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| Self-Study  for New Program Accreditation | |
| **Institution:** |  |
| **Academic Business Unit:** |  |
| **Self-Study Year:** |  |
|  | |
| Volume 1 | |

|  |  |  |
| --- | --- | --- |
|  | **Date of Submission:** |  |
|  |  |  |

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### **Cover Page: Summary Institutional Information**

|  |  |
| --- | --- |
| Name of Institution |  |
| Chief Executive Officer’s Name/Title |  |
| Chief Academic Officer’s Name/Title |  |
| Name of Academic Business Unit |  |
| Head of Academic Business Unit’s Name/Title |  |
| Academic Year Covered by Self-Study |  |
| Date of Submission of Self-Study to the IACBE |  |

### **Background Information**

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

1. *Identify the name and title of each individual who participated in preparing the self-study.*
2. *In one or two paragraphs, provide a brief history of the institution. If the history is stated in the institution’s catalog, prospectus, marketing brochures, or other material, provide the page numbers for the relevant section.*
3. *In one or two paragraphs, provide a brief history of the academic business unit. If the history is stated in the institution’s catalog, prospectus, marketing brochures, or other material, provide the page numbers for the relevant section.*
4. *List each new business program for which the academic business unit is seeking accreditation (including all majors, concentrations, specializations, emphases, options, and tracks contained within the program), and identify all of the locations at which the programs are offered. The locations must be the ones that were approved by the IACBE Board of Commissioners when the academic business unit applied for new program accreditation.*

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

1. *Provide the following enrollment information:*
   1. *Total enrollment of the institution by headcount for the self-study year.*
   2. *For each of the programs listed in item 4 above (including each major, concentration, specialization, emphasis, option, or track contained within the program), the total enrollment by headcount in the program for the self-study year, and the total enrollment by headcount in all programs combined for the self-study year. Provide this information in the table labeled “Enrollment and Degrees Conferred in New Programs.”*
2. *For each of the programs listed in item 4 above (including each major, concentration, specialization, emphasis, option, or track contained within the program), provide the number of such degrees conferred during the self-study year and the previous two academic years. Provide this information in the table labeled “Enrollment and Degrees Conferred in New Programs.”*
3. *Describe any situations present at your institution requiring a special understanding during the accreditation process.*

##### Enrollment and Degrees Conferred in New Programs

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **PROGRAM** | **HEADCOUNT**  **ENROLLMENT (SELF-STUDY YEAR)** | **NUMBER OF DEGREES CONFERRED** | | | | |
| **SELF-STUDY YEAR** | | **YEAR**  **PRIOR TO**  **SELF-STUDY YEAR** | | **TWO YEARS**  **PRIOR TO**  **SELF-STUDY**  **YEAR** |
| **ASSOCIATE-LEVEL PROGRAMS** | | | | | | |
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| **BACHELOR’S-LEVEL PROGRAMS** | | | | | | |
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| **MASTER’S-LEVEL PROGRAMS** | | | | | | |
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| **DOCTORAL-LEVEL PROGRAMS** | | | | | | |
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| **TOTALS** |  |  |  | |  | |

### **Principle 1.1: Outcomes Assessment**

**Academic quality in business programs is evaluated through the assessment of the academic business unit’s intended student learning outcomes. This requires the academic business unit to have developed and fully implemented an outcomes assessment process. This process includes an outcomes assessment plan for its new business programs, the identification of necessary changes and improvements as a result of implementing the plan, the integration of those changes into its strategic planning process, and the documentation of realized outcomes.**

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

### **Principle 2.1: Program Design**

**Academic quality in business programs requires the design of each new business program offered by the academic business unit to be consistent with current, acceptable business practices and the expectations of professionals in the academic and business communities.**

