



Accreditation Process Manual

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International Accreditation Council for Business Education
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PREFACE

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

This manual describes the process that is used by the IACBE in its accreditation of business programs. The manual is organized into the following nine 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, eligibility for academic business unit membership, and privacy of accreditation information.
- **Section Two:** This section describes the accreditation process in detail.
- **Section Three:** This section covers possible changes in an academic business unit's accreditation status, including probation and the withdrawal of accreditation.
- **Section Four:** This section describes reporting requirements.
- **Section Five:** This section details the procedure for dealing with complaints from third parties.
- **Section Six:** This section describes the protocol for handling potential legal conflicts with the IACBE's Accreditation Principles, policies, and procedures.
- **Section Seven:** This section outlines the procedures for requesting reconsideration of decisions by the Board of Commissioners.
- **Section Eight:** This section specifies the process for amending the IACBE's accreditation manuals.
- **Section Nine:** This section describes the IACBE's mentoring program.

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

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SECTION ONE: INTRODUCTION

Mission of the IACBE

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

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

Philosophy of Accreditation

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

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

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

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.

Characteristics of Excellence in Business Education

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

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

members of the business faculty are positively engaged within their academic business unit and contribute to its mission and broad-based goals through appropriate faculty development and faculty evaluation processes.

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

Scope of Accreditation

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

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

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

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

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

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

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;⁵
- The majors, concentrations, specializations, and emphases appear on a student's official transcript, diploma supplement, or other official record of program completion.

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

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

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

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

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

- **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.

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).

Privacy of Accreditation Information

When an academic business unit becomes a member of the IACBE, it agrees to the disclosure of its accreditation status, including disclosure of the extent to which its business programs are in compliance with the IACBE's Accreditation Principles. The disclosure of this information assists external stakeholders, such as students, parents, and the general public, in making appropriate educational decisions.

Other information provided to the IACBE during the accreditation process is confidential, and the IACBE makes every reasonable effort to protect that confidentiality. Such information will be disclosed to outside parties only when disclosure is required by law. In such cases, the IACBE's legal counsel will be involved in the decision to disclose accreditation information publicly.

Only site visit team members, staff, and commissioners of the IACBE may review confidential institutional and academic business unit information. The IACBE requires these individuals to abide by this confidentiality requirement.

The IACBE makes every reasonable effort to avoid conflicts of interest. Site visit team members are excluded from involvement in the accreditation process for academic business units in which they have had, or might foresee having, a professional or personal conflict of interest. Members of the IACBE Board of Directors and Board of Commissioners are required to recuse themselves from discussions, deliberations, or decisions about their own academic business units or other academic business units where a conflict of interest might exist.

Site visit team members understand their ethical responsibilities pertaining to conduct before, during, and after accreditation site visits. Matters pertaining to an accreditation site visit are not discussed in public and are treated confidentially.

IACBE policy requires that each site visit team member maintain the confidentiality of all IACBE accreditation materials (e.g., self-study, site visit reports, etc.). While such materials can be disseminated throughout the institution, as appropriate, they should not be shared with outside parties without the approval of the IACBE.

SECTION TWO: PROGRAM ACCREDITATION PROCESS

The process of first-time accreditation by the IACBE takes place in the following stages:

1. The academic business unit becomes an educational member of the IACBE.
2. The academic business unit attends a workshop on developing an outcomes assessment plan.
3. The academic business unit prepares candidacy materials and undergoes a candidacy visit.
4. The IACBE Board of Commissioners conducts a candidacy review of the academic business unit.
5. The academic business unit becomes a candidate for accreditation.
6. The academic business unit attends a workshop on preparing an effective self-study.
7. The academic business unit prepares a self-study and undergoes a site visit.
8. The IACBE Board of Commissioners conducts an accreditation review of the academic business unit.
9. The IACBE Board of Commissioners determines the accreditation status of the academic business unit's business programs.

See Figure 1 on page 9 for a flow chart of the IACBE's first-time accreditation process.

Reaffirmation of accreditation is required in order for an academic business unit to maintain its accredited status. The process of reaffirmation of accreditation by the IACBE takes place in the following stages:

1. The academic business unit applies for reaffirmation of accreditation.
2. The academic business unit attends a workshop on developing an outcomes assessment plan.
3. The academic business unit prepares a self-study and undergoes a site visit.
4. The IACBE Board of Commissioners conducts an accreditation review of the academic business unit.
5. The IACBE Board of Commissioners determines the accreditation status of the academic business unit's business programs.

See Figure 2 on page 10 for a flow chart of the IACBE's reaffirmation of accreditation process.

Educational Membership

In order to become an educational member of the IACBE, an academic business unit must:

1. Submit an application for educational membership. Applications for IACBE educational membership must be approved and signed by the institution's chief executive officer (i.e., president, chancellor, director general), affirming its commitment to abide by the accreditation policies and procedures of the IACBE. A membership application form can be downloaded from the IACBE website at: www.iacbe.org/accreditation-documents.asp.
2. Pay its membership dues to the IACBE.
3. Provide evidence that its parent institution has institutional accreditation from an appropriate nationally-recognized institutional accrediting organization. Institutions located outside of the United States must provide evidence of equivalent recognized institutional accreditation from an appropriate organization in the relevant country or region, or approvals or authorizations to award degrees from an appropriate governing, legal, or similar body. This evidence should take the form of a copy of the most recent letter from an appropriate nationally-recognized accrediting organization affirming or reaffirming institutional accreditation. For institutions located outside of the United States, this evidence would be the most recent 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. In cases where this documentation is written in a language other than English, the academic business unit must submit a

copy of the original non-English version of the letter, certificate, charter, or license, and an English translation of the original documentation.

4. Provide evidence that its parent institution grants business degrees at the bachelor's, master's, or doctoral level.
5. Provide evidence that its parent institution has 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).
6. Submit a copy of the most recent catalogs, prospectuses, marketing brochures, or other materials that describe the institution's undergraduate and graduate degree programs. If this material is online, provide the website address (URL) for and an electronic version of this material.⁶

The IACBE will review the submitted materials and, upon acceptance as an educational member, will contact the academic business unit's primary representative to establish a timeframe for the candidacy process.

An educational member is permitted to claim publicly that it is an educational member of the IACBE, but it is not allowed to claim or imply accreditation by the IACBE until accreditation has been granted.

Once an academic business unit has been admitted to educational membership in the IACBE, the institution may denote this status on its website, in its catalog and official publications, and in its advertising. However, the following form of notice and specific language must be used:

The [academic business unit] at [institution's name] is an Educational Member of the International Accreditation Council for Business Education (IACBE), and has affirmed its commitment to excellence in business education.

Interim reports to the IACBE are required of all academic business unit members, regardless of accreditation status. (See Annual Report in Section Four: Reporting Requirements.)

⁶ A non-editable version such as a PDF file

Figure 1: Flowchart of IACBE First-Time Accreditation Process

Does the institution have nationally-recognized institutional accreditation (or its equivalent), or appropriate governmental authorization to award degrees?

Does the institution grant business degrees at the bachelor's, master's, or doctoral levels?

Does the institution have a publicly-stated mission appropriate to a college or university?

If yes...

