of performance of the academic business unit relative to its mission, i.e., to evaluate the level of academic quality of the academic business unit's business programs and operations.

Rubric for the Overall Level of Mission-Related Performance		
Superior	Acceptable	Unacceptable
The academic business unit's mission, broad-based goals, and intended outcomes have been accomplished; Assessment and planning are fully-developed, integrated, and drive continuous improvement; Resources and processes are of high quality and contribute significantly to student learning and operational effectiveness.	There are some deficiencies present, but the academic business unit's mission, broad-based goals, and intended outcomes have been accomplished for the most part; Changes and improvements have been made, but assessment and planning have not been fully implemented or integrated; Resources and processes are of sufficient quality to contribute to adequate levels of student learning and operational effectiveness.	There are substantial gaps between desired and actual results; There are major deficiencies present that prevent the achievement of the academic business unit's mission, goals, and intended outcomes; There is little evidence of efforts toward change or improvement, and assessment and planning processes are inadequate; Resources and processes do not contribute to adequate levels of student learning and operational effectiveness.

Introduction

Institution:

Location:

Academic Business Unit to be Reviewed:

(e.g., Department, Division, School, College of Business, etc.)

Primary Representative:

First Reviewer:

Second Reviewer:

Site-Visit Team Chair:

Other Site-Visit Team Member(s):

Site-Visit Date:

Date of Most Recent Institutional Accreditation Site Visit (if applicable):

Please cite relevant observations that apply to the academic business unit:

Date Self-study Prepared:

Self-Study Year:

Brief Institutional History and Culture:

Number of Full-Time Business Faculty:

Number of Part-Time Business Faculty:

Total Number of Students:

(For the institution as a whole)

Total Number of Business Students:

Number of Undergraduate Business Students:

Number of Master's-Level Business Students:

Number of Doctoral-Level Business Students:

Business Programs Included in the Accreditation Review:

Business Programs Excluded from the Accreditation Review (if any):

Please provide reasons for any exclusions:

Commissioner's Review and Evaluation of Site-Visit Team's Findings

Commissioner's Review and Evaluation			
Site-Visit Team's Findings	Academic Business Unit's Response	Commissioner's Comments	Recommendation
Principle 1.1 Outcomes Assessment: First Reviewer: Evaluation of Compliance Second Reviewer: Evaluation of Compliance			
Team's Evaluation of Compliance Compliance Findings: Commendations: Feedback Recommendations:		First Reviewer: Second Reviewer:	First Reviewer: Second Reviewer:
Principle 1.2 Summary Evaluation of Outcomes Assessment: First Reviewer: Evaluation of Compliance Second Reviewer: Evaluation of Compliance			
Team's Evaluation of Compliance Compliance Findings: Commendations: Feedback Recommendations:		First Reviewer: Second Reviewer:	First Reviewer: Second Reviewer:
Principle 2.1 Strategic Planning: First Reviewer: Evaluation of Compliance Second Reviewer: Evaluation of Compliance			
Team's Evaluation of Compliance Compliance Findings: Commendations: Feedback Recommendations:		First Reviewer: Second Reviewer:	First Reviewer: Second Reviewer:
Principle 2.2 Summary Evaluation of Strategic Planning First Reviewer: Evaluation of Compliance Second Reviewer: Evaluation of Compliance			
Team's Evaluation of Compliance Compliance Findings: Commendations: Feedback Recommendations:		First Reviewer: Second Reviewer:	First Reviewer: Second Reviewer:
Principle 3.1 Program Design: First Reviewer: Evaluation of Compliance Second Reviewer: Evaluation of Compliance			
Team's Evaluation of Compliance Compliance Findings: Commendations: Feedback Recommendations:		First Reviewer: Second Reviewer:	First Reviewer: Second Reviewer:

Commissioner's Review and Evaluation

Site-Visit Team's Findings	Academic Business Unit's Response	Commissioner's Comments	Recommendation
Principle 3.2 Common Professional Component: First Reviewer: Evaluation of Compliance Second Reviewer: Evaluation of Compliance			
Team's Evaluation of Compliance Compliance Findings: Commendations: Feedback Recommendations:		First Reviewer: Second Reviewer:	First Reviewer: Second Reviewer:
Principle 3.3 General Knowledge and Skills: First Reviewer: Evaluation of Compliance Second Reviewer: Evaluation of Compliance			
Team's Evaluation of Compliance Compliance Findings: Commendations: Feedback Recommendations:		First Reviewer: Second Reviewer:	First Reviewer: Second Reviewer:
Principle 3.4 Breadth and Depth of Curriculum: First Reviewer: Evaluation of Compliance Second Reviewer: Evaluation of Compliance			
Team's Evaluation of Compliance Compliance Findings: Commendations: Feedback Recommendations:		First Reviewer: Second Reviewer:	First Reviewer: Second Reviewer:
Principle 3.5 Curriculum Review and Improvement: First Reviewer: Evaluation of Compliance Second Reviewer: Evaluation of Compliance			
Team's Evaluation of Compliance Compliance Findings: Commendations: Feedback Recommendations:		First Reviewer: Second Reviewer:	First Reviewer: Second Reviewer:
Principle 3.6 Master's Degree Curriculum: First Reviewer: Evaluation of Compliance Second Reviewer: Evaluation of Compliance			
Team's Evaluation of Compliance Compliance Findings: Commendations: Feedback Recommendations:		First Reviewer: Second Reviewer:	First Reviewer: Second Reviewer:

Commissioner's Review and Evaluation

Site-Visit Team's Findings	Academic Business Unit's Response	Commissioner's Comments	Recommendation
Principle 3.7 Doctoral Curriculum: First Reviewer: Evaluation of Compliance Second Reviewer: Evaluation of Compliance			
Team's Evaluation of Compliance Compliance Findings: Commendations: Feedback Recommendations:		First Reviewer: Second Reviewer:	First Reviewer: Second Reviewer:
Principle 3.8 Summary Evaluation of Curriculum: First Reviewer: Evaluation of Compliance Second Reviewer: Evaluation of Compliance			
Team's Evaluation of Compliance Compliance Findings: Commendations: Feedback Recommendations:		First Reviewer: Second Reviewer:	First Reviewer: Second Reviewer:
Principle 4.1 Faculty Qualifications: First Reviewer: Evaluation of Compliance Second Reviewer: Evaluation of Compliance			
Team's Evaluation of Compliance Compliance Findings: Commendations: Feedback Recommendations:		First Reviewer: Second Reviewer:	First Reviewer: Second Reviewer:
Principle 4.2 Faculty Load: First Reviewer: Evaluation of Compliance Second Reviewer: Evaluation of Compliance			
Team's Evaluation of Compliance Compliance Findings: Commendations: Feedback Recommendations:		First Reviewer: Second Reviewer:	First Reviewer: Second Reviewer:
Principle 4.3 Program Coverage: First Reviewer: Evaluation of Compliance Second Reviewer: Evaluation of Compliance			
Team's Evaluation of Compliance Compliance Findings: Commendations: Feedback Recommendations:		First Reviewer: Second Reviewer:	First Reviewer: Second Reviewer:

Commissioner's Review and Evaluation

Site-Visit Team's Findings	Academic Business Unit's Response	Commissioner's Comments	Recommendation
Principle 4.4 Faculty Evaluation: First Reviewer: Evaluation of Compliance Second Reviewer: Evaluation of Compliance			
Team's Evaluation of Compliance Compliance Findings: Commendations: Feedback Recommendations:		First Reviewer: Second Reviewer:	First Reviewer: Second Reviewer:
Principle 4.5 Faculty Development: First Reviewer: Evaluation of Compliance Second Reviewer: Evaluation of Compliance			
Team's Evaluation of Compliance Compliance Findings: Commendations: Feedback Recommendations:		First Reviewer: Second Reviewer:	First Reviewer: Second Reviewer:
Principle 4.6 Faculty Policies: First Reviewer: Evaluation of Compliance Second Reviewer: Evaluation of Compliance			
Team's Evaluation of Compliance Compliance Findings: Commendations: Feedback Recommendations:		First Reviewer: Second Reviewer:	First Reviewer: Second Reviewer:
Principle 4.7 Summary Evaluation of Faculty: First Reviewer: Evaluation of Compliance Second Reviewer: Evaluation of Compliance			
Team's Evaluation of Compliance Compliance Findings: Commendations: Feedback Recommendations:		First Reviewer: Second Reviewer:	First Reviewer: Second Reviewer:
Principle 5.1 Scholarly and Professional Activities: First Reviewer: Evaluation of Compliance Second Reviewer: Evaluation of Compliance			
Team's Evaluation of Compliance Compliance Findings: Commendations: Feedback Recommendations:		First Reviewer: Second Reviewer:	First Reviewer: Second Reviewer:

Commissioner's Review and Evaluation

Site-Visit Team's Findings	Academic Business Unit's Response	Commissioner's Comments	Recommendation
Principle 5.2 Summary Evaluation of Scholarly/Professional Activities: First Reviewer: Evaluation of Compliance Second Reviewer: Evaluation of Compliance			
Team's Evaluation of Compliance Compliance Findings: Commendations: Feedback Recommendations:		First Reviewer: Second Reviewer:	First Reviewer: Second Reviewer:
Principle 6.1 Financial Resources: First Reviewer: Evaluation of Compliance Second Reviewer: Evaluation of Compliance			
Team's Evaluation of Compliance Compliance Findings: Commendations: Feedback Recommendations:		First Reviewer: Second Reviewer:	First Reviewer: Second Reviewer:
Principle 6.2 Facilities: First Reviewer: Evaluation of Compliance Second Reviewer: Evaluation of Compliance			
Team's Evaluation of Compliance Compliance Findings: Commendations: Feedback Recommendations:		First Reviewer: Second Reviewer:	First Reviewer: Second Reviewer:
Principle 6.3 Learning Resources: First Reviewer: Evaluation of Compliance Second Reviewer: Evaluation of Compliance			
Team's Evaluation of Compliance Compliance Findings: Commendations: Feedback Recommendations:		First Reviewer: Second Reviewer:	First Reviewer: Second Reviewer:
Principle 6.4 Educational Technology and Support: First Reviewer: Evaluation of Compliance Second Reviewer: Evaluation of Compliance			
Team's Evaluation of Compliance Compliance Findings: Commendations: Feedback Recommendations:		First Reviewer: Second Reviewer:	First Reviewer: Second Reviewer:

Commissioner's Review and Evaluation

Site-Visit Team's Findings	Academic Business Unit's Response	Commissioner's Comments	Recommendation
Principle 6.5 Off-Campus Locations: First Reviewer: Evaluation of Compliance Second Reviewer: Evaluation of Compliance			
Team's Evaluation of Compliance Compliance Findings: Commendations: Feedback Recommendations:		First Reviewer: Second Reviewer:	First Reviewer: Second Reviewer:
Principle 6.6 Summary Evaluation of Resources: First Reviewer: Evaluation of Compliance Second Reviewer: Evaluation of Compliance			
Team's Evaluation of Compliance Compliance Findings: Commendations: Feedback Recommendations:		First Reviewer: Second Reviewer:	First Reviewer: Second Reviewer:
Principle 7.1 Internal Relationships: First Reviewer: Evaluation of Compliance Second Reviewer: Evaluation of Compliance			
Team's Evaluation of Compliance Compliance Findings: Commendations: Feedback Recommendations:		First Reviewer: Second Reviewer:	First Reviewer: Second Reviewer:
Principle 7.2 Admissions Processes: First Reviewer: Evaluation of Compliance Second Reviewer: Evaluation of Compliance			
Team's Evaluation of Compliance Compliance Findings: Commendations: Feedback Recommendations:		First Reviewer: Second Reviewer:	First Reviewer: Second Reviewer:
Principle 7.3 Business and Industry Linkages: First Reviewer: Evaluation of Compliance Second Reviewer: Evaluation of Compliance			
Team's Evaluation of Compliance Compliance Findings: Commendations: Feedback Recommendations:		First Reviewer: Second Reviewer:	First Reviewer: Second Reviewer:

Commissioner's Review and Evaluation

Site-Visit Team's Findings	Academic Business Unit's Response	Commissioner's Comments	Recommendation
Principle 7.4 External Cooperative Relationships: First Reviewer: Evaluation of Compliance Second Reviewer: Evaluation of Compliance			
Team's Evaluation of Compliance Compliance Findings: Commendations: Feedback Recommendations:		First Reviewer: Second Reviewer:	First Reviewer: Second Reviewer:
Principle 7.5 External Oversight: First Reviewer: Evaluation of Compliance Second Reviewer: Evaluation of Compliance			
Team's Evaluation of Compliance Compliance Findings: Commendations: Feedback Recommendations:		First Reviewer: Second Reviewer:	First Reviewer: Second Reviewer:
Principle 7.6 External Accountability: First Reviewer: Evaluation of Compliance Second Reviewer: Evaluation of Compliance			
Team's Evaluation of Compliance Compliance Findings: Commendations: Feedback Recommendations:		First Reviewer: Second Reviewer:	First Reviewer: Second Reviewer:
Principle 7.7 Summary Evaluation of Internal/External Relationships: First Reviewer: Evaluation of Compliance Second Reviewer: Evaluation of Compliance			
Team's Evaluation of Compliance Compliance Findings: Commendations: Feedback Recommendations:		First Reviewer: Second Reviewer:	First Reviewer: Second Reviewer:
Principle 8.1 International Business Education: First Reviewer: Evaluation of Compliance Second Reviewer: Evaluation of Compliance			
Team's Evaluation of Compliance Compliance Findings: Commendations: Feedback Recommendations:		First Reviewer: Second Reviewer:	First Reviewer: Second Reviewer:

Commissioner's Review and Evaluation

Site-Visit Team's Findings	Academic Business Unit's Response	Commissioner's Comments	Recommendation
Principle 8.2 Summary Evaluation of International Business Education: First Reviewer: Evaluation of Compliance Second Reviewer: Evaluation of Compliance			
Team's Evaluation of Compliance Compliance Findings: Commendations: Feedback Recommendations:		First Reviewer: Second Reviewer:	First Reviewer: Second Reviewer:
Principle 9.1 Educational Innovation: First Reviewer: Evaluation of Compliance Second Reviewer: Evaluation of Compliance			
Team's Evaluation of Compliance Compliance Findings: Commendations: Feedback Recommendations:		First Reviewer: Second Reviewer:	First Reviewer: Second Reviewer:
Principle 9.2 Summary Evaluation of Educational Innovation: First Reviewer: Evaluation of Compliance Second Reviewer: Evaluation of Compliance			
Team's Evaluation of Compliance Compliance Findings: Commendations: Feedback Recommendations:		First Reviewer: Second Reviewer:	First Reviewer: Second Reviewer:

Conclusion

Overall Level of Performance Relative to Mission	Evaluation	
Based on your evaluation of the academic business unit's self-study and related site-visit materials, what is your evaluation of the academic business unit's overall level of performance relative to its mission, i.e., the degree of academic quality in the academic business unit's business programs and operations?	First Reviewer: Select One	Second Reviewer: Select One

Based on your analysis of all of the available evidence, what is your recommendation pertaining to the action that should be taken by the Board of Commissioners regarding the accreditation status of the business programs offered by the academic business unit? Use the text box below to record your recommendation:

Recommended Action: First Reviewer:

Second Reviewer:

Rationale for Recommendation: First Reviewer:

Second Reviewer:

Appendix E: 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 Assembly 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, alumni surveys, and employers' evaluations of students.

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.