1. *Describe the curricular requirements for each new business program for which the academic business unit is seeking accreditation (including majors, concentrations, specializations, emphases, options, and tracks contained within the program). If this information is included in the institution’s catalog, prospectus, marketing brochures, or other material, provide the page numbers for the relevant sections.*
2. *Provide the following information:*
3. *Identify and describe all of the methods that the academic business unit employs to deliver each business program included in the accreditation review.*
4. *If online or hybrid delivery modes are used, describe the kinds and amount of both student and faculty activity and effort required.*
5. *For each new business program included in the accreditation review that contains majors, concentrations, specializations, emphases, options, or tracks, describe the ways in which the academic business unit ensures academic quality in these disciplinary component areas of the program.*
6. *Provide the following information:*
7. *State the number of contact hours required to earn one unit of academic credit for each new business program for which the academic business unit is seeking accreditation.*
8. *If the academic business unit uses online or hybrid delivery modes, describe the way in which the unit defines a student contact hour, and explain the ways in which the unit ensures that the quality of such programs is equivalent to that in more traditionally-delivered, face-to-face programs.*
9. *If you are seeking accreditation for new associate-level programs in business, state the number of semester hours, or quarter hours, of academic work that are required to earn a degree in each program.*
10. *If you are seeking accreditation for new bachelor’s-level programs in business, state the number of semester hours, or quarter hours, of academic work that are required to earn a degree in each program.*
11. *If you are seeking accreditation for new master’s-level programs in business, state the number of semester hours, or quarter hours, of academic work that are required to earn a degree in each program.*
12. *If you are seeking accreditation for new doctoral-level programs in business, state the number of semester hours, or quarter hours, of academic work that are required to earn a degree in each program, including the dissertation.*

### **Principle 3.2: Common Professional Component**

**Academic quality in undergraduate business programs requires coverage of the key content areas of business. Thus, the Common Professional Component (CPC) topical areas, as outlined below, should be adequately covered within the content of new undergraduate business programs.**

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

***Associate-Level Programs:***

1. *Provide an Abbreviated Course Syllabus for each required course in your new associate-level business programs (these should be placed in the appendix of the self-study).*
2. *Provide a separate Table 1: Summary of Common Professional Component (CPC) Activity for each new associate-level program included in the accreditation review that contains different required courses.*
3. *If your new associate-level programs contain majors, concentrations, specializations, emphases, options, or tracks that require additional courses beyond those that are common to all programs, you may choose to obtain CPC credit for these courses by preparing a separate CPC table for each major, concentration, specialization, emphasis, option, or track.*
4. *For any new associate-level business programs included in the accreditation review that do not cover all of the expected CPC topical areas (i.e., A. Accounting, B. Marketing, D1. Management Principles, F1. Information Systems, and E2. Economics), provide a rationale for this variation in CPC coverage.*

***Bachelor’s-Level Programs:***

1. *Provide an Abbreviated Course Syllabus for each required course in your new bachelor’s-level business programs (these should be placed in the appendix of the self-study).*
2. *Provide a separate Table 1: Summary of Common Professional Component (CPC) Activity for each new bachelor’s-level program included in the accreditation review that contains different required courses.*
3. *If your new bachelor’s-level programs contain majors, concentrations, specializations, emphases, options, or tracks that require additional courses beyond the business core, you may choose to obtain CPC credit for these courses by preparing a separate CPC table for each major, concentration, specialization, emphasis, option, or track.*
4. *For any new bachelor’s-level business programs included in the accreditation review that do not cover all of the CPC topical areas, provide a rationale for this variation in CPC coverage.*

##### Table 1: Summary of Common Professional Component (CPC) Activity

(Contact Hours)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CPC AREA**  **COMMON**  **REQUIRED COURSES** | **ACT** | **MKT** | **FIN** | **MGT** | **OB** | **HRM** | **OM** | **LAW** | **ECN** | **ETH** | **IS** | **QM** | **GLOB** | **INT** | **TOTALS** |
| **A** | **B** | **C** | **D1** | **D2** | **D3** | **D4** | **E1** | **E2** | **E3** | **F1** | **F2** | **G** | **H** |
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| **TOTALS** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

### **Principle 2.3: General Knowledge and Skills**

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

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

***Associate- and Bachelor’s-Level Programs:***

*Institutions with Formal General Education Requirements*

1. *Provide the page numbers for the section in the institution’s catalog, prospectus, marketing brochures, or other material that describes its general education requirements.*
2. *Provide Table 2: Undergraduate General Education Requirements. The table should include both the number of credit hours in the institution’s general education requirements and the percentage of the total number of credits required for graduation that is composed of general education credits. Table 2 should provide the required information for each new business program at the associate and bachelor’s level for which the academic business unit is seeking accreditation.*
3. *Describe the remedial and developmental programs employed by the institution to assist undergraduate students in acquiring the basic skills (e.g., written composition and quantitative skills) necessary to be successful in their studies.*