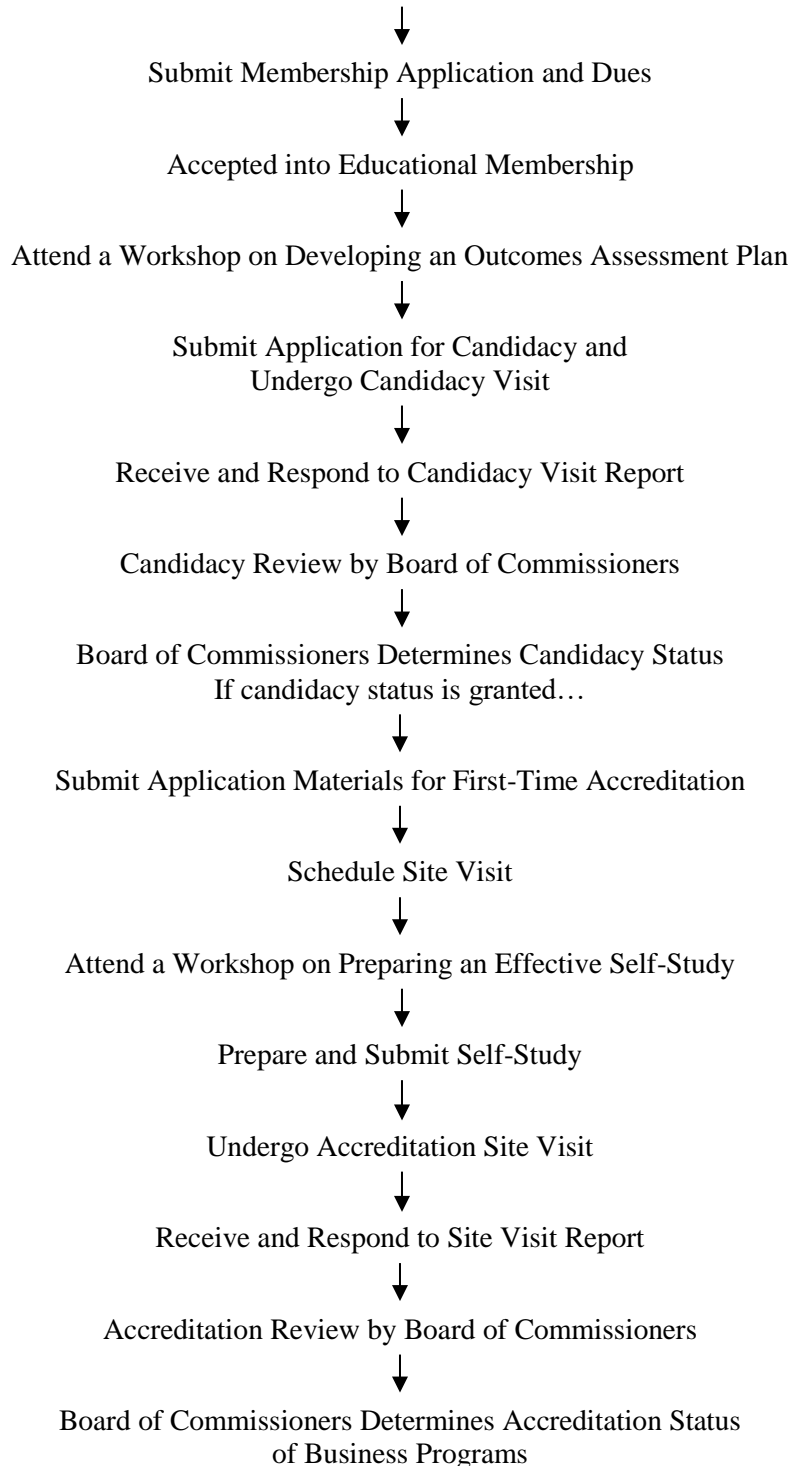
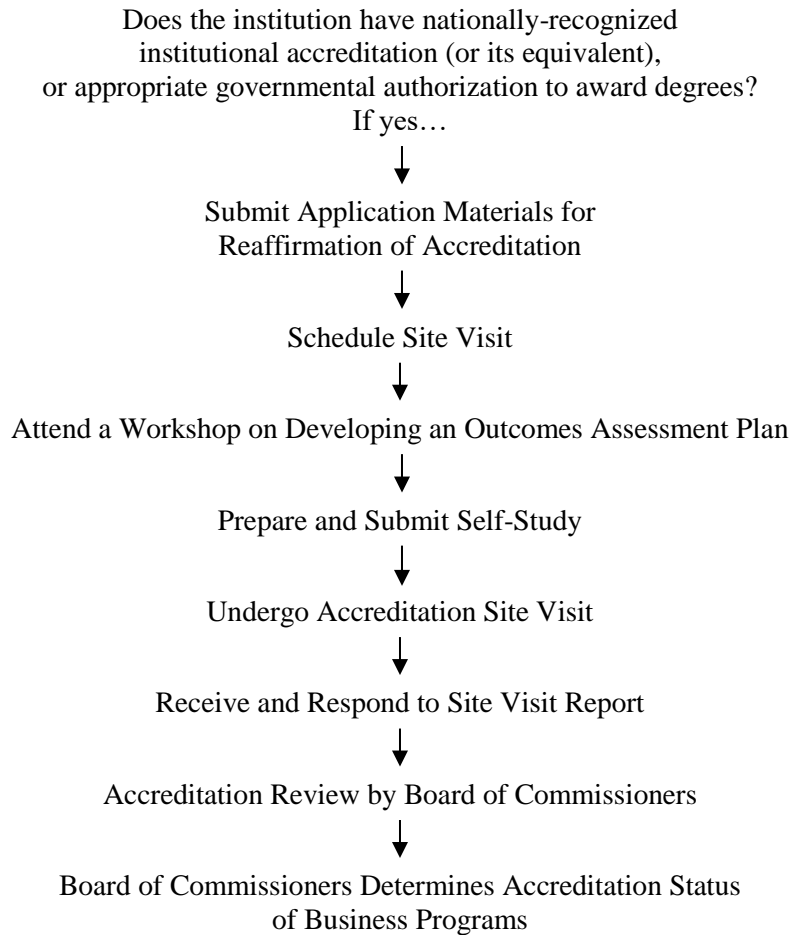


Figure 2: Flowchart of IACBE Reaffirmation of Accreditation Process



Candidate for Accreditation

The purpose of obtaining candidate for accreditation status (hereafter referred to as candidacy status) is to provide the academic business unit with an opportunity to prepare itself to be in compliance with the IACBE's Accreditation Principles, to develop a comprehensive self-study, and to undergo a site visit conducted by a professional team of peer reviewers from academic business unit members of the IACBE.

In order to become a candidate for accreditation by the IACBE, an academic business unit must:

1. Be an educational member of the IACBE.
2. Submit an application for candidate for accreditation status. Applications for IACBE candidacy status must be approved and signed by the institution's chief executive officer (i.e., president, chancellor, director general), affirming the academic business unit's commitment to abide by the accreditation policies and procedures of the IACBE and to attaining and maintaining excellence in business education. A candidacy application form can be downloaded from the IACBE website at: www.iacbe.org/accreditation-documents.asp.
3. Pay its application fee for candidacy status to the IACBE.
4. Provide evidence that its parent institution has institutional accreditation from an appropriate nationally-recognized institutional accrediting organization. Institutions located outside of the United States must provide evidence of equivalent recognized institutional accreditation from an appropriate organization in the relevant country or region, or approvals or authorizations to award degrees from an appropriate governing, legal, or similar body. This evidence should take the form of a copy of the most recent letter from an appropriate nationally-recognized accrediting organization affirming or reaffirming institutional accreditation. For institutions located outside of the United States, this evidence would be the most recent 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. In cases where this documentation is written in a language other than English, the academic business unit must submit a copy of the original non-English version of the letter, certificate, charter, or license, and an English translation of the original documentation.
5. Provide evidence that its parent institution has offered at least one bachelor's- or graduate-level program in business, with enrolled students, for at least two years.
6. Submit a copy of the most recent catalogs, prospectuses, marketing brochures, or other materials that describe the institution's undergraduate and graduate degree programs. If this material is online, provide the website address (URL) for and an electronic version of this material.⁷
7. Provide a program overview of the institution's business programs. This overview should include the following information:
 - a. The mission statement of the academic business unit.
 - b. A listing of all business programs offered by the institution regardless of the academic units that administer them. These include associate-, bachelor's-, master's-, and doctoral-level programs and all programs at the institution that have "business," "industrial," "administration," "management," "leadership," or "organizational" in the degree designation or program name. This listing must also include all majors, concentrations, specializations, and emphases contained within the programs.
 - c. An identification and description of all locations where business programs are offered.
 - d. For each of the programs listed in item 7.b above (including each major, concentration, specialization, and emphasis contained within the program), a description of the curricular

⁷ A non-editable version such as a PDF file

requirements for the program. If this information is found online and/or is included in the institution's catalogs, prospectuses, marketing brochures, or other materials, provide the URL address(es) for the location(s) on your website where this information can be found and/or the page numbers for the relevant sections of the catalogs, prospectuses, marketing brochures, or other materials.

- e. For each of the programs listed in 7.b above (including each major, concentration, specialization, emphasis, option, and track contained within the program), provide the following information:
 - i. Academic unit that administers the program
 - ii. Name and title of the program coordinator (e.g., dean, director, department/division chair, program director, etc.)
 - iii. Total number of credit hours (or contact hours as applicable) required to earn the degree
 - iv. Number of credit hours (or contact hours) in the program that are in the traditional areas of business education; **Note:** 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/macroeconomics), business law, business ethics, business communication, and business-related quantitative methods.
 - v. Percentage of the total number of credit hours (or contact hours) required for the degree that is composed of credit hours (contact hours) in the traditional areas of business education.
- f. For each of the programs listed in 7.b above (including each major, concentration, specialization, emphasis, option, and track contained within the program), an identification of the program's mode of delivery; This can be fully on-ground, hybrid delivery, or fully online.
- g. The total enrollment of the institution by headcount and, for each of the programs listed in 7.b above (including each major, concentration, specialization, emphasis, option, and track contained within the program), the total enrollment by headcount in the program for each of the past three years.
- h. For each of the programs listed in 7.b above (including each major, concentration, specialization, emphasis, option, and track contained within the program), the number of degrees conferred in the program for each of the past three years.
- i. An identification of the business programs listed in item 7.b above (including each major, concentration, specialization, emphasis, option, and track contained within the programs), and the locations at which they are offered, that the institution wishes to include in the accreditation review.
- j. An identification of the business programs listed in item 7.b above (including each major, concentration, specialization, emphasis, option, and track contained within the programs), and the locations at which they are offered, that the institution wishes to exclude from the accreditation review, along with the rationale for exclusion; **Note:** The determination of the programs (including any major, concentration, specialization, emphasis, option, and track contained within the programs) and locations to be included in and excluded from the accreditation review will be made well in advance of the self-study year.
- k. A listing of full-time faculty members who teach in the business programs listed in item 7.b above, along with their highest-earned degrees, degree disciplines, the institutions from which their degrees were earned, their titles, and their teaching areas; If the institution employs no full-time faculty, list those faculty members who are used on a regular or continuing basis. This listing should also include all full-time and ongoing/continuing personnel who have administrative or other service responsibilities, but who also teach in the business programs. These personnel

would include any deans, directors, department/division chairs, program directors/coordinators, etc. who teach in the business programs.