*Institutions without Formal General Education Requirements*

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

##### **Table 2: Undergraduate General Education Requirements**

|  |  |  |  |
| --- | --- | --- | --- |
| **CREDIT HOURS**    **PROGRAM** | **MINIMUM CREDIT HOURS IN**  **GENERAL EDUCATION** | | **CREDIT HOURS**  **REQUIRED FOR**  **GRADUATION** |
|
| **Hours** | **Percentage** |
| **ASSOCIATE-LEVEL PROGRAMS** | | | |
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| **BACHELOR’S-LEVEL PROGRAMS** | | | |
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### **Principle 2.4: Master’s Degree Curriculum**

**Academic quality in master’s-level business programs requires new master’s degree curricula to consist of a minimum of thirty semester credit hours (forty-five quarter hours) of graduate-level course work. The level of these courses should be beyond that of courses in undergraduate-level business programs. The thirty semester hours (forty-five quarter hours) of graduate-level course work should be in courses normally reserved for graduate students.**

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

### **Principle 2.5: Doctoral Curriculum**

**Academic quality in doctoral-level business programs requires new doctoral curricula to prepare students to make significant contributions to the academy.**

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

*6. Provide a list of students who completed their dissertations/theses during the self-study year along with the title of each dissertation/thesis.*

### **Principle 3.1: Faculty Qualifications**

**Academic quality in business programs requires highly-qualified faculty. Therefore, the faculty who teach in new business programs should possess significant academic and professional preparation.**

1. *Provide the page numbers for the section in the institution’s catalog, prospectus, marketing brochures, or other material that describes the academic credentials of each full-time and part-time faculty member who teaches in the new business programs for which the academic business unit is seeking accreditation.*
2. *Provide a current vita for all full-time and part-time business faculty members who teach in the new business programs (these should be placed in the appendix of the self-study).*
3. *Provide Table 3: Faculty Qualifications. All faculty who teach courses in the new business programs must be included, with full- and part-time faculty members listed separately and in alphabetical order. In cases where a faculty member teaches at more than one program level (undergraduate, master’s, doctoral levels) and/or in more than one major discipline during the self-study year, list each program level and discipline on a separate line under the headings “Program Level” and “Assigned Teaching Disciplines,” respectively. Then, indicate the faculty member’s qualification status for each program level and teaching discipline under the heading “Level of Qualification.” For each full-time faculty member who is indicated to be either doctorally- or professionally-qualified in a teaching discipline outside of his/her degree discipline(s), provide a brief rationale for this qualification status.*

##### **Table 3: Faculty Qualifications**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **FACULTY**  **MEMBERS** | **YEAR OF**  **HIRE** | **HIGHEST DEGREE** | | **PROFESSIONAL CERTIFICATION** | | **ASSIGNED TEACHING DISCIPLINES** | **PROGRAM**  **LEVEL** | | **LEVEL OF QUALIFICATION** | **TENURE** |
| **TYPE** | **DISCIPLINE** |
| **FULL-TIME FACULTY** | | | | | | | | | | |
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| **PART-TIME FACULTY** | | | | | | | | | | |
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### **Principle 3.2 Faculty Load**

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

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

1. *Provide the following information pertaining to the institutional policies that relate to the teaching loads of faculty:*
   1. *The institutional policy that determines the normal teaching load of full-time faculty.*
   2. *A description of the ways in which the policies are administered in terms of overloads and extra pay for overloads.*
   3. *An explanation of any variations between the academic load policies used in the academic business unit and other academic units of the institution.*
   4. *The policy on teaching loads for part-time and/or adjunct faculty.*
   5. *An identification of the documents that contain these policies and the page numbers for the relevant sections where these policies are stated.*
2. *Provide Table 4: Teaching Load and Student Credit Hours Generated. Submit only one table, using the form that is appropriate for your academic business unit. Use Table 4(U) if you are seeking accreditation only for new undergraduate programs; Table 4(M) if you are seeking accreditation for new master’s-level programs, or for new master’s-level and undergraduate programs; or Table 4(D) if you are seeking accreditation for new doctoral-level programs, or for a combination of new doctoral-level and master’s-level and/or undergraduate programs. Full and part-time faculty members should be shown alphabetically and grouped separately. The table should account for all student credit hours taught in the new business programs during the self-study year, including both required and elective business courses and courses taught at all off-campus locations. The qualification level of each faculty member for the credit hours taught, and totals, by faculty qualification level (doctorally- and professionally-qualified, and other) should be shown, as well as a grand total for undergraduate-, master’s-, and doctoral-level student credit hours taught. If the institution is operating on a quarter system, the table will require a slight modification to include three quarters rather than two semesters. This table should also include the number of sections, course preparations, and disciplines taught by each faculty member.*