- l. A listing of non-teaching personnel who have administrative or other service responsibilities associated with the business programs listed in item 7.b above, along with their highest-earned degrees, degree disciplines, the institutions from which their degrees were earned, and their titles; These personnel would include any non-teaching deans, directors, department/division chairs, program directors/coordinators, etc.
 - m. For institutions located outside of the U.S., an identification of the language(s) in which each of the institution's business programs listed in item 7.b above is taught.
8. Provide figures for the most recent fiscal year for total unrestricted educational and general expenditures for the institution as a whole, for all academic instructional units of the institution, and for each academic unit that administers the business programs listed in item 7.b above for which the institution is seeking accreditation.
 9. Attend a workshop on developing an outcomes assessment plan.
 10. Submit a current and complete outcomes assessment plan. The assessment plan must encompass all business programs for which the institution is seeking accreditation, must be prepared using the assessment plan template developed by the IACBE, and must conform to IACBE guidelines as outlined in the IACBE document entitled "*Key Content Areas of an Outcomes Assessment Plan for Business Programs*," a copy of which can be downloaded from the IACBE website at: www.iacbe.org/oa-documents.asp. Mentoring services are available to assist the academic business unit in preparing an outcomes assessment plan. For more information about IACBE mentoring services, see Section Nine: Mentoring Program.
 11. Submit organizational charts for the institution and for each academic unit that administers the business programs for which the institution is seeking accreditation.
 12. Undergo a candidacy visit by an IACBE representative.
 13. Be reviewed by the IACBE Board of Commissioners.

The purposes of the candidacy visit are (i) to provide assistance to the academic business unit as it prepares to enter the candidacy phase of the accreditation process, (ii) to determine whether there are issues of concern pertaining to the resources, processes, business programs, or other aspects of the academic business unit's operations that need to be addressed prior to beginning the self-study process, and (iii) to evaluate the readiness of the academic business unit to pursue IACBE accreditation.

Subsequent to the candidacy visit, the IACBE representative will provide a written report of the visit to the IACBE. The IACBE will review the candidacy application and the written report of the candidacy visit, and will communicate in writing to the academic business unit's primary representative any issues arising from the review and any necessary corrective actions. The academic business unit must provide a written response to the IACBE that addresses each of these issues.

The candidacy application package, candidacy visitor's report, and the academic business unit's response are reviewed by the IACBE's Board of Commissioners, which determines the candidacy status of the academic business unit's business programs.

To assist educational members of the IACBE, the Board of Commissioners conducts regular accreditation workshops during the IACBE's annual conference and at selected times throughout the year. IACBE educational members are encouraged to attend these workshops. In addition, mentoring assistance is available throughout the entire accreditation process. For more information about IACBE mentoring services, see Section Nine: Mentoring Program.

Candidacy Actions by the Board of Commissioners

When the candidacy application is complete, the Board of Commissioners will review the application, the candidacy visit report, and the academic business unit's response, and will take 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

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. In those cases in which an extension is granted, academic business units will be required to undergo a mentoring visit in order to address the issues that led to the extension request. 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.

A candidate for accreditation is not allowed to claim or imply accreditation by the IACBE until accreditation has been granted.

Once an academic business unit has been granted candidacy status by the Board of Commissioners, the institution may denote this status on its website, in its catalog and official publications, and in its advertising. However, the following form of notice and specific language must be used:

The [academic business unit] at [institution's name] has been awarded the status of Candidate for Accreditation by the International Accreditation Council for Business Education (IACBE). The [academic business unit] has affirmed its commitment to excellence in business education and is eligible to undergo an accreditation review of its business programs.

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 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.

Candidacy Timetable, Costs, and Application

Candidacy Timetable

The IACBE works with each academic business unit to establish a timetable for obtaining candidacy status that suits its particular needs. Typically, it takes an academic business unit about two to three months to prepare and compile the materials required for candidacy. Candidacy visits usually take one to

two days depending on the location of the institution. If an academic business unit has complex programs, more time may be necessary for the candidacy visit.

Costs of Candidacy Visits for Institutions in the United States

The costs related to obtaining candidate for accreditation status will vary somewhat depending on the institution’s location. Normally, a one-day candidacy visit is conducted for institutions located in the United States. The costs of the visit include an \$800 application fee plus travel, meals, and hotel expenses for an IACBE representative conducting the candidacy visit. The table below contains an approximation of the total direct costs of obtaining candidacy status for institutions located in the United States.⁸

Item	Estimate
Application Fee (must be paid prior to the candidacy visit)	\$900
Travel for Candidacy Visitor	\$800
Hotel Accommodations and Meals for IACBE Representative (one day)	\$400
TOTAL	\$2,100

If the candidacy visit requires airline travel, it is the institution’s responsibility to purchase tickets in advance, in consultation with IACBE headquarters. Hotel arrangements for the IACBE representative should be made by and billed to the institution, also in consultation with IACBE headquarters.

The IACBE will invoice the institution for all other candidacy visit-related costs incurred by the IACBE representative, and will pay the representative after an expense report has been filed with IACBE headquarters. The institution will make no direct payments to the IACBE representative. Reimbursements to the IACBE should be made by the institution within 30 days for all of the invoiced costs of the candidacy visit.

Costs of Candidacy Visits for Institutions Outside of the United States

The institution must pay the cost of the candidacy visit 90 days in advance of the visit. The IACBE will invoice the institution for the estimated costs of the visit. Following the visit, a final accounting will be provided with a final billing or credit. Costs may be paid by credit card or wire transfer.

A two-day candidacy visit is conducted for institutions located outside of the United States. The costs of the visit include an \$800 application fee plus travel, meals, and hotel expenses for an IACBE representative conducting the candidacy visit. The table below contains an approximation of the total direct costs of obtaining candidacy status for institutions located outside of the United States.⁹

Item	Estimate
Application Fee (must be paid prior to the candidacy visit)	\$900
Travel for Candidacy Visitor	\$2000
Miscellaneous Travel Expenses	\$200
Hotel Accommodations and Meals for IABCE Representative (two days)	\$600
Miscellaneous Expenses	\$200
TOTAL	\$3,800

⁸ These figures are estimates for budgeting purposes. In many cases, actual costs are lower than these estimates. When candidacy visits are scheduled, IACBE headquarters can provide updated information.

⁹ These figures are estimates for budgeting purposes. In many cases, actual costs are lower than these estimates. When candidacy visits are scheduled, IACBE headquarters can provide updated information.

Application for Candidate for Accreditation Status

Application for candidate for accreditation status is made by the chief executive officer of the institution (i.e., president, chancellor, director general) by submitting an application form to IACBE headquarters and enclosing the \$900 application fee (institutions outside of the United States should send payment by wire transfer). An application for candidate for accreditation status can be downloaded from the IACBE website at: www.iacbe.org/accreditation-documents.asp.

First-Time Accreditation

In order for the business programs of an academic business unit to be considered for first-time accreditation by the IACBE, the academic business unit must:

1. Be granted candidacy status by the IACBE Board of Commissioners.
2. Submit an application for accreditation. Applications must be approved and signed by the institution's chief executive officer (i.e., president, chancellor, director general), affirming the academic business unit's commitment to abide by the IACBE's accreditation policies and procedures and to attaining and maintaining excellence in business education. An application for first-time accreditation can be downloaded from the IACBE website at: www.iacbe.org/accreditation-documents.asp.
3. Pay its application fee for accreditation to the IACBE.
4. Provide evidence that its parent institution has institutional accreditation from an appropriate nationally-recognized institutional accrediting organization. Institutions located outside of the United States must provide evidence of equivalent recognized institutional accreditation from an appropriate organization in the relevant country or region, or approvals or authorizations to award degrees from an appropriate governing, legal, or similar body. This evidence should take the form of a copy of the most recent letter from an appropriate nationally-recognized accrediting organization affirming or reaffirming institutional accreditation. For institutions located outside of the United States, this evidence would be the most recent 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. In cases where this documentation is written in a language other than English, the academic business unit must submit a copy of the original non-English version of the letter, certificate, charter, or license, and an English translation of the original documentation.
5. Provide evidence that each business program to be included in the accreditation review has produced graduates for at least one year.
6. Submit a current and complete outcomes assessment plan. The assessment plan must encompass all business programs for which the institution is seeking accreditation, must be prepared using the assessment plan template developed by the IACBE, and must conform to IACBE guidelines as outlined in the IACBE document entitled "*Key Content Areas of an Outcomes Assessment Plan for Business Programs*," a copy of which can be downloaded from the IACBE website at: www.iacbe.org/oa-documents.asp. Mentoring services are available to assist the academic business unit in preparing an outcomes assessment plan. For more information about IACBE mentoring services, see Section Nine: Mentoring Program.
7. Fully implement its outcomes assessment plan. This includes the completion of at least one assessment cycle (i.e., at least one cycle of "closing the loop" in assessment).
8. Attend a workshop on preparing an effective self-study.
9. Prepare a self-study.
10. Undergo a site visit.
11. Be reviewed by the IACBE Board of Commissioners.

The determination of the programs and locations to be included in and excluded from the accreditation review will be made in advance of the self-study year.

Guidelines for preparing the self-study are found in the IACBE's *Self-Study Manual*. It is essential that these guidelines be followed when preparing the self-study.¹⁰ Incomplete, inaccurate, or poorly organized information may jeopardize a program's potential for accreditation. The IACBE headquarters is available to answer questions throughout the preparation of the self-study. In addition, mentoring services are available to assist the academic business unit in preparing the self-study. For more information about IACBE mentoring services, see Section Nine: Mentoring Program.

During the preparation of the self-study, questions may arise as to whether a faculty member is doctorally-qualified, professionally-qualified, minimally-qualified, or unqualified to teach in a particular content area. The Board of Commissioners has established a process whereby the IACBE staff will review faculty credentials upon request by the academic business unit. The academic business unit should submit a complete portfolio for each faculty member to be reviewed. The contents of the portfolio should include materials that address faculty qualifications as described in Principle 4.1 – Faculty Qualifications in the IACBE's *Self-Study Manual*. The IACBE Board of Commissioners will make the final determination regarding faculty qualifications.

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

Once the self-study is in final form, IACBE headquarters will send it to the members of the site visit team. Following the site visit, the team will report its findings to IACBE headquarters. The IACBE will send a summary of the site visit team's report of findings to the institution's chief executive officer, chief academic officer, and the academic business unit's primary representative. The academic business unit must send a written response to the summary report, providing any necessary clarification of and noting agreement or disagreement with each finding. This response must be received before the Board of Commissioners can review the self-study. The self-study, summary site visit team report, and the academic business unit's response are reviewed by the IACBE's Board of Commissioners, which determines the accreditation status of the academic business unit's business programs.

After reviewing the self-study and site visit materials, the IACBE Board of Commissioners reports its decision to the institution and its academic business unit. If accreditation is granted, it will cover a time

¹⁰ The academic business unit must follow the numbering scheme for principles and tables as shown in the IACBE *Self-Study Manual*.

period not to exceed seven years. Under extenuating circumstances, an extension of an academic business unit's accredited status may be approved by the Board of Commissioners. In those cases in which an extension is granted, academic business units will be required to undergo a mentoring visit in order to address the issues that led to the extension request.

Reaffirmation of Accreditation

Reaffirmation of accreditation is required in order for an academic business unit to maintain its accredited status. In order for the business programs of an academic business unit to be considered for reaffirmation of accreditation by the IACBE, the academic business unit must:

1. Submit an application for reaffirmation of accreditation. Applications must be approved and signed by the institution's chief executive officer (i.e., president, chancellor, director general), affirming the academic business unit's commitment to abide by the IACBE's accreditation policies and procedures and to attaining and maintaining excellence in business education. An application for reaffirmation of accreditation can be downloaded from the IACBE website at: www.iacbe.org/accreditation-documents.asp.
2. Pay its application fee for reaffirmation of accreditation to the IACBE.
3. Provide evidence that its parent institution has institutional accreditation from an appropriate nationally-recognized institutional accrediting organization. Institutions located outside of the United States must provide evidence of equivalent recognized institutional accreditation from an appropriate organization in the relevant country or region, or approvals or authorizations to award degrees from an appropriate governing, legal, or similar body. This evidence should take the form of a copy of the most recent letter from an appropriate nationally-recognized accrediting organization affirming or reaffirming institutional accreditation. For institutions located outside of the United States, this evidence would be the most recent 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. In cases where this documentation is written in a language other than English, the academic business unit must submit a copy of the original non-English version of the letter, certificate, charter, or license, and an English translation of the original documentation.
4. Submit the following programmatic information to the IACBE:
 - a. A listing of all business programs offered by the institution regardless of the academic units that administer them. These include associate-, bachelor's-, master's-, and doctoral-level programs and all programs at the institution that have "business," "industrial," "administration," "management," "leadership," or "organizational" in the degree designation or program name. This listing must also include all majors, concentrations, specializations, and emphases contained within the programs.
 - b. An identification and description of all locations where business programs are offered.
 - c. For each of the programs listed in 4.a above (including each major, concentration, specialization, emphasis, option, and track contained within the program), provide the following information:
 - i. Academic unit that administers the program
 - ii. Name and title of the program coordinator (e.g., dean, director, department/division chair, program director, etc.)
 - iii. Total number of credit hours (or contact hours as applicable) required to earn the degree
 - iv. Number of credit hours (or contact hours) in the program that are in the traditional areas of business education; **Note:** 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/macroeconomics), business law, business ethics, business communication, and business-related quantitative methods.
- v. Percentage of the total number of credit hours (or contact hours) required for the degree that is composed of credit hours (contact hours) in the traditional areas of business education.
 - d. For each of the programs listed in item 4.a above (including each major, concentration, specialization, emphasis, option, and track contained within the program), an identification of the program's mode of delivery; This can be fully on-ground, hybrid delivery, or fully online.
 - e. An identification of the business programs listed in item 4.a above (including each major, concentration, specialization, emphasis, option, and track contained within the programs), and the locations at which they are offered, that the institution wishes to include in the accreditation review.
 - f. An identification of the business programs listed in item 4.a above (including each major, concentration, specialization, emphasis, option, and track contained within the programs), and the locations at which they are offered, that the institution wishes to exclude from the accreditation review, along with the rationale for exclusion.
5. Submit a current and complete outcomes assessment plan. The assessment plan must encompass all business programs for which the institution is seeking accreditation, must be prepared using the assessment plan template developed by the IACBE, and must conform to IACBE guidelines as outlined in the IACBE document entitled "*Key Content Areas of an Outcomes Assessment Plan for Business Programs*," a copy of which can be downloaded from the IACBE website at: www.iacbe.org/oa-documents.asp. Mentoring services are available to assist the academic business unit in preparing an outcomes assessment plan. For more information about IACBE mentoring services, see Section Nine: Mentoring Program.
 6. Attend a workshop on developing an outcomes assessment plan.
 7. Prepare a self-study.
 8. Undergo a site visit.
 9. Be reviewed by the IACBE Board of Commissioners.

The determination of the programs and locations to be included in and excluded from the reaffirmation of accreditation review will be made in advance of the self-study year.

If reaffirmation of accreditation is granted by the IACBE Board of Commissioners, it will cover a time period not to exceed seven years. Under extenuating circumstances, an extension of an academic business unit's accredited status may be approved by the Board of Commissioners. In those cases in which an extension is granted, academic business units will be required to undergo a mentoring visit in order to address the issues that led to the extension request.

Accreditation Timetable, Costs, and Application

Accreditation Timetable

The IACBE works with each academic business unit to establish a timetable that suits its particular needs. Typically, it takes an academic business unit about four to six months to prepare the self-study document. Site visits usually take two to three days. If an academic business unit has complex programs or multiple locations, more time may be necessary for the site visit. If off-campus locations are used for the delivery of business courses and a single location generates 25 percent or more of the total student credit hours taught by the academic business unit, then a visit to the location is required. In addition, if 40 percent or more of the total student credit hours taught by the academic business unit are taught at off-campus

locations, a site visit to an off-campus location will be required, even if no individual location generates 25 percent or more of the total student credit hours.