***Note****: In Table 4, include only those faculty who teach in the new programs and only those student credit hours taught in the new programs.*

1. *Referring to Table 4(U), 4(M), or 4(D): Teaching Load and Student Credit Hours Generated in New Programs, explain any deviations between actual teaching loads and the institution’s academic load policy.*
2. *List all faculty members who teach in the new business programs and who receive reductions in teaching loads for other professional responsibilities, and indicate the amount of the reduction and the reason.*

##### Table 4(U): Teaching Load and Student Credit Hours Generated

**(New undergraduate programs only)**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **FACULTY**  **MEMBERS** | **FALL SEMESTER** | | | | **SPRING SEMESTER** | | | | **QUALIFICATION LEVEL**  **(UNDERGRADUATE)** | | |
| **UG** | **# of** | **# of** | **# of** | **UG** | **# of** | **# of** | **# of** | **DQ** | **PQ** | **OTHER** |
| **SCH** | **SECT** | **PREP** | **DISC** | **SCH** | **SECT** | **PREP** | **DISC** | **SCH** | **SCH** | **SCH** |
| **FULL-TIME FACULTY** | | | | | | | | | | | |
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| **PART-TIME FACULTY** | | | | | | | | | | | |
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| **TOTALS** |  |  |  |  |  |  |  |  |  |  |  |
| **TOTAL STUDENT CREDIT HOURS TAUGHT BY DOCTORALLY-QUALIFIED FACULTY** | | | | | | | | |  |  | |
| **TOTAL STUDENT CREDIT HOURS TAUGHT BY DOCTORALLY- AND PROFESSIONALLY-QUALIFIED FACULTY** | | | | | | | | |  | |  |
| **TOTAL STUDENT CREDIT HOURS TAUGHT BY BUSINESS FACULTY DURING THE SELF-STUDY YEAR** | | | | | | | | |  | | |

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

##### Table 4(M): Teaching Load and Student Credit Hours Generated

**(New master’s-level programs, or new master’s-level and undergraduate programs)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **FACULTY MEMBERS** | **FALL SEMESTER** | | | | | **SPRING SEMESTER** | | | | | **QUALIFICATION LEVEL**  **(UNDERGRADUATE)** | | | **QUALIFICATION LEVEL**  **(MASTER’S)** | | |
| **UG** | **MAST** | **# of** | **# of** | **# of** | **UG** | **MAST** | **# of** | **# of** | **# of** | **DQ** | **PQ** | **OTHER** | **DQ** | **PQ** | **OTHER** |
| **SCH** | **SCH** | **SECT** | **PREP** | **DISC** | **SCH** | **SCH** | **SECT** | **PREP** | **DISC** | **SCH** | **SCH** | **SCH** | **SCH** | **SCH** | **SCH** |
| **FULL-TIME FACULTY** | | | | | | | | | | | | | | | | |
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| **PART-TIME FACULTY** | | | | | | | | | | | | | | | | |
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| **TOTALS** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **TOTAL STUDENT CREDIT HOURS TAUGHT BY DOCTORALLY-QUALIFIED FACULTY** | | | | | | | | | | |  |  | |  |  | |
| **TOTAL STUDENT CREDIT HOURS TAUGHT BY DOCTORALLY- AND PROFESSIONALLY-QUALIFIED FACULTY** | | | | | | | | | | |  | |  |  | |  |
| **TOTAL STUDENT CREDIT HOURS TAUGHT BY DEGREE LEVEL** | | | | | | | | | | |  | | |  | | |
| **TOTAL STUDENT CREDIT HOURS TAUGHT BY BUSINESS FACULTY DURING THE SELF-STUDY YEAR** | | | | | | | | | | | | | |  | | |

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

##### Table 4(D): Teaching Load and Student Credit Hours Generated

**(New doctoral-level programs, or a combination of new doctoral-level programs and master’s-level and/or undergraduate programs)**