Costs of Site Visits for Institutions in the United States

The costs related to obtaining accreditation by the IACBE will vary somewhat depending on the institution’s location and the size of the site visit team. These costs include a \$1700 application fee plus travel, meals, and hotel expenses for the site visit team. Normally a two-person site visit team is used for institutions located in the United States. These team members are paid an honorarium for their work. The chair of the team is paid \$300 per day and the other team member(s) is (are) paid \$200 per day. The table below contains an approximation of the total direct costs of IACBE accreditation for institutions in the United States, assuming a 2-person site visit team and a two-day site visit.¹¹

Item	Estimate
Application Fee (must be paid prior to preparing the self-study and the site visit)	\$1700
Travel for Site Visit Team Members	\$1600
Honoraria for Site Visit Team Members (two days)	\$1000
Hotel Accommodations and Meals for Site Visit Team Members (two days)	\$800
TOTAL	\$5,100

The site visit team consists of trained peer reviewers from academic business unit members of the IACBE. Academic business units are also encouraged to include an IACBE staff member in a consultative capacity as a member of the team. No honorarium is required for the staff consultant. Therefore, the only costs to the institution for this person are travel, meals, and hotel expenses.

If the site visit requires airline travel, it is the institution’s responsibility to purchase tickets in advance, in consultation with IACBE headquarters. Hotel arrangements for the site visit team should be made by and billed to the institution, also in consultation with IACBE headquarters.

The IACBE will invoice the institution for all other visit-related costs incurred by the site visit team, and will pay each team member after an expense report has been filed with IACBE headquarters. The institution will make no direct payments to members of the site visit team. Reimbursements to the IACBE should be made by the institution within 30 days for all of the invoiced costs of the site visit.

Costs of Site Visits for Institutions Outside of the United States

The institution must pay the cost of the site visit 90 days in advance of the visit. The IACBE will invoice the institution for the estimated costs of the visit. Following the visit, a final accounting will be provided with a final billing or credit. Costs may be paid by credit card or wire transfer.

The costs of a site visit include a \$1700 application fee plus travel, meals, and hotel expenses for the site visit team. A three-member site visit team is used for visits to institutions located outside of the United States. This team includes two trained peer reviewers and a consultant from the IACBE staff. The peer reviewers on the site visit team receive honoraria totaling \$500 per day (the chair is paid \$300 per day and the other team member is paid \$200 per day). The staff consultant does not receive an honorarium.

¹¹ These figures are estimates for budgeting purposes. In many cases, actual costs are lower than these estimates. When site visits are scheduled, IACBE headquarters can provide updated information.

Typically a site visit takes three days. The table below contains an approximation of the total direct costs of IACBE accreditation for institutions located outside of the United States.¹²

Item	Estimate
Application Fee (must be paid prior to preparing the self-study and the site visit)	\$1700
Travel for Site Visit Team Members	\$6000
Miscellaneous Travel Expenses	\$500
Honoraria for Site Visit Team Members (three days)	\$1500
Hotel Accommodations and Meals for Site Visit Team Members (three days)	\$3000
Miscellaneous Expenses	\$500
TOTAL	\$13,200

Application for Accreditation or Reaffirmation of Accreditation

Application for accreditation or reaffirmation of accreditation is made by the chief executive officer of the institution (i.e., president, chancellor, director general) by submitting an application form to IACBE headquarters and enclosing the \$1700 application fee (institutions outside of the United States should send payment by wire transfer). Applications for first-time accreditation or reaffirmation of accreditation can be downloaded from the IACBE website at: www.iacbe.org/accreditation-documents.asp.

Site Visit Procedures

Site Visit Team Composition

After the academic business unit submits its self-study, the IACBE will designate a team of professionally-trained peer reviewers to conduct the site visit. The IACBE selects site visit team members from a pool of well-qualified individuals with experience in the evaluation process. The chair of the team will be responsible for assuring that the site visit is conducted objectively. The size of the team and the qualifications of its members are influenced by the academic business unit's size, program complexity, and number of off-campus locations. For institutions located outside of the United States, if 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 will be fluent in the language of instruction. In addition, where required by the appropriate regional or national accreditation recognition bodies, a student member will be included on the site visit team.

The IACBE is committed to avoiding potential conflicts of interest by site visit team members, and thus uses the following guidelines when determining site visit team composition:

- No member of the site visit team will have had a recent affiliation with the institution whose academic business unit is being considered for program accreditation, nor will the members of the site visit team have relatives who are employees of the institution.
- No member of the site visit team will be a graduate of the institution whose academic business unit is being considered for program accreditation.
- No member of the site visit team will have a known, expressed bias for or against the institution.
- No member of the site visit team will currently be a full-time employee of another institution in the institution's primary competitive market (e.g., within the same state).

¹² These figures are estimates for budgeting purposes. In many cases, actual costs are lower than these estimates. When site visits are scheduled, IACBE headquarters can provide updated information.

Logistical Arrangements

After the site visit dates are agreed upon and the site visit team is appointed, the academic business unit will be responsible for coordinating logistical arrangements with the chair of the team and/or the IACBE. These include developing the agenda for the site visit, procuring a meeting room on campus for team meetings,¹³ communication of the site visit arrangements with on-campus personnel, hotel reservations, and arrangements for the site visit team to meet key staff, faculty, students, alumni, and community groups. Examples of site visit agendas are shown in Figures 2 and 3 on the following two pages.

Once site visit team members have accepted an accreditation site visit assignment and a team chair has been designated, the IACBE will notify the academic business unit of the members' names and positions and the dates of their visit. The IACBE will distribute copies of the self-study to each member of the site visit team. Prior to the site visit, team members are expected to examine and review carefully all of the submitted self-study materials.

Prior to the site visit, the team chair will work with the academic business unit's primary representative to ensure that sufficient support is available to conduct a successful visit. The site visit team chair is responsible for keeping the team members informed about the site visit arrangements.

Site visit team members will normally arrive the evening before the first day of the official site visit. The team chair will notify the other members of the team of the time and place of their first meeting. At this first meeting, the team chair will review the specific plans for the site visit, identify the team members who will be responsible for writing specific portions of the team's report of findings, and organize the team so that a successful visit is possible. This meeting should also include a discussion of the team's reaction to the academic business unit's self-study and related materials, a review of the agenda for each day of the site visit, and a discussion of how and when its final report of findings will be compiled and forwarded to IACBE headquarters.

Site Visit Team's Responsibilities

During its visit to the institution, the site visit team should meet with the chief executive officer of the institution, the chief academic officer, the academic business unit's primary representative, faculty members, students, and others as deemed appropriate. The site visit team begins the process of evaluation by considering the academic business unit in its entirety. As representatives of the IACBE, the site visit team is responsible for validating that the information in the self-study is accurate. The site visit team should try to accumulate as much pertinent information as it can, and use appropriate sampling techniques to review the accumulated data. The site visit team's findings should reflect its collective judgment about the clarity of mission of the academic business unit and its ability to deliver a high-quality learning experience to its students.

A final site visit team meeting should be held during the last day of the site visit, at which time the team will seek to reach agreement on the content of its report of findings to the IACBE Board of Commissioners. At this meeting, the site visit team chair should finalize plans for an exit interview with the academic business unit's primary representative and other appropriate administrators. At the exit interview, the site visit team chair will provide an oral summary of the major findings that will be included in the team's written report. The site visit team chair should make it clear in the exit interview that the IACBE Board of Commissioners, not the site visit team, makes the final decisions on accreditation.¹⁴

¹³ The workroom for the site visit team should include one computer with high-speed Internet access for each member of the site visit team.

¹⁴ The site visit team will not express any opinions as to whether accreditation will be granted. Accreditation decisions are the sole prerogative of the IACBE's Board of Commissioners.

Each member of the site visit team is responsible for writing a portion of the team's report of findings. The site visit team chair has overall responsibility for gathering this information from the team members and preparing a comprehensive final report for the IACBE Board of Commissioners. If no additional information is required from the academic business unit, the site visit team's report of findings normally

Figure 3: Example of a Two-Day Site Visit Agenda
 (For Institutions in the United States with a Single Instructional Location or Single Campus)

Evening Prior to the Site Visit	Pre-visit meeting of site-visit team
Day One of Visit	
8:00 am	Meet with the academic business unit’s primary representative to discuss the two-day visit
9:00 am	Meet with the chief executive officer and chief academic officer of the institution
9:30 am	Meet with the institution’s assessment/institutional effectiveness coordinator to review the institution’s outcomes assessment plan and the results from implementing the plan
10:30 am	Review the outcomes assessment plan of the academic business unit and the results from implementing the plan
12:00 noon	Lunch with available business faculty
1:30 pm	Work time for the site-visit team to evaluate the self-study; the academic business unit’s primary representative (and others where appropriate) should be available for questions
5:00 pm	Site-visit team returns to hotel; evening work time for the site-visit team (if needed)
Day Two of Visit	
8:00 am	Meet with business students
9:00 am	Tour facilities (offices, library, classrooms, computer labs, etc.)
10:00 am	Work time for the site-visit team to complete self-study evaluation
12:00 noon	Lunch with external stakeholders if available (e.g., business advisory board, internship supervisors, employers, alumni, etc.)
1:30 pm	Site-visit team prepares its summary outline
3:30 pm	Exit interview with the academic business unit’s primary representative and institutional administrators (and others, if desired)
5:00 pm	Site visit completed

Figure 4: Example of a Three-Day Site Visit Agenda
(For Institutions Outside of the United States with a Single Instructional Location)

Evening Prior to the Site Visit	Pre-visit meeting of site-visit team
Day One of Visit	
09:00	Meet with the academic business unit’s primary representative to discuss the three-day visit
10:00	Meet with the chief executive officer and chief academic officer of the institution
10:30	Meet with the institution’s quality assurance manager/coordinator to review the institution’s quality assurance and advancement activities
11:00	Review the outcomes assessment plan of the academic business unit and the results from implementing the plan
12:30	Lunch with available administrators and/or business faculty
14:00	Work time for the site-visit team to evaluate the self-study; the academic business unit’s primary representative (and others where appropriate) should be available for questions
17:30	Meet with the academic business unit’s primary representative to plan for remainder of the visit
18:00	Site-visit team returns to hotel; evening work time for the site-visit team (if needed)
Day Two of Visit	
09:00	Meet with the academic business unit’s primary representative
09:30	Meet with business students
10:30	Tour facilities (offices, library, classrooms, computer labs, etc.)
11:30	Meet with business faculty
12:30	Lunch with external stakeholders if available (e.g., governing/advisory boards, placement/internship supervisors, employers, alumni, etc.)
14:00	Work time for the site-visit team to continue self-study evaluation
17:00	Site-visit team returns to hotel; evening work time for the site-visit team (if needed)
Day Three of Visit	
09:00	Meet with the academic business unit’s primary representative
09:30	Meet with administrative and support personnel
10:30	Work time for the site-visit team to complete self-study evaluation
12:30	Working lunch for the site-visit team
13:30	Site-visit team prepares its summary outline
15:00	Exit interview with the academic business unit’s primary representative and institutional administrators (and others, if desired)
16:30	Site visit completed

will be completed no later than two weeks after the team's visit to the academic business unit and forwarded to IACBE headquarters. If the final site visit team's report of findings is delayed beyond two weeks, IACBE headquarters should be notified.

The precise length of the site visit depends on the location(s), size, and number of business programs offered by the academic business unit. Generally, two days for institutions in the United States and three days for institutions located outside of the United States is sufficient time to allocate for the site visit. It may take extra days if there are extensive off-campus sites or other extenuating circumstances.

Academic Business Unit Response

After the site visit team's report of findings has been forwarded to IACBE headquarters, a written summary report of the site visit team's findings will be sent to the academic business unit's primary representative for review and comment. A written response by the academic business unit's primary representative, or his or her designee, is required within two weeks of receipt of the report. The IACBE Board of Commissioners cannot review the academic business unit's request for accreditation without this response. Accordingly, a specific written response to each finding, indicating areas of agreement, disagreement, and/or clarification, must be provided by the academic business unit.

Accreditation Actions by the Board of Commissioners

The Board of Commissioners is the independent accreditation decision-making body of the IACBE, and is composed of at least seven members from the IACBE accredited membership and at least one member who represents the general public. The Board of Commissioners normally meets three times each year,¹⁵ and determines the accreditation status of the business programs of an academic business unit.

The Board of Commissioners reviews the self-study materials, the site visit team's report of findings, and the academic business unit's response. Based on this review, the Board of Commissioners determines:

1. Whether the site visit team's report of findings is complete and supported with factual information.
2. Whether the site visit team's report of findings and other materials support the granting of accreditation.
3. Whether the academic business unit's response to the site visit team's report of findings is substantially in agreement with team's report. If not, the commissioners will obtain clarification of any conflicting views.

Accreditation actions by the Board of Commissioners are taken only after reviewing the academic business unit's self-study, the site visit team's report of findings, and the academic business unit's response to the team's report. At each level of review, the Board of Commissioners considers (i) the extent of the academic business unit's compliance with the IACBE's Accreditation Principles, (ii) both the number and seriousness of any deficiencies, and (iii) the academic business unit's willingness and capability to pursue excellence in business education.

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

¹⁵ The Board of Commissioners meets in the spring at the IACBE annual conference. A second meeting is typically held in July and a third meeting is usually conducted in December.

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 academic business unit is not in full compliance with the IACBE's Accreditation Principles. 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 unless otherwise specified by the Board of Commissioners. 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 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 may 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 (if applicable), 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 (if applicable), 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 a 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.

New Program Review

An academic business unit must notify the IACBE of any new business programs that it begins to offer after accreditation has been granted. 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, that is substantially different from the programs that are already accredited by the IACBE, 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 at least one set of 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 full 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.

In addition, an outcomes assessment plan that addresses student learning assessment must be developed for each new program, and a set of assessment results for at least one set of graduates must have been collected for the program before it can be considered for accreditation by the Board of Commissioners.

In order for the new business programs of an academic business unit to be considered for accreditation by the IACBE, the academic business unit must:

1. Submit an application for new program accreditation. Applications must be approved and signed by the institution's chief executive officer (i.e., president, chancellor, director general), affirming the academic business unit's commitment to abide by the IACBE's accreditation policies and procedures and to attaining and maintaining excellence in business education. An application for new program accreditation can be downloaded from the IACBE website at: www.iacbe.org/accreditation-documents.asp.
2. Pay its application fee for new program accreditation to the IACBE.
3. Provide evidence that its parent institution has institutional accreditation from an appropriate nationally-recognized institutional accrediting organization. Institutions located outside of the United States must provide evidence of equivalent recognized institutional accreditation from an appropriate organization in the relevant country or region, or approvals or authorizations to award degrees from an appropriate governing, legal, or similar body. This evidence should take the form of a copy of the most recent letter from an appropriate nationally-recognized accrediting organization affirming or reaffirming institutional accreditation. For institutions located outside of the United States, this evidence would be the most recent 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. In cases where this documentation is written in a language other than English, the academic business unit must submit a copy of the original non-English version of the letter, certificate, charter, or license, and an English translation of the original documentation.
4. Submit a copy of the most recent catalogs, prospectuses, marketing brochures, or other materials that describe the institution's undergraduate and graduate degree programs. If this material is online, provide the website address (URL) for and an electronic version of this material.¹⁶
5. Provide evidence that each of the new business programs has produced at least one set of graduates.
6. Submit the following programmatic information to the IACBE:
 - a. A listing of the new business programs for which the academic business unit is seeking accreditation. This listing must also include all majors, concentrations, specializations, emphases, options, and tracks contained within the programs.
 - b. An identification and description of all locations where the new business programs are offered.
 - c. For each of the new programs listed in item 6.a above (including each major, concentration, specialization, emphasis, option, and track contained within the program), a description of the curricular requirements for the program. If this information is found online and/or is included in the institution's catalogs, prospectuses, marketing brochures, or other materials, provide the URL address(es) for the location(s) on your website where this information can be found and/or the page numbers for the relevant sections of the catalogs, prospectuses, marketing brochures, or other materials.
 - d. For each of the new programs listed in item 6.a above (including each major, concentration, specialization, emphasis, option, and track contained within the program), provide the following information:
 - i. Academic unit that administers the program
 - ii. Name and title of the program coordinator (e.g., dean, director, department/division chair, program director, etc.)
 - iii. Total number of credit hours (or contact hours as applicable) required to earn the degree
 - iv. Number of credit hours (or contact hours) in the program that are in the traditional areas of business education; **Note:** 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,

¹⁶ A non-editable version such as a PDF file

- economics (principles of microeconomics/macroeconomics), business law, business ethics, business communication, and business-related quantitative methods.
- v. Percentage of the total number of credit hours (or contact hours) required for the degree that is composed of credit hours (contact hours) in the traditional areas of business education.
 - e. For each of the new programs listed in item 6.a above (including each major, concentration, specialization, emphasis, option, and track contained within the program), an identification of the program's mode of delivery; This can be fully on-ground, hybrid delivery, or fully online.
 - f. An identification of the locations at which the new programs listed in item 6.a above are offered that the institution wishes to exclude from the accreditation review, along with the rationale for exclusion.
7. Submit an outcomes assessment plan that addresses student learning assessment for each new program for which the academic business unit is seeking accreditation. The assessment plan must be prepared using the assessment plan template developed by the IACBE and must conform to IACBE guidelines as outlined in the IACBE document entitled "*Key Content Areas of an Outcomes Assessment Plan for Business Programs*," a copy of which can be downloaded from the IACBE website at: www.iacbe.org/oa-documents.asp. Mentoring services are available to assist the academic business unit in preparing an outcomes assessment plan. For more information about IACBE mentoring services, see Section Nine: Mentoring Program.
 8. Prepare a new program self-study.
 9. Be reviewed by the IACBE Board of Commissioners.