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| **FACULTY**  **MEMBERS** | **FALL SEMESTER** | | | | | | **SPRING SEMESTER** | | | | | | **QUALIFICATION LEVEL**  **(UNDERGRADUATE)** | | | **QUALIFICATION LEVEL**  **(MASTER’S)** | | | **QUALIFICATION**  **LEVEL**  **(DOCTORAL)** | | |
| **UG** | **MAST** | **DOCT** | **# of** | **# of** | **# of** | **UG** | **MAST** | **DOCT** | **# of** | **# of** | **# of** | **DQ** | **PQ** | **OTHER** | **DQ** | **PQ** | **OTHER** | **DQ** | **PQ** | **OTHER** |
| **SCH** | **SCH** | **SCH** | **SECT** | **PREP** | **DISC** | **SCH** | **SCH** | **SCH** | **SECT** | **PREP** | **DISC** | **SCH** | **SCH** | **SCH** | **SCH** | **SCH** | **SCH** | **SCH** | **SCH** | **SCH** |
| **FULL-TIME FACULTY** | | | | | | | | | | | | | | | | | | | | | |
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| **PART-TIME FACULTY** | | | | | | | | | | | | | | | | | | | | | |
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| **TOTALS** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **TOTAL STUDENT CREDIT HOURS TAUGHT BY DOCTORALLY-QUALIFIED FACULTY** | | | | | | | | | | | | |  |  | |  |  | |  |  | |
| **TOTAL STUDENT CREDIT HOURS TAUGHT BY DOCTORALLY- AND PROFESSIONALLY-QUALIFIED FACULTY** | | | | | | | | | | | | |  | |  |  | |  |  | |  |
| **TOTAL STUDENT CREDIT HOURS TAUGHT BY DEGREE LEVEL** | | | | | | | | | | | | |  | | |  | | |  | | |
| **TOTAL STUDENT CREDIT HOURS TAUGHT BY BUSINESS FACULTY DURING THE SELF-STUDY YEAR** | | | | | | | | | | | | | | | | | | |  | | |

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

**Principle 3.3 Faculty Deployment**

**Academic quality in business programs requires appropriate program coverage by qualified faculty. Therefore, to ensure that the academic business unit’s new business programs are properly supported, a high percentage of the undergraduate- and master’s-level student credit hours in those programs must be taught by doctorally-qualified and professionally-qualified faculty members. At the doctoral level, it is expected that all doctoral student credit hours will be taught by doctorally-qualified faculty.**

**In addition, for each new 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 and oversees that program.**

1. *Provide Table 5: Faculty Coverage Summary. The data for this table come directly from the totals in Tables 4(U), 4(M), or 4(D): Teaching Load and Student Credit Hours Generated in New Programs in the previous principle. Submit only one table, using the form that is appropriate for your academic business unit. Use Table 5(U) if you are seeking accreditation only for new undergraduate programs; Table 5(M) if you are seeking accreditation for new master’s-level programs, or for new master’s-level and undergraduate programs; or Table 5(D) if you are seeking accreditation for new doctoral-level programs, or for a combination of new doctoral-level and master’s-level and/or undergraduate programs.*
2. *Provide Table 6: Program Coverage. This table should list all new business programs (including majors, concentrations, specializations, emphases, options, and tracks) for which the academic business unit is seeking accreditation, and should identify one full-time doctorally- or professionally-qualified faculty member who teaches in and coordinates that program.*

##### Table 5(U): Faculty Coverage Summary

**(New undergraduate programs only)**

|  |  |
| --- | --- |
| **STUDENT CREDIT HOURS (SCH) TAUGHT IN NEW PROGRAMS DURING SELF-STUDY YEAR** | **UNDERGRADUATE SCH** |
| Total SCH Taught by Business Faculty in New Programs |  |
| SCH Taught by Doctorally- and Professionally-Qualified Faculty in New Programs |  |
| Percent of Total SCH in New Programs Taught by Doctorally- and Professionally-Qualified Faculty |  |
| SCH Taught Only by Doctorally-Qualified Faculty in New Programs |  |
| Percent of Total SCH in New Programs Taught Only by Doctorally-Qualified Faculty |  |

##### Table 5(M): Faculty Coverage Summary

**(New master’s-level programs, or new master’s-level and undergraduate programs)**

|  |  |  |  |
| --- | --- | --- | --- |
| **STUDENT CREDIT HOURS (SCH) TAUGHT IN NEW PROGRAMS DURING SELF-STUDY YEAR** | **UNDERGRADUATE SCH** | **MASTER’S SCH** | **TOTAL** |
| Total SCH Taught by Business Faculty in New Programs |  |  |  |
| SCH Taught by Doctorally- and Professionally-Qualified Faculty in New Programs |  |  |  |
| Percent of Total SCH in New Programs Taught by Doctorally- and Professionally-Qualified Faculty |  |  |  |
| SCH Taught Only by Doctorally-Qualified Faculty in New Programs |  |  |  |
| Percent of Total SCH in New Programs Taught Only by Doctorally-Qualified Faculty |  |  |  |