Guidelines for preparing the new program self-study are found in the IACBE's *New Program Accreditation Manual*. It is essential that these guidelines be followed when preparing the self-study. Incomplete, inaccurate, or poorly organized information may jeopardize a program's potential for accreditation. The IACBE headquarters is available to answer questions throughout the preparation of the self-study. In addition, mentoring services are available to assist the academic business unit in preparing the self-study. For more information about IACBE mentoring services, see Section Nine: Mentoring Program.

A preliminary draft copy of the self-study must be submitted to IACBE headquarters no fewer than 90 days prior to the scheduled review by the IACBE Board of Commissioners. Upon receipt of the draft self-study, IACBE staff will contact the academic business unit to schedule a telephone consultation for the purpose of conducting an initial technical review of the self-study for completeness and accuracy. This technical review will not include any judgments regarding the quality of the responses contained in the self-study, nor will it evaluate the extent of the academic business unit's compliance with the IACBE's Accreditation Principles, policies, and requirements. These determinations are the prerogative of and will be made by the Board of Commissioners. The purposes of the technical review are (i) to identify any technical issues associated with the academic business unit's self-study (i.e., missing, incomplete, and/or inaccurate information) and (ii) to help to ensure a smooth review by the Board of Commissioners. Any missing or incomplete responses and inaccurate information will be communicated to the academic business unit during the technical review consultation. Subsequent to the review, the academic business unit will then revise its self-study accordingly to ensure that it is complete, addresses all Accreditation Principles, and is in the appropriate format with accurate tables. The revised, final self-study must be submitted to IACBE headquarters no fewer than 30 days prior to the review by the Board of Commissioners. No accreditation review will be conducted until the IACBE has received the final self-study documents.

Until such time as the Board of Commissioners has reviewed and granted accreditation to any new programs, the academic business unit and its parent institution must not list the new programs among those that are accredited by the IACBE.

Public Notification of Accreditation

Once program accreditation has been granted by the IACBE, an institution must denote this status on its website and in its catalog and official publications, and may denote it in its advertising. The form of notice and specific permissible language are prescribed by the IACBE. Such notice should, in all cases, clearly delineate the name of the business programs that are accredited. Questions regarding the specific form of the notice are answered via consultation with IACBE-headquarters staff. A template for the form of notice that must be used on the institution's website and in its catalog and other official publications is provided below:

[Institution's name] has received specialized accreditation for its business programs through the International Accreditation Council for Business Education (IACBE) located at 11374 Strang Line Road in Lenexa, Kansas, USA. The business programs in the following degrees are accredited by the IACBE:

- *Doctor of [Philosophy, Business Administration, etc.] in [list of fields] with majors, concentrations, specializations, emphases in [list of majors/concentrations/specializations/emphases] (if applicable)*
- *Master of [Business Administration, Science, Arts, etc.] in [list of fields] with majors, concentrations, specializations, emphases in [list of majors/concentrations/specializations/emphases] (if applicable)*
- *Bachelor of [Business Administration, Science, Arts, etc.] in [list of fields] with majors, concentrations, specializations, emphases in [list of majors/concentrations/specializations/emphases] (if applicable)*
- *Associate of [Science, Arts, etc.] in [list of fields] with majors, concentrations, specializations, emphases in [list of majors/concentrations/specializations/emphases] (if applicable)*

Public Accountability

In order to make informed educational decisions, various stakeholders of the institution, including current and potential students and their families, employers, governmental entities, and other members of the public who may have an interest in the institution, are entitled to have access to information pertaining to the quality of the business programs of the academic business unit. Consequently, the IACBE requires its accredited members to be accountable to the public for student learning outcomes in their business programs.

Therefore, before first-time accreditation can be granted by the IACBE and subsequent to the granting of accreditation, an academic business unit must publicly disclose information pertaining to the degree of student learning in its IACBE-accredited business programs. In addition, the institution must indicate in its catalog the ways in which the public may access this information. At a minimum, the academic business unit must make student achievement data available on the unit's and/or the institution's website, but it should also make this information available in hard-copy form should it be requested by any member of the public. A template for a reporting form for publicly disclosing student learning and achievement information can be downloaded from the IACBE website at: www.iacbe.org/accreditation-documents.asp.

In addition, a template for the form of notice of public disclosure that must appear in the institution's catalog is provided below:

Information pertaining to student learning and achievement in the business programs accredited by the IACBE can be obtained by visiting [our and/or the academic business unit's] website at [www.institution.edu/studentoutcomes] or by contacting [the registrar's office, coordinator of

assessment, director of institutional research, head of the academic business unit, etc.] at [address, phone number, etc.].

The IACBE recommends that this notice of public disclosure appear in the institution's catalog immediately following the public notification of accreditation.

SECTION THREE: CHANGES IN ACCREDITATION STATUS

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.¹⁷ 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

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 business programs of the academic business unit 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.

¹⁷ 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.

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 decision of the Board of Appeal. 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.

Voluntary Withdrawal

There may be reasons for an academic business unit whose business programs are accredited by the IACBE to withdraw voluntarily from IACBE membership and thereby forfeit its accreditation. The IACBE requires that the chief executive officer of the institution place this action in writing and forward it to IACBE headquarters. The institution is then required to make a public statement of its withdrawal, and to strike any reference to IACBE accreditation from its website, catalogs, and other public documents. Voluntary withdrawal does not entitle the academic business unit to a refund of membership dues.

SECTION FOUR: REPORTING REQUIREMENTS

Substantive Changes

Substantive changes that impact the business programs of academic business unit members must be reported to the IACBE. When such changes have been reported to an institution's nationally-recognized institutional accrediting body or its equivalent, a copy of this report and the accrediting body's response should also be included in the academic business unit's annual report to the IACBE. This information will be presented to the IACBE Board of Commissioners.

Other Changes

Regardless of the issues that a nationally-recognized institutional accrediting body or its equivalent considers to be substantive, the following changes must be reported to the IACBE:

New Branch Campuses and Extension Centers

It is the responsibility of the academic business unit to notify the IACBE, and possibly to undergo a preliminary visit by the IACBE, before identifying a new branch campus as offering IACBE-accredited programs. Failure to notify the IACBE prior to initiation of a branch campus that offers business courses and degrees may jeopardize the accreditation status of the programs.

The academic business unit will provide a written rationale for the initiation of the branch campus and other information pertaining to business degrees awarded, faculty, learning resources, physical and financial resources, admission and graduation requirements, compliance with state/federal/national law granting authority to operate, number of students, administrative arrangements, and other information that the IACBE may request.

It is the responsibility of the academic business unit to notify the IACBE of the opening of a new extension center or auxiliary activity that plans to offer business courses and degrees. The academic business unit will provide a written report that identifies the location, describes the educational purpose of the center or activity, indicates the number of students involved, and provides any additional information requested by the IACBE.

New Business Programs

If an institution plans to offer new business programs after accreditation has been granted, then the IACBE must be notified in writing during the early stages of program planning and expansion. Supporting information pertaining to student enrollment, program objectives, instructional resources, facilities and equipment, admissions requirements, and promotional materials should be included in the written notification. For IACBE purposes, a new program is defined to be any business program that is added to an institution's offerings subsequent to the granting of accreditation, that is substantially different than the programs that are already accredited by the IACBE, 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.

In cases where the institutional accrediting, governing, legal, or similar body of the academic business unit's parent institution requires information on the new programs, a copy of the material sent to that body, and its response, must be submitted to the IACBE.

If the new program is determined to be substantially different from other business programs offered by the institution, the Board of Commissioners, at its discretion, may require a focus visit. If the Board of Commissioners determines that the educational quality of the academic business unit may be jeopardized by adding the new program, the accreditation status of its business programs may need to be reconsidered.

When an institution adds a new business program, it must notify the IACBE in writing of the addition and include it in its next IACBE accreditation self-study. Normally a new business program will have been operational and have produced graduates for one year before it is reviewed for accreditation by the IACBE Board of Commissioners.

For specific policies and procedures pertaining to the review of new business programs, see the subsection entitled New Program Review in Section Two: Program Accreditation Process.

Termination of Business Programs

A decision by an academic business unit to terminate voluntarily any of its IACBE-accredited business programs should be communicated to all interested parties, including the IACBE. The IACBE must be notified in writing of any such program termination.

New students should not be enrolled in any business program that is scheduled to be terminated if they cannot complete their work prior to the closing date for which public notice has been given. The academic business unit is obligated to continue to offer appropriate courses, including prerequisites, so that currently enrolled students will be able to complete the program. For this purpose, the period of time need not extend beyond sufficient time for students who are already enrolled and who make normal academic progress to complete the program.

Change of Institution's Name or Location

The IACBE should be notified immediately in writing if an institution is considering a change in its name and/or physical location.

Change of Ownership

The transfer of ownership or a major change in the controlling structure of an institution is considered to be a substantive change, and must be reported in writing to the IACBE. If the business programs of the academic business unit are accredited by the IACBE, these changes will be handled as follows:

1. **Automatic Suspension of Accreditation.** Any change in ownership or control of an institution automatically results in the immediate suspension of accreditation by the IACBE. Such action is authorized without prior notice or hearing and with immediate public notice. Reinstatement of accreditation may be regained only upon application to and reconsideration by the IACBE.
2. **Reinstatement of Accreditation.** When automatic suspension occurs, accreditation may be reinstated at the discretion of the IACBE at such time and according to terms and conditions that it has established or may establish. The burden of application for reinstatement is entirely upon the academic business unit. The academic business unit will have a 60-day time period in which to file an application for reinstatement. The President of the IACBE, in consultation with the Board of Commissioners, has the authority to grant a temporary reinstatement of accreditation for a period of time sufficient to allow for the review of all appropriate documentation. The temporary reinstatement period is not to exceed twelve months. The Board of Commissioners will consider and determine the final disposition of the academic business unit's application for reinstatement of accreditation.

3. **Effect of Change.** Until the application for reinstatement of accreditation (either permanent or temporary) has been approved, the accreditation of the business programs of the academic business unit remains suspended. If reinstatement of accreditation is withheld, or if the academic business unit does not apply for reinstatement of accreditation within the 60-day time period afforded to it, the matter shall be treated as a revocation of accreditation. In this case, 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. The academic business unit and its parent institution must also strike any reference to IACBE accreditation from their websites, catalog, and other public documents.

Closing of Institution

When the IACBE receives information, from whatever source, that an institution has ceased to operate, it will immediately take steps to verify the information. If an institution has ceased to function, the accreditation of its business programs is summarily suspended. Such action is authorized without prior notice or hearing and with immediate public notice.

The institution and its academic business unit will be notified in writing of the suspension at its last known address. If no petition to lift the suspension is received within 60 days of this notification, the suspension automatically becomes a revocation of accreditation.

Annual Report

All academic business unit members of the IACBE agree to abide by the accreditation policies and procedures of the IACBE. The academic business unit will keep the IACBE fully informed of its activities on at least an annual basis. To assist the academic business unit in this regard, the IACBE requires an annual report from each academic business unit member of the IACBE, regardless of its accreditation status. The annual report is required to be filed with IACBE headquarters by November 1 of each year. Annual report forms for academic business unit members of the IACBE can be downloaded from the IACBE website at: www.iacbe.org/accreditation-documents.asp.

The purpose of the annual report is to keep the IACBE apprised of the activities of and the changes that take place within the academic business unit each academic year so that a determination can be made as to whether the academic business unit remains in compliance with the IACBE's Accreditation Principles, policies, and procedures. Any activity or change within the institution and/or the academic business unit that materially alters the status of the business faculty, the business curricula, the resources in support of the academic business unit, or other issue that might impact its compliance with the IACBE's Accreditation Principles must be reported in the annual report to the IACBE.

SECTION FIVE: PROCEDURE FOR THIRD-PARTY COMPLAINTS

Introduction

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. The IACBE will review complaints from third parties, such as students, faculty members, or other interested parties, pertaining to alleged noncompliance with its accreditation principles or policies.

Process

Third-party complaints must be written, and must be sent to the IACBE either through email (iacbe@iacbe.org) or by regular mail.

Third-party complaints must:

1. Identify the specific accreditation principle or policy with which it is alleged that the academic business unit or an accredited program is not in compliance.
2. Specify the relationship of the complainant to the institution against which the complaint has been filed.
3. Fully identify and describe the situation surrounding the instance of alleged noncompliance.
4. Provide complete and appropriate documentation pertaining to the instance of alleged noncompliance.

When a third-party complaint concerning an academic business unit member of the IACBE is received, the IACBE's Director of Member Services will investigate the complaint. If the complaint does not meet the four requirements listed above, the complainant will be notified and no further action will be taken until such time as the four requirements have been met. When the four requirements have been met, a copy of the complaint will be sent to the president and chief academic officer of the parent institution of the academic business unit, and to the primary representative of the academic business unit against which the complaint has been filed. The institution and its academic business unit will be asked to provide a written response to the complaint to the IACBE within 30 days. This response should focus on the specific accreditation principle or policy identified in the complaint and should fully address the allegations contained in the complaint.

The complaint and the response of the institution and academic business unit to the complaint will be reviewed by the IACBE's Board of Commissioners at its next regularly-scheduled meeting. If the Board of Commissioners determines that the complaint has merit and that the academic business unit or an accredited program is not in compliance with the IACBE's accreditation principles or policies, it will specify necessary corrective actions and an appropriate timetable for the corrective actions to be taken. If the Board of Commissioners determines that the complaint has not been substantiated, then no further action will be taken. In either case, the decisions of the Board of Commissioners will be communicated in writing to the complainant and to the institution and its academic business unit against which the complaint had been filed.

SECTION SIX: 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.

SECTION SEVEN: REQUESTS FOR RECONSIDERATION OF BOARD OF COMMISSIONERS' DECISIONS

In situations not otherwise covered in this 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.

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 decisions.

SECTION EIGHT: 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 or electronically.
5. Changes to the IACBE's accreditation manuals must be approved by two-thirds of those academic business unit members voting.

SECTION NINE: MENTORING PROGRAM

Introduction

The IACBE is committed to a developmental approach to accreditation and excellence in business education. The organization promotes continuous improvement by working in a collaborative and cooperative manner with its members in their efforts toward achieving higher levels of quality in business education. In keeping with this developmental and collaborative approach to accreditation, the IACBE has established a mentoring program to assist its members in their pursuit of excellence in business education.

Mentoring services are available to all academic business unit members of the IACBE, regardless of accreditation status, throughout the entire accreditation process.

Mentoring Services

IACBE mentors are available to provide mentoring and consulting services in the following areas relating to accreditation and business education:

- The Accreditation Process
- Outcomes Assessment
- Preparing an Outcomes Assessment Plan
- Preparing a Self-Study
- Preparing for a Site Visit
- The IACBE's Accreditation Principles
- Strategic Planning
- Integrating Outcomes Assessment, Strategic Planning, and Budgeting Processes for Continuous Improvement
- Program Review and Evaluation
- New Program Development
- Program Marketing and Promotion
- Online and Distance Education
- International Program Development
- Enrollment Management
- Other Areas Upon Request

Mentoring Process

To arrange a mentoring visit, the academic business unit should contact IACBE World Headquarters, indicate the area in which mentoring assistance is desired (e.g., outcomes assessment, preparing a self-study, etc.), and provide a tentative date for the visit.

Upon receipt of a request for a mentoring visit, an IACBE-approved mentor will be matched with the academic business unit. The academic business unit and the mentor will then confer to arrange the details and itinerary of the visit. If available, the academic business unit should send relevant materials to the mentor for review prior to the visit (e.g., drafts of self-study, outcomes assessment plan, strategic plan, etc.). The mentoring visit can involve meetings and consultations with individuals, workshops for groups, or both.

Subsequent to the mentoring visit, the academic business unit will be asked to provide to the IACBE a written evaluation of the mentor and the quality of the mentoring assistance provided. The mentor will be available for follow-up questions and/or review of documents.

Costs

The costs of the mentoring visit will be paid in advance by the institution. These costs include travel expenses, hotel accommodations, meals, and transportation for the mentor, plus a mentoring fee of \$600 for half a day (up to five hours) or \$1,200 for a full day.

APPENDIX: GLOSSARY OF TERMS

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

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

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

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

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

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

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

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

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

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

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

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

Board of Commissioners: The Board of Commissioners is the independent accreditation decision-making body of the IACBE and is elected by the organization’s membership in accordance with IACBE bylaws. The commissioners review and evaluate requests for specialized business program accreditation,

and determine the accreditation status of all IACBE academic business unit members. The commissioners are responsible for maintaining and updating the IACBE accreditation processes and associated manuals.

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

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

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

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

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

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

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

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

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

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

Direct Measures: *See Measures, Direct*

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

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

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

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

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

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

Goal: *See Mission/Goal/Objective*

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

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

Indirect Measures: *See Measures, Indirect*

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

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

See also "Recognized National Institutional Accreditation."

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

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

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

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

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