##### Table 5(D): Faculty Coverage Summary

**(New doctoral-level programs, or a combination of new doctoral-level programs and master’s-level and/or undergraduate programs)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **STUDENT CREDIT HOURS (SCH) TAUGHT IN NEW PROGRAMS DURING SELF-STUDY YEAR** | **UNDERGRADUATE SCH** | **MASTER’S SCH** | **DOCTORAL SCH** | **TOTAL** |
| Total SCH Taught by Business Faculty in New Programs |  |  |  |  |
| SCH Taught by Doctorally- and Professionally-Qualified Faculty in New Programs |  |  |  |  |
| Percent of Total SCH in New Programs Taught by Doctorally- and Professionally-Qualified Faculty |  |  |  |  |
| SCH Taught Only by Doctorally-Qualified Faculty in New Programs |  |  |  |  |
| Percent of Total SCH in New Programs Taught Only by Doctorally-Qualified Faculty |  |  |  |  |

##### Table 6: Program Coverage

|  |  |  |
| --- | --- | --- |
| **PROGRAM** | **FACULTY MEMBER** | **QUALIFICATION LEVEL** |
| **ASSOCIATE-LEVEL PROGRAMS** | | |
|  |  |  |
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| **BACHELOR’S-LEVEL PROGRAMS** | | |
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| **MASTER’S-LEVEL PROGRAMS** | | |
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| **DOCTORAL-LEVEL PROGRAMS** | | |
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### **Principle 4.1: Financial Resources**

**Academic quality in business programs requires financial resources that are sufficient to support the new programs.**

***Associate-, Bachelor’s-, and Master’s-Level Programs:***

1. *Describe the budget development and budget amendment processes of the institution. If applicable, this narrative should also include a description of the ways in which the results from implementing the academic business unit’s outcomes assessment plan in your new business programs are integrated into the budget development process.*
2. *Provide the following information:*
3. *A description of the additional financial resources that are allocated to the academic business unit for support of your new business programs. If no new financial resources have been allocated to the academic business unit for the new programs, explain the reason(s), and describe the ways in which you adequately support the new programs with previously-existing resources.*
4. *If you submitted curriculum and/or budget proposals to your parent institution and/or institutional governing body for your new business programs, provide copies of these proposals (these should be placed in the appendix of the self-study).*
5. *List the non-faculty personnel in your academic business unit by classification type who support your new business programs.*
6. *Provide Table 7: Salary Ranges of Full-Time Faculty by Rank. This table should contain the actual salary ranges (lowest, mean, and highest) for all full-time faculty who teach in your new business programs during the self-study year (academic year salaries—9 month salaries before overloads) for each of the faculty ranks in the academic business unit. Do not include faculty who are on leave or on sabbatical and are receiving a reduced rate during the period of absence.*
7. *If applicable, state the method of computation for extra pay of full-time faculty who teach in your new business programs in the following areas (****Note****: Extra pay is additional compensation over and above a faculty member’s annual contract compensation during the self-study year.):*
   1. *Overload*
   2. *Evening courses*
   3. *Off-campus courses*
   4. *Summer courses*

*e. Non-credit courses*

1. *State the rates of pay for part-time (adjunct) faculty who teach business courses in your new business programs.*
2. *Provide the page numbers for the section in your institution’s catalog, prospectus, marketing brochures, or other material that describes the tuition and fees for each new business program.*

***Doctoral-Level Programs:***

*Describe the financial resources supporting the academic business unit’s new doctoral-level business programs.*

##### Table 7: Salary Ranges by Rank

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **FACULTY RANK** | **NUMBER OF**  **FULL-TIME FACULTY** | **ACADEMIC YEAR SALARY RANGES BY RANK** | | |
| **LOWEST** | **MEAN** | **HIGHEST** |
| Professor |  |  |  |  |
| Associate Professor |  |  |  |  |
| Assistant Professor |  |  |  |  |
| Instructor |  |  |  |  |
| Other |  |  |  |  |

### **Principle 4.2: Facilities**

**Academic quality in business programs requires the physical facilities available to the academic business unit’s new business programs to be of sufficient quality to support high-quality business education.**

1. *Describe the physical facilities, such as classrooms, computer laboratories, and faculty offices, that are available to business students and faculty in your new business programs. Plans for renovation of space or construction of new facilities associated with the business programs should also be described.*
2. *Provide Table 8: Office Facilities for Business Faculty. This table should identify the types of offices available for faculty who teach in your new business programs and the number of faculty members in each type of office.*
3. *Provide Table 9: Evaluation of Educational Space. The information in this table should be presented as shown in sample Table 9 in these guidelines. This table should contain an overall, summary evaluation of the adequacy of the educational space that is available to the students and faculty in your new business programs.*

##### Table 8: Office Facilities for Business Faculty

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TYPE OF OFFICE** | **FULL-TIME FACULTY** | **PART-TIME FACULTY** | **GRADUATE ASSISTANTS** | **EMERETI FACULTY** |
| One-Person Office |  |  |  |  |
| Two-Person Office |  |  |  |  |
| Three-Person Office |  |  |  |  |
| Four-Person Office |  |  |  |  |
| **TOTAL** |  |  |  |  |

##### Table 9: Evaluation of Educational Facilities

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

### **Principle 4.3: Learning Resources**

**Academic quality in business programs requires a comprehensive library and other necessary learning resources to be available to business students and faculty in the new business programs.**

1. *Provide a list of the business journals, databases, and other learning resources available to business students and faculty in your new business programs (this should be placed in the appendix of the self-study).*
2. *Provide a description of the annual budget for the learning resources supporting your new business programs.*
3. *Provide a general statement of library support for the new business programs offered by the academic business unit. This statement should address:*
   1. *Inter-library loan program.*
   2. *Library support for faculty.*
   3. *Library support for students.*
   4. *Acquisitions program (including faculty consultation and review).*
   5. *Library support for off-campus programs (including online and hybrid delivery methods).*

### **Principle 4.4: Educational Technology and Support**

**Academic quality in business programs requires sufficient instructional and computing resources and support to be provided to business faculty and students in the new business programs.**

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

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

### **Principle 4.5: Off-Campus Locations**

**Academic quality in business programs requires the resources available to students and faculty in new off-campus programs to be comparable to those at on-campus locations. Therefore, human and financial resources, facilities, libraries, and equipment at all off-campus locations should be sufficient to support the new business programs taught at those locations.**

1. *Provide Table 10: Off-Campus Locations. This table should list each of your instructional sites (including the main campus and all off-campus sites) at which your new business programs are offered, and indicate the number of business student credit hours in the new programs taught at each location, along with the percentage of the total number of business student credit hours in the new programs taught at each location.*
2. *Describe the resources that are available at each off-campus location at which the new business programs are offered. This description should address the following areas:*
   1. *Full-time faculty*
   2. *Financial resources*
   3. *Facilities*
   4. *Libraries*
   5. *Equipment*
3. *Describe the ways in which you ensure that the quality of your new off-campus business programs and courses is comparable to the quality of those programs that are taught on-campus.*

##### Table 10: Off-Campus Locations

|  |  |  |
| --- | --- | --- |
| **Location** | **Student Credit Hours**  **IN NEW PROGRAMS**  **Taught at this Location** | **Percentage of the Total Number of Student Credit Hours IN NEW PROGRAMS Taught at this Location** |
|  |  |  |
|  |  |  |
|  |  |  |
| TOTAL |  |  |

## 

### **Principle 5.1: Admissions Processes**

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

**Note:** 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.

***Associate- and Bachelor’s-Level Programs:***

1. *For the new associate- and bachelor’s-level business programs for which the academic business unit is seeking accreditation, describe the policies and procedures for admission to these programs in the following areas (if these are described in your institution’s catalog, prospectus, marketing brochures, or other material, provide the page numbers for the relevant sections):*
   1. *Admission of freshmen to these programs.*
   2. *Admission of students from within your institution to these programs.*
   3. *Admission of transfer students from other institutions to these programs.*
   4. *Admission of students from within your institution between the traditional and nontraditional formats of these programs.*
   5. *Acceptance of transfer credit from other institutions, and your method of validating the credits for these programs.*
2. *Describe the exceptions you have made in the administration of your admissions policies for associate and bachelor’s degree students in your new programs during the self-study year.*

***Master’s-Level Programs:***

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

***Doctoral-Level Programs:***